



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



2021-2022

Bridge to Success 9

Teacher Guide

Advanced



Dom Luis Bridge, Portugal



Grade
9

Advanced

UNIT 8 LESSON 1 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 294	<ol style="list-style-type: none"> 1. Present your treasured possession to the class and explain what it is and how you got it. 2. In pairs, invite learners to think of a question they'd like to ask you related to the object. Answer some of their questions in class. 3. Read the Starter question as a class. In pairs, allow learners a minute to discuss. Monitor and assist. Suggested reasons could be childhood toy, present from friends/family, souvenir from a trip. 4. Invite learners to call out what their treasured possessions are and write them on the board. Keep this list until the end of the lesson.
Resources	Main Activity
Coursebook page 294	<p>Reading and speaking: Activity 1</p> <ol style="list-style-type: none"> 1. Read the introduction aloud and nominate four learner to read out one question each. 2. In pairs, learners ask and answer the questions. Monitor and assist where necessary. <p>CORE</p> <p>Feedback</p> <p>Invite a number of learners to share one of their partner's answers.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Discuss the questions as a class prompting learners if necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners think of additional questions for the questionnaire and ask and answer in pairs.
Coursebook page 294	<p>Reading and speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Read out the question and draw learners' attention to the options. Ask them to choose the main idea expressed in the paragraph. Point out that they need to interpret what the writer says to understand the main idea. 2. Learners compare their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out the correct option and indicate where this is clear in the paragraph.</p> <p>Answers</p> <p>b (But, why are things so important to us? After all, they're just things.)</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Discuss with the whole class why the other two options are wrong. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Put the learners in pairs and ask them to discuss the question in the opening paragraph: <i>Why are things so important to us?</i>

Coursebook page 294	<p>Reading and speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Read the <i>Language tip</i> with the class and write the phrasal verbs on the board. Invite learners to explain what they mean, referring to the text. 2. Allow learners a few minutes to read the questions and find the answers in the text. 3. In small groups, learners think of a different sentence for each of the phrasal verbs. <p>CORE Feedback Nominate a learner from each group to write one of their sentences on the board.</p> <p>Possible answers</p> <p>Definitions: <i>fall apart</i>: break into pieces; <i>take off</i>: remove clothes or jewellery; <i>save up</i>: keep money so that you can buy something; <i>look after</i>: take care of something; <i>put away</i>: put something in the place where it should be; <i>throw away</i>: put something in the rubbish</p> <p>Example sentences: Learners' own answers</p>
Workbook page 90	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read and match the text halves. <p>CORE Feedback Invite learners to read out a text with its matching other half.</p> <p>Answers</p> <p>1 c; 2 d; 3 b; 4 a</p>
Workbook page 90	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Model the first question. Say <i>One. Break into pieces. The correct phrasal verb is ...</i> and elicit <i>fall apart</i>. 2. Learners complete the activity individually before comparing their answers in pairs. <p>DESIRABLE Feedback Choose six different pairs of learners. Each time, one learner calls out a phrasal verb and the other one reads the definition.</p> <p>Answers</p> <p>1 fall apart; 2 look after; 3 save up; 4 put away; 5 take off; 6 throw away</p>
Workbook page 90	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Allow learners five minutes to write three or four sentences about a treasured possession using some phrasal verbs. Monitor and help as necessary. To make it more interesting, ask them not to mention what the object is. <p>CORE Feedback Invite learners to read out their sentences and have the class guess what the object is.</p> <p>Answers</p> <p>Learners' own answers</p>

Resources	Plenary		
	1. Point to the list of treasured possessions you wrote on the board at the beginning of the lesson. Ask learners which additional possessions were mentioned in class (either their own answers or from the texts). Add them to the list. 2. Have a class vote with a raise of hands on: the most useful/common/expensive possession.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 8 LESSON 2 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> Before the class starts, place your wallet inside the bag. Hold the bag so the learners can see it and say you have an important possession of yours inside. Divide the learners into small groups. Invite a learner from each group to come up and feel the object through the bag. They go back to their group and describe the object to their partners. Elicit from each group what they think the object is and then present it to them. Invite learners to spell <i>wallet</i> and write it on the board.
Resources	Main Activity
Coursebook page 295 AudioTrack 36	Listening: Activity 4 <ol style="list-style-type: none"> Refer learners to the photos in Activity 4 and read the question. Encourage them to guess what Salman is looking for. Play the audio track once for the learners to find out the missing object. In pairs, learners compare answers before checking as a class. <p>CORE</p> <p>Feedback</p> <p>Invite a learner to say which object Salman is looking for (wallet). Ask further gist questions, for example <i>Where did he lose it? Who was he with? Who is he talking to now?</i> Elicit that <i>mall</i> and <i>store</i> in American English are <i>shopping centre</i> and <i>shop</i> in British English.</p>
	Differentiation activities (Support): <ol style="list-style-type: none"> Play the audio track twice for learners.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> Ask learners to listen to the audio track and number the objects in the order they are mentioned.
	<p>Answers</p> <p>1 tablet; 2 headphones; 3 skateboard; 4 wallet; 5 sunglasses</p>
Coursebook page 295 AudioTrack 36	Listening: Activity 5 <ol style="list-style-type: none"> Give the learners time to read through the statements. Clarify any unknown vocabulary. Play the audio track again for the learners to decide whether the statements are true or false. Encourage them to make notes as they listen and write down their answers in their notebooks. Learners compare their answers in pairs before checking with the class. <p>CORE</p> <p>Feedback</p> <p>Read out the statements one by one and have learners raise their individual whiteboards with <i>true</i> or <i>false</i> written on them. Nominate learners to correct the false statements.</p>
	<p>Answers</p> <p>1 False (He had his wallet in his pocket); 2 False (He had the screen on his tablet fixed); 3 True; 4 True; 5 False (He didn't know he was a thief and he was surprised to find this out); 6 True</p>

Coursebook page 295	<p>Use of English: Activity 6</p> <ol style="list-style-type: none"> 1. Read the <i>Use of English</i> box as a class. 2. Read out the example and point out that the object is between the auxiliary verb <i>have</i> and the verb/past participle. 3. Remind learners that we can say who did the action using <i>by</i> + person. Point out that we often don't have to say who did it because it's either easy to understand or not important to mention. Elicit who did the actions in the examples. For example, a computer technician/worker at the computer store fixed the tablet and a thief stole Salman's wallet. 4. Allow learners a few minutes to rewrite the sentences in their notebooks. Ask them to compare their sentences in pairs. <p>CORE Feedback Invite learners to write out a sentence on the board.</p> <p>Answers</p> <p>1 I have my room cleaned once a week. 2 Our car broke down so we're having it fixed. 3 If you leave your bicycle out all night, you'll have it stolen. 4 We're going to have our house painted next weekend. 5 I had my sunglasses broken yesterday so I need to buy new ones.</p>
Coursebook page 295	<p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1. Read out the questions and the definition of <i>pickpocket</i> and <i>pick someone's pocket</i> in the <i>Vocabulary</i> box. 2. Give learners a few minutes to discuss the questions in pairs or small groups. Monitor their discussions. <p>CORE Feedback Elicit whole class feedback on each of the questions.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Discuss the questions one by one with the whole class. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. In pairs, learners write a short dialogue between Salman and his mother. Salman has gone back to his hotel after talking to the police officer and is explaining what happened. His mother gives him advice about how to stay safe next time. 2. Invite learners to act out their dialogues.
Workbook page 91	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Explain that the text is a summary of Salman's story. Allow a minute or so for learners to complete the text with the verbs. <p>DESIRABLE Feedback Invite learners to read the text. Ask them to identify the sentences with the structure <i>have something done</i>.</p> <p>Answers</p> <p>1 stolen; 2 pick up; 3 fixed; 4 broken; 5 went; 6 looked; 7 pushed; 8 apologised</p>

Workbook page 91	Workbook: Activity 5 1. Read out the example and have learners look at the rest of the signs. 2. Allow them a few minutes to write sentences with <i>have something done</i> . DESIRABLE Feedback Invite learners to write a sentence on the board. Elicit other variations from the class. <div>Possible answers 1 You can have your hair cut. 2 You can have your eyes tested. 3 You can have a book signed. 4 You can have your photos framed. 5 You can have a pizza delivered. 6 You can have your toys repaired.</div>		
Resources	Plenary 1. Read parts of the audioscript aloud. As you do this, change facts randomly, for example <i>I was in the supermarket (mall) with my brother and ... I had it in my bag (pocket) ... I remember first we went in the computer store to pick up my brother's laptop (tablet). The keyboard (screen) had broken so he had it fixed. I know I had it there because I took it out to pay for a new set of speakers (headphones)</i> . 2. Ask learners to listen carefully and stand up when you give a wrong fact. Nominate learners to correct the fact. Note: Ask learners to bring one of their treasured possessions to the next lesson.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 8 LESSON 3 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 296	<ol style="list-style-type: none"> 1. Invite learners to stand up and present their treasured possession to the class. They only have to identify it and say what they use it for. 2. Ask <i>Have you ever lost your treasured possession?</i> Elicit answers from the class. 3. Refer learners to the Starter questions. In pairs, learners can talk about different possessions, not only the one they brought. Elicit further information: <i>What was it and did you find it?</i>
Resources	Main Activity
Coursebook page 296	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Write on the board: <i>What can you see? Who do you think this girl is? What do you think she lost? And how?</i> 2. Put the learners in small groups. Invite them to look at the picture and discuss the questions on the board. Elicit ideas from the class. 3. Allow learners to read the text once and find out. <p>CORE</p> <p>Feedback Invite learners to answer the questions on the board based on information from the text.</p> <p>Answers</p> <p>She lost her umbrella on a London bus. She found it in the Lost and Found office. Someone found it and took it there.</p>
Coursebook page 296	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Point to the two diagrams and read out the headings. Ask learners to copy them in their notebooks. 2. Point out the adjectives in bold in the text. Allow learners two minutes to read through the text again and write the adjectives in the correct diagram. 3. Ask them to compare diagrams in pairs before they check with the class. <p>CORE</p> <p>Feedback Draw the diagrams on the board and invite learners to write the adjectives.</p> <p>Answers</p> <p>Adjectives for umbrella: useful; beautiful; transparent; pretty; light; wonderful Adjectives for Mariam's feelings: pleased; upset; afraid; happy</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Drill the adjectives and correct any problems with pronunciation or stress. <p>Differentiation activities (Stretch)</p> <ol style="list-style-type: none"> 1. Ask learners to find synonyms and/or opposites for some of the adjectives. Allow them to use dictionaries if necessary and encourage them to add them to their diagrams. You can teach them the ~ symbol (meaning 'similar' for synonyms) and the ≠ symbol (meaning 'opposite' for the opposites).

<p>Coursebook page 296</p>	<p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Read the <i>Language tip</i> and check if learners know any other adjectives ending in <i>-ful</i>. 2. Draw their attention to the words in the box. Give the learners a minute to decide which seven adjectives they can form. Point out that there isn't a rule to help them form the <i>-ful</i> adjectives. They should be able to identify the adjectives or use dictionaries if necessary to check. <p>CORE Feedback Invite learners to call out the <i>-ful</i> adjectives and write them on the board. Encourage them to keep a section in their notebooks with <i>-ful</i> adjectives and add to it every time they encounter a new adjective ending in <i>-ful</i> to help them revise and remember them.</p> <p>Answers</p> <p>careful; helpful; painful; successful; colourful; cheerful; stressful</p> <ol style="list-style-type: none"> 3. In pairs, have learners discuss the meaning of the adjectives and think of an example sentence. They can write them down if they wish. <p>EXTENSION Feedback Invite learners to give an example using the adjectives in context.</p>
<p>Coursebook page 297</p>	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Say <i>Useful. Why does Mariam describe the umbrella as useful?</i> Nominate a learner to read out the example as a model. 2. In pairs, learners look at their diagrams and give the reason why Mariam used each adjective in the story. 3. Monitor and provide help as necessary. <p>DESIRABLE Feedback Nominate learners to explain why Mariam used the adjectives in her story.</p> <p>Answers</p> <p>Learner's own answers</p>
<p>Workbook page 92</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Model the first question. Say <i>Light – what does light mean?</i> Elicit an answer – learners may think of weight (not heavy) or colour (not dark). Say that both are correct, but that in this case you are thinking of weight. Ask learners to look in the second column and find the appropriate match (d). 2. Learners complete the activity individually. <p>CORE Feedback Invite learners to read out an adjective and its definition.</p> <p>Answers</p> <p>1 d; 2 e; 3 a; 4 f; 5 c; 6 b</p>
<p>Workbook page 92</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Give learners two minutes to choose the correct adjectives. 2. Learners compare answers in pairs. <p>CORE Feedback Invite learners to read out a sentence for the whole class. Encourage peer correction.</p> <p>Answers</p> <p>1 painful; 2 beautiful; 3 stressful; 4 careful; 5 helpful; 6 successful; 7 useful; 8 cheerful</p>

Workbook page 92	Workbook: Activity 3 1. Explain that learners are going to write a paragraph about the treasured possession they brought to class or a different one. Read out the questions. 2. Invite learners to think about their answers to the questions and make notes. 3. Allow them time to write their paragraph. Monitor and help as necessary. Alternatively, ask learners to write their paragraph at home and bring it to the next lesson. CORE Feedback In pairs, ask learners to exchange and read each other's paragraphs. They ask an extra question about the object or the incident.		
	Resources	Plenary	
	1. Play a chain game. Say <i>The Queen's cat is a colourful cat</i> . Nominate a learner to continue with another <i>-ful</i> adjective, for example <i>The Queen's cat is a colourful and careful cat</i> . Continue until a learner can't think of an adjective, repeats an adjective or misses one out. Then start again. Continue as time allows.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 8 LESSON 4 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Write <i>Burj Khalifa</i> on the board. Allow learners a minute to discuss in small groups what they know about it. 2. Invite learners to report what they discussed in their groups.
Resources	Main Activity
Coursebook page 297	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the story pictures. In pairs, learners put the picture in the order they think the events took place. Encourage them to tell the story as they do this. 2. Invite one or two pairs to give their version of the story. <p>CORE</p> <p>Feedback</p> <p>Invite pairs of learners to compare their answers with another pair.</p> <p>Answers</p> <p>At this point, learners are predicting and may come up with a variety of orders. Accept any order that makes sense according to their story.</p>
Coursebook page 297 Audio Track 37	<p>Listening: Activity 6</p> <ol style="list-style-type: none"> 1. Play the audio track once for learners to check their answers. <p>CORE</p> <p>Feedback</p> <p>Invite learners to say the pictures in order and explain briefly what happened to Laila and her parents.</p> <p>Answers</p> <p>C; F; E; A; B; D</p> <ol style="list-style-type: none"> 2. Ask learners <i>How do you think the memory cards reached Laila's family?</i> Put them in different pairs to make guesses. <p>Feedback</p> <p>Invite different learners to predict the ending of the story. Make notes of their ideas on the board.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pre-teach some of the vocabulary from the audio track before learners listen to it. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners make notes of as many details as they can as they listen.
Coursebook page 297 Audio Track 38	<p>Listening: Activity 7</p> <ol style="list-style-type: none"> 1. Play the audio track once for the learners to check how the story ends. <p>CORE</p> <p>Feedback</p> <p>Invite learners to explain the story ending. Check whether any of them had guessed it correctly.</p> <p>Possible answer</p> <p>Mrs Williams uploaded the photos on a website for lost cameras/photos. Laila's cousin, Huda, found the photos by accident while she was surfing the Internet. Laila's dad contacted Mrs Williams and she posted the memory cards to Laila's house.</p>

<p>Coursebook page 297</p>	<p>Vocabulary: Activity 8</p> <ol style="list-style-type: none"> 1. Hand out a copy of PCM 10 to each learner. Ask them to describe what they see in the picture. How do Laila and her parents feel? Why? 2. Allow learners a few minutes to put the events of the story in order. <p>CORE</p> <p>Feedback</p> <p>Invite learners to each read a sentence aloud in turn.</p> <p>Answers</p> <p>4; 3; 1; 5; 2; 6</p> <ol style="list-style-type: none"> 3. Draw learners' attention to the compound verbs and nouns in bold. invite learners to explain what each word means. 4. Read the <i>Language tip</i> and elicit the meaning of the remaining words. <p>Possible answers</p> <p>memory card: a small card used in cameras, computers to store information upload: to copy information from a device to the Internet website: a page of information on the Internet airport: a place where airplanes land and take off sightseeing: visiting interesting places, usually on holiday skyscraper: a very tall building palm tree: a type of tree with long pointed leaves at the top fountain show: a show with lights and water camera case: a special bag for carrying a camera</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to practise saying the compound verbs and nouns. Point out that in compound nouns with two separate words, the first word has the stronger stress, for example, <i>ME</i>emory card, <i>FOUN</i>tain show, <i>CA</i>mera case. 2. Check answers with the whole class. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Say the compounds verbs and nouns for the learners to repeat after you. Point out the stressed syllable.
<p>Workbook page 93</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners use a word from each box to create a compound verb or noun. They use them to label the pictures. <p>CORE</p> <p>Feedback</p> <p>Invite learners to write the words on the board.</p> <p>Answers</p> <p>1 camera case; 2 upload; 3 website; 4 memory card; 5 airport; 6 skyscraper; 7 fountain show</p>
<p>Workbook page 93</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Allow learners a minute to think of more compound verbs and nouns and/or look for them in previous units. They write them in the table. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to read out the compound words they thought of and/or found.</p> <p>Answers</p> <p>Learners' own answers</p>

	Differentiation activities (Support): 1. Find some compound verbs and nouns in the Workbook before the class and write the page numbers. When the learners do the task, write the page numbers on the board so they can find the words more quickly.		
	Differentiation activities (Stretch): 1. Have learners think of or find three more compound verbs and three more compound nouns in their dictionaries.		
Resources	Plenary		
	1. Put the learners in small groups. Ask <i>How did Laila’s parents thank Mrs Williams for returning the memory cards to them?</i> Invite learners to discuss this in their groups. 2. Invite learners to explain what Laila’s parents did to thank Mrs Williams, for example, <i>send her a gift, a card, phone her and thank her, invite her to the UAE.</i>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 8 LESSON 5 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 298	<ol style="list-style-type: none"> 1. Ask the learners to look at the picture for a few seconds and ask <i>Do you think it shows a boy's room or a girl's room?</i> Elicit answers from learners and ask them to explain why. 2. Ask them to close their books and say what they remember about the bedroom.
Resources	Main Activity
Coursebook page 298 Audio Track 39	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the words in the box and the numbered items in the picture. Learners match the words to the items, making notes in their notebooks. 2. Have learners compare answers in pairs before playing the audio track for them to check. <p>CORE</p> <p>Feedback</p> <p>Invite learners to say a number and a word. Elicit that a loft bed is similar to a bunk bed, but it has an upper bed and a desk instead of a lower bed.</p> <p>Answers</p> <p>1 loft bed; 2 snowboard; 3 frame; 4 noticeboard; 5 calendar; 6 reading lamp; 7 ladder; 8 storage basket; 9 cushion; 10 rocking chair</p>
Coursebook page 298 Audio Track 40	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that Ahmed (the boy from Lesson 1) is in his bedroom (the one in the photo) with a friend, Tariq. Draw learners' attention to the numbered items in the picture in Activity 1. 2. Play the audio track once. Learners listen and write down the items the two boys mention. 3. Ask learners to compare their answers in pairs before checking with the class. <p>CORE</p> <p>Feedback</p> <p>Invite learners to say an item they heard in the audio.</p> <p>Answers</p> <p>loft bed; ladder; rocking chair; cushion; frames</p>
Coursebook page 298 Audio Track 40	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Invite learners to read the questions once. Play the audio track again and prompt them to answer the questions in their notebooks. 2. Ask them to discuss their answers in small groups before you give whole-class feedback. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to read out a question and answer it. Elicit different answers and details from the whole class before confirming the correct answer.</p> <p>Possible answers</p> <p>1 He's afraid of falling from the ladder; 2 Ahmed and Tariq's brother don't like it when other people touch their things; 3 Tariq thinks it's comfortable but Ahmed disagrees; 4 He bought it in a market in Egypt; 5 Ahmed's friends from Abu Dhabi; 6 They're going to play a computer game.</p>

Workbook page 94	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Explain that this is a dialogue between Ahmed and Tariq on a different day. The boys are now in Tariq's bedroom. 2. Allow learners a few minutes to complete the dialogue with the phrases. <p>CORE</p> <p>Feedback</p> <p>Invite pairs of learners to read out one of Ahmed's and Tariq's turns from the dialogue.</p> <p>Answers</p> <p>1 loft bed; 2 ladders; 3 frame; 4 rocking chair; 5 storage basket; 6 reading lamp</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners read out the dialogue in pairs. Monitor and make note of any pronunciation or intonation problems. 2. Practise the words or sentences you made a note of with the whole class. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners extend the dialogue between Ahmed and Tariq by two or four turns. Then invite learners to form large groups and act their dialogues, or act them out for the whole class.
Workbook page 94	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners read about Ahmed's possessions and write the words on the lines. Then they circle the items in the picture. 2. Invite fast finishers to compare their answers. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to write a word on the board and point to it in the picture.</p> <p>Answers</p> <p>1 rocking chair; 2 ladder; 3 frames; 4 noticeboard; 5 storage basket; 6 calendar</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Place the picture of the bedroom you brought in on your desk or on a chair at the far end of the classroom. Explain what it is. 2. Put learners in small groups. Ask them to choose a secretary in each group who will need a notebook and a pen. Invite all the learners except the secretaries to walk up to the picture and look at it for 20 seconds. 3. Ask the learners to sit down in their groups and remember as many details as they can. The secretary should write down sentences. 4. Invite groups to read out sentences. Check if they remembered correctly and award a point for each correct sentence.

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

UNIT 8 LESSON 6 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 298	1. Invite volunteers to draw a picture on the board. Point to an item from the picture in Activity 1 for them to draw. The rest of the class guesses the word and spells it.
Resources	Main Activity
Coursebook page 299	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Draw learners' attention to sentences 1 to 6. Ask <i>Are these sentences in direct or reported speech?</i> (direct) Point out that sentences a to f are the same as 1 to 6 but in reported speech and in different order. 2. Put the learners in pairs. One of the learners looks at sentences 1 to 6 and covers sentences a to f. The other learner does the opposite. They take turns to read out a sentence for their partner to read the equivalent. <p>DESIRABLE</p> <p>Feedback Invite pairs of learners to read out a pair of matching sentences.</p> <p>Answers</p> <p>1 b; 2 d; 3 f; 4 c; 5 a; 6 e</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Do the matching task as a class first and then have learners practise reading out the sentences. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. In pairs, learners take turns to read out a sentence for their partner to say the equivalent sentence (in direct or reported speech) without looking in their Coursebook.
Coursebook page 299	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Read out the information in the <i>Use of English</i> box. Invite learners to notice what other words change in sentences a to f in Activity 1, for example <i>I</i> and <i>you</i> become <i>he</i>, <i>my</i> becomes <i>his</i>. 2. Point to the pictures in Activity 5. Invite learners to say what is happening in each picture. 3. Draw learners' attention to the pairs of reported speech sentences under the pictures. Explain that each pair matches a picture, but they are in mixed order. 4. Allow learners a minute to read the sentences and decide which picture they match. Check answers with the class. 5. In pairs, learners act out the pictures by changing the sentences to direct speech. Allow them a few minutes to write the sentences first. Monitor and help as necessary. <p>CORE</p> <p>Feedback Invite pairs of learners to act out a dialogue for the class. Accept all correct variations.</p> <p>Possible answers</p> <p>1 My necklace isn't as nice as yours. Nobody can touch it; 2 I need to buy a new laptop. I'll lend you mine; 3 Grandma might visit this afternoon. We should make a cake for her; 4 They might lose the match. I'm sure they'll score another goal.</p>

Workbook page 95	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Give the learners a few minutes to read the dialogue individually. Then ask them to rewrite the underlined sentences in reported speech. They can do this in pairs if they prefer. 2. Have a class discussion about the idea of keeping a diary in English. Discuss the advantages and possible difficulties. Encourage learners to try keeping a diary in English and notice how it helps them improve their writing and develop their vocabulary. Point out that they don't need to write much – three lines per day will do. <p>CORE Feedback</p> <p>Invite learners to write a sentence on the board.</p> <p>Possible answers</p> <p>1 Jamila said Salama's room looked really good. 2 Salama told Jamila that she kept it as tidy as she could. 3 Salama said that Jamila could open it if she wanted. 4 Salama said they should write about their day in English. 5 Jamila told Salama that their English teacher didn't have ideas like that. 6 Salama said she would write in it that night.</p>
Workbook page 95	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners choose one of the pictures and write a different dialogue between the characters. Explain that it can be on a totally different topic. 2. Allow learners a few minutes to think of a dialogue and allow them to work in pairs. 3. Then ask learners to rewrite the dialogue in reported speech. Monitor and give individual or pair feedback. <p>DESIRABLE Feedback</p> <p>Invite pairs of learners to read out their dialogues for the whole class.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Distribute sheets of paper. Explain that learners are going to write a sentence (in direct speech) using the present simple or a modal verb from the lesson. Their sentence must be at least eight words long. 2. Allow a minute for learners to write their sentences. Monitor and make sure they use correct grammar and vocabulary. 3. Invite learners to stand up and mingle around the class. As they bump into each other, they say (or read out) their sentence. Point out that it's important they try to remember what each other said, but they can't make any notes. 4. After a minute or so, ask learners to sit down and work in pairs or small groups. Together, they try to remember what their classmates said. Prompt them to write sentences in their notebooks using reported speech. 5. Invite learners to write sentences on the board. Invite the learners whose sentences are on the board to read out their original sentence (in direct speech). Make any necessary corrections.

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

UNIT 8 LESSON 7 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Write <i>Vincent van Gogh</i> on the board. Put the learners in small groups and ask them to take out their tablets or laptops and to look for information about Van Gogh online. Ask them to write down one fact about him. 2. Invite learners from each group to write a fact about the painter on the board and explain what it means. <p>Note: If learners don't have access to the Internet, write down a few facts in note form and have them discuss in small groups what they mean. For example:</p> <ul style="list-style-type: none"> – the Netherlands (He was from the Netherlands.) – 37 (He died when he was 37.) – <i>Starry Night</i> (This is one of his most famous paintings.) – France (He lived and died in France.) – millions (His paintings today are worth millions of dollars.)
Resources	Main Activity
Coursebook page 300	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the painting and read the title. Explain it's one of the most famous of Van Gogh's paintings. 2. Ask them to look at the painting for a few seconds. <ol style="list-style-type: none"> 1. In pairs, they discuss how it makes them feel. What do they like/dislike about it? Why? 2. In pairs, learners read a paragraph each and summarise what they read. <p>CORE</p> <p>Feedback</p> <p>Invite learners to raise their hands, and nominate a few to say something they learned about Vincent van Gogh.</p> <ol style="list-style-type: none"> 3. Nominate learners to read an example from the <i>Language tip</i> out loud. Draw their attention to the non-defining clauses and elicit what they are. 4. Read out the information and remind learners that in non-defining relative clauses we can't replace <i>who</i> or <i>which</i> with <i>that</i>. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners a few minutes to read the text on their own. Then elicit information from them. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners explain what they read to their partner without looking in their books.
Coursebook page 300	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Have learners read the text again and notice the words in bold. Allow them a minute to match the words with the definitions. 2. Learners compare their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out one of the definitions and the corresponding word from the text. Point out to learners that we also use the words <i>portrait</i> and <i>landscape</i> to indicate which way round a piece of paper is – display the pieces of A4 paper you have prepared. You might want to add that we sometimes use the words <i>cityscape</i> and <i>seascape</i> if a picture is of a city or the sea.</p> <p>Answers</p> <p>1 style; 2 art gallery; 3 self-portrait; 4 portrait; 5 landscape; 6 valuable; 7 support; 8 alive</p>

Coursebook page 300	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Put learners in groups of four and read out the instructions. Hand out the printouts or books containing the Van Gogh paintings you selected. If this is not possible, distribute copies of PCM 11 (these are less ideal as the images are in black and white). 2. Allow learners a few minutes to choose the painting they prefer and read about it. (If possible, encourage them to look for more information online.) 3. In their groups, learners take turns to present the painting they have chosen. They give facts about it and explain why they like it. Monitor and provide help if necessary. <p>CORE Feedback Invite learners to present their paintings to the class.</p>
Workbook page 96	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete the paragraph with words from the box. <p>CORE Feedback Invite learners to read out sentences.</p> <p>Answers</p> <p>1 landscapes; 2 style; 3 portraits; 4 self-portraits; 5 art galleries; 6 alive; 7 valuable; 8 support</p>
Workbook page 96	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Do an example with the whole class. Remind learners to use commas to separate the non-defining relative clauses. 2. Allow learners a few minutes to do the task. They can also do it in pairs. Advise them that there may be more than one correct way of doing each one. <p>CORE Feedback Invite learners to write a sentence on the board.</p> <p>Answers</p> <p>1 Vincent van Gogh, who first worked as a teacher in London, became a painter at the age of 27./Vincent van Gogh, who became a painter at the age of 27, first worked as a teacher in London.</p> <p>2 Paris, where a lot of famous artists used to live, was Vincent van Gogh's home for two years.</p> <p>3 In 1890, Vincent van Gogh painted the <i>Portrait of Dr. Gachet</i>, which was sold for over \$150 million dollars in 1990.</p> <p>4 Vincent van Gogh, whose paintings are sold today for millions of dollars, never made money from his art.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Put the learners in small groups and ask them to make a mini-quiz about Vincent van Gogh. Ask them to write four questions. 2. Invite groups of learners to stand at the front of the class and read out their questions. The other learners raise their hands to answer them.

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

UNIT 8 LESSON 8 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 300	<ol style="list-style-type: none"> 1. With closed books, ask learners to brainstorm objects and furniture that were in the painting <i>Vincent's Bedroom in Arles</i>. Write their ideas on the board. 2. Have learners open their books on page 300 and check if they remembered correctly. 3. Discuss as a class whether the bedroom looks poor and why they think that is.
Resources	Main Activity
Coursebook page 301 Audio Track 41	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Read out the instructions and allow a minute for learners to read the questions and options. 2. Play the audio track once for the learners to choose the correct options. 3. In pairs, learners compare answers before checking as a class. <p>CORE</p> <p>Feedback</p> <p>Invite a learner to read out a question and the correct option. Elicit whether the rest of the class agrees before confirming the answer.</p> <p>Answers</p> <p>1 b; 2 a; 3 c</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Play the audio track twice for learners. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to make notes of further details as they listen to the track.
Coursebook page 301 Audio Track 41	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Give the learners a minute to discuss the numbers in pairs before listening to the audio track again. 2. Play the audio track again for the learners to note down in their notebooks what each number refers to. 3. Learners compare their answers in pairs before checking with the class. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to explain a number.</p> <p>Answers</p> <p>819: the number of letters Vincent van Gogh wrote. 651: the number of letters he wrote to his brother Theo. 1888: the year he finished the painting <i>Vincent's Bedroom in Arles</i></p> <ol style="list-style-type: none"> 4. Draw learners' attention to the examples in the <i>Language tip</i>. Elicit that the clauses in red are defining relative clauses. Read out the information. Nominate learners to read out the sentences with <i>who</i> and <i>which</i> and replace those words with <i>that</i>.

<p>Coursebook page 301</p>	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Read out the sentence prompts. Explain that what's missing in each sentence is the relative clause. 2. Do an example with the class. Say <i>Art is something which ... some people buy by paying a lot of money.</i> 3. Allow learners a few minutes to complete the sentences. They can do this orally in pairs or write down their ideas in their notebooks. Advise them that there are many ways to complete the sentences. Monitor and help as necessary. <p>CORE Feedback Invite learners to complete a sentence orally for the whole class. Elicit different variations for each sentence prompt.</p> <p>Possible answers</p> <ol style="list-style-type: none"> 1 Art is something which/that makes you feel more relaxed. 2 My bedroom is a place where my younger brother/sister can't enter. 3 My parents are people who/that support me and love me. 4 A friend is someone who/that I can ask for help and advice. 5 English is a language which/that allows me to communicate with people all over the world. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Discuss each prompt as a class and complete it on the board with the learners' ideas. Learners can copy the sentences in their notebooks. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Put learners in small groups. Ask them to choose one of the prompts and write down as many variations as they can. 2. Invite groups to read out their sentences and check which group came up with the biggest number of valid sentences.
<p>Workbook page 97</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Explain that all the sentences are about Vincent van Gogh. Allow learners a couple of minutes to complete them with the phrases. <p>CORE Feedback Invite learners to read out a sentence each.</p> <p>Answers</p> <p>1 is very simple; 2 It's the room; 3 that he wrote to his brother Theo; 4 The man who supported; 5 were yellow, blue and orange; 6 The town where he died;</p>
<p>Workbook page 97</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually. <p>CORE Feedback Invite learners to read out the defining relative clauses.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 The room <u>that you can see in the painting</u> is very simple. 2 It's the room <u>where he spent the last years of his life</u>. 3 We learn a lot about him from the letters <u>that he wrote to his brother Theo</u>. 4 The man <u>who supported Van Gogh</u> was his brother Theo. 5 The colours <u>that he used the most</u> were yellow, blue and orange. 6 The town <u>where he died</u> is in the south of France.

Workbook page 97	Workbook: Activity 5 1. Read out the instructions. Brainstorm what the learners could describe, for example furniture, personal items, the paintings, the colours. 2. Allow learners time to write their paragraph or ask them to do it at home and bring to the next lesson. DESIRABLE Feedback Collect the learners’ writings and provide individual, written feedback.		
Resources	Plenary 1. Have a quiz game with riddles using words from the lesson. Put learners in groups and ask them to choose a secretary to write down their answers. 2. Read out the riddles one by one a few times. After each riddle, allow learners a minute to discuss the word with their partners. The secretary writes it down. 3. Check answers with the class and award five points for each correct answer. Example riddles: It’s the colour that Vincent van Gogh liked the most. (yellow) It’s the place where you can see paintings. (art gallery) It’s the town where Vincent van Gogh died. (Arles) It’s a picture that an artist paints of himself. (self-portrait) He was the person Vincent van Gogh wrote many letters to. (his brother, Theo) It’s the country where Vincent van Gogh was from. (the Netherlands)		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 8 LESSON 9 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 302	<ol style="list-style-type: none"> 1. Display the three sheets of paper in different places in the classroom. 2. Ask <i>When you left your house this morning, what did your bedroom look like: messy, tidy, extremely tidy?</i> Learners think about their answer and walk towards the appropriate sheet of paper. 3. Learners are now in three groups. Ask them to discuss the Starter question: <i>Why is it important to keep your bedroom tidy?</i> Ask them to think of two reasons. 4. Invite learners to give a reason and write it on the board.
Resources	Main Activity
Coursebook page 302	<p>Reading and speaking: Activity 1</p> <ol style="list-style-type: none"> 1. Allow learners two minutes to read through the readers' questions and Alia's answers independently. 2. Have learners write <i>a</i>, <i>b</i> and <i>c</i> on different pieces of paper. 3. Nominate a learner to read out the first question. The rest of the class raises the letter they think matches this question. If anyone has chosen the wrong answer, tell them you will explain why at the end. 4. Repeat with the other two questions. <p>CORE Feedback Elicit/explain the reasons for the correct matches.</p> <p>Answers</p> <p>1 C; 2 A; 3 B</p>
Coursebook page 302	<p>Reading and speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the six pronouns in bold in Alia's replies. Explain that they refer to someone or something in the problems 1–3. Do an example with the class and read out the <i>Reading strategy</i>. 2. In pairs, have learners discuss who or what the other pronouns refer to. <p>CORE Feedback Invite learners to explain who or what one of the words in bold refers to and give reasons why.</p> <p>Answers</p> <p>1 we: Yassir and his brother; 2 he: Yassir's brother; 3 it: Sameera's bedroom; 4 them: Sameera's clothes; 5 her: Mai's daughter; 6 you: Mai</p>
Coursebook page 302	<p>Reading and speaking: Activity 3</p> <ol style="list-style-type: none"> 1. In pairs, have learners discuss Alia's advice. Encourage them to give an alternative if they disagree, or to give reasons if they agree. <p>CORE Feedback Elicit ideas as a whole class.</p> <p>Answers</p> <p>Learners' own answers</p>

Workbook page 98	<p>Workbook: Activity 1</p> <p>1. Learners read the sentences and choose what the words in bold refer to.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out the items and the rest of the class to peer-correct.</p> <p>Answers</p> <p>1 the teenagers; 2 the homework; 3 the books; 4 the shirt; 5 the bedroom; 6 the plates</p>
Workbook page 98	<p>Workbook: Activity 2</p> <p>1. Write <i>Tidy Room</i>, <i>Tidy Mind</i> on the board and elicit what it means. For example, keeping your personal space tidy and organised helps you think clearly and be organised yourself.</p> <p>2. Brainstorm a few ideas as a whole class. Then allow learners a few minutes to complete the note for themselves. Monitor and provide vocabulary if necessary.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to compare their notes and explain why doing these things will help them.</p>
Resources	<p>Plenary</p> <p>1. Write <i>Mai</i> and <i>daughter</i> on the board. Ask learners to suggest a name for Mai's daughter and add it to the board. Put the learners in pairs and ask them to choose who is going to play the role of Mai. The other learner will act as the daughter.</p> <p>2. Give a context: (Name you agreed)'s bedroom is a mess. Mai is asking her to tidy up.</p> <p>3. Allow learners a few minutes to roleplay a short dialogue between Mai and her daughter (about three turns each). Encourage them not to write anything down, but rather rehearse the same dialogue a few times.</p> <p>4. Invite learners to act out their dialogues for the whole class.</p>

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

UNIT 8 LESSON 10 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Write the following words on the board: <i>laundry basket</i>, <i>'wear-it-again' drawer</i>, <i>shelves</i>, <i>dishwasher</i>. 2. Invite learners to discuss in small groups how each thing helps Matthew and Emma become tidier. 3. Elicit ideas from the class. <p>Possible answers</p> <p>The laundry basket helps them keep their dirty clothes in one place. The 'wear-it-again' drawer helps them put away clothes that they could wear again. The shelves help them clear their desks from school books. The dishwasher helps them clear their bedrooms from empty plates and cups.</p>
Resources	Main Activity
Coursebook page 303	<p>Reading and speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Ask the learners to read the short text and look at the four photos/ideas in pairs. Pre-teach <i>get rid of</i> and <i>hanger</i>. 2. Allow them a few minutes to guess what each idea is about. <p>CORE Feedback Invite learners to report what they discussed in their pairs.</p>
Coursebook page 303 Audio track 42	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Play the audio track once for the learners to make notes about each idea in Activity 4. 2. Ask them to compare their answers in pairs before listening again. <p>CORE Feedback Elicit from the whole class information about each idea and write key words on the board.</p> <p>Possible answers</p> <p>48 hours: before you buy something, think if you need it; wait two days before you buy it Buy one/throw one out: if you buy something, get rid of something else; must be similar size Fill a rubbish bag: once every year, fill a bag with stuff you don't use; throw or give them away The hanger experiment: push clothes to one side of the cupboard. Wear and put clothes back on the other side. Give away clothes that always stay on the same side.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Before listening, put learners in groups of four. Ask them to choose one of the ideas and make notes on that one idea as they listen. 2. They then exchange information and help each other by adding more details if possible. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write a full summary of one of the ideas after they have listened.

Coursebook page 303	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Invite learners to read out the questions. 2. Allow learners a few minutes to think about their answers. Then put them in small groups to discuss. Monitor and make a note of good use of language and any errors. <p>CORE</p> <p>Feedback</p> <p>Get whole class feedback for one or two of the questions. Share the language you made a note of with the learners and encourage them to correct the errors.</p>
Coursebook page 303	<p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1. Nominate a learner to read out what Hessa says and draw attention to the language for giving advice. Point out the second conditional in the last two prompts. 2. In pairs, learners make a note of ideas that could help Hessa. As they do so, encourage them to use the language for giving advice. Monitor and check. <p>CORE</p> <p>Feedback</p> <p>Invite pairs of learners to give an idea with one of the prompts from the <i>Speaking tip</i>.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Brainstorm a few ideas as a whole class before learners do the task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to act out a conversation between Hessa and a friend.
Workbook page 99	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to re-order the sentences. Point out that the first item is a question. 2. Invite learners to compare their question and sentences in pairs. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask for volunteers to write a sentence on the board. Point out the two possible versions for the sentence in 4.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Do I really need this? 2 My room is full of stuff. 3 I have to get rid of things. 4 Don't throw your old toys away./Don't throw away your old toys. 5 I really like buying new clothes.
Workbook page 99	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Read out the instructions and remind learners of the features of a friendly email: informal greeting, opening sentence, closing. Encourage them to write a paragraph explaining the idea and another paragraph about what they are going to throw away and why. 2. Allow learners to write the email in class or at home. <p>CORE</p> <p>Feedback</p> <p>Collect the emails and provide individual, written feedback.</p>

Resources	Plenary		
	<div>1. Write the following verse in jumbled order on the board:<ul style="list-style-type: none">• <i>Too much mess</i>• <i>means more stress</i>• <i>If there's less mess</i>• <i>you will clean less.</i></div> <div>2. Ask learners to copy the verse in the correct order in their notebooks.</div> <div>3. Check answers and accept any appropriate variations. Ask learners whether they agree with the verse or not.</div> <div>4. Chant the verse as a class encouraging learners to clap and move about.</div>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 8 LESSON 11 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 304	<ol style="list-style-type: none"> 1. Write <i>second-hand</i> on the board. Write on the board one or more items that you or someone you know has bought second-hand. 2. Elicit from the learners what buying/selling something <i>second-hand</i> means. (See Common misconceptions section above for more information.) What are the advantages and disadvantages of this? <ol style="list-style-type: none"> 1. Ask the Starter question: <i>What things do people in your country buy second-hand?</i> 2. Look at the item(s) you have already written on the board and add to the list.
Resources	Main Activity
Coursebook page 304	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the adverts and elicit what each item is. 2. Allow a minute or so for learners to read the adverts and choose the item they would like to have. <p>CORE</p> <p>Feedback</p> <p>Invite learners to compare their answers in pairs before eliciting preferences from the whole class.</p>
Coursebook page 304	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. In pairs, learners read the text again to answer the questions. <p>CORE</p> <p>Feedback</p> <p>Read out the first question <i>Which item can you have without paying money?</i> Then say <i>tennis racket</i> and have learners stand up if they think this is a suitable answer. Repeat with the other items. Then do the same with the other questions.</p> <p>Answers</p> <p>1 grammar book, bedtime stories, multi-sport helmet; 2 grammar book; 3 multi-sport helmet; 4 multi-sport helmet; 5 tennis racket, multi-sport helmet</p>
Coursebook page 305	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Read the information in the <i>Use of English</i> box. 2. Make sure learners understand how the compound adjectives are formed with numbers. Give one or two examples by writing on the board: <ul style="list-style-type: none"> • <i>They're going on a holiday for two weeks.</i> • <i>I know a girl who is five years old and can paint really well.</i> <p>Elicit the adjectives:</p> <ul style="list-style-type: none"> • <i>They're going on a two-week holiday.</i> • <i>I know a five-year-old girl who can paint really well.</i> 3. Ask learners to find seven compound adjectives in the advert. Ask them to explain what the adjectives mean as in the example. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a compound adjective each and explain what they mean.</p>

	<p>Possible answers</p> <p>well-known: someone or something that people know well</p> <p>320-page: a book that has 320 pages</p> <p>best-selling: someone or something that sells better than other similar things</p> <p>self-study: something that you use to study by yourself</p> <p>hardly used: something that has hardly been used</p> <p>bedtime: something that's suitable for when it's time for bed</p> <p>multi-sport: something that's suitable for different types of sport</p>
Workbook page 100	<p>Workbook: Activity 1</p> <p>1. Learners make compound adjectives with the words in the boxes and complete the sentences individually.</p> <p>CORE</p> <p>Feedback</p> <p>Invite individual learners to read out a sentence and write the compound adjective on the board. Make sure they use hyphens correctly.</p> <p>Answers</p> <p>1 bedtime; 2 best-selling; 3 self-study; 4 hardly used; 5 well-known; 6 multi-sport</p>
Workbook page 100	<p>Workbook: Activity 2</p> <p>1. Point out the underlined words in each sentence. Explain that learners must combine these words to make new compound adjectives. Point out that the order of the words sometimes changes and that they may need to use a hyphen (-) to join the words. Allow them to use a dictionary if they wish.</p> <p>2. Allow learners to work in pairs or compare their answers when they finish.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate learners to read out a sentence and write the compound adjective on the board.</p> <p>Answers</p> <p>1 homemade; 2 150-page; 3 long-distance; 4 smoke-free; 5 world-famous; 6 ice-cold</p>
Resources	<p>Plenary</p> <p>1. Have learners think about an item they would like to sell and draw a picture of it on a piece of paper. Ask them to label it, for example <i>laptop</i>, <i>mobile phone</i>, and give an estimated price of sale.</p> <p>2. Ask learners to clear their desks and place their drawings on them. Invite learners to walk around and look at what's on sale. They decide which item they would buy and stand next to it.</p> <p>3. Learners are now standing in groups. Ask why they chose that particular item. Did all members of the group have the same reason?</p>

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

UNIT 8 LESSON 12 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 304	<ol style="list-style-type: none"> 1. Invite a volunteer to draw a tennis racket on the board. 2. Ask learners to call out any facts they remember about the tennis racket advert. Write their ideas on the board. 3. Have them open their Coursebooks to page 11 and check their answers.
Resources	Main Activity
Coursebook page 305	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. Ask a learner to read out the advert and discuss what differences they can find between this version and the one on page 304. 2. Read the <i>Language tip</i> and point out that the advert on page 305 is the short form and the one in this activity is the full form. <p>CORE</p> <p>Feedback</p> <p>Write the full version of the advert on the board and invite learners to come out and cross out the words that aren't needed.</p> <p>Answers</p> <p>This junior tennis racket is almost new and comes with a cover. It is a well-known make and it's light so it's perfect for a young girl or a boy. It's worth £80, but I will accept £40.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Tell learners how many words they are going to cross out (14). Pair learners with more able learners for discussion. Advise them that there is no exact answer – different people may choose to cross out different words. The main thing is that they should retain essential words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Challenge learners to write a short advert for their partner to write in full.
Coursebook page 305	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the photo and elicit what a <i>yard sale</i> is (an informal event where people sell personal items they don't want often in their garage or garden). 2. Ask learners to imagine they are organising a yard sale at their home. Allow them a minute or so to think of an item that they no longer want and which they could sell or simply give away. (They can also use the items mentioned in the Plenary in Lesson 11.) 3. Allow a few minutes for learners to write an advert for this item in full form. Then have them cross out or rewrite the advert in short form. Monitor and provide help as necessary. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out their adverts in small groups.</p>

Coursebook page 101	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Help learners display their adverts around the classroom. 2. Ask learners to walk around the class with a notebook. They look at the adverts and make a note of the most important information for each item, for example type of item and price. 3. Learners choose three items they would like to have or buy. <p>CORE</p> <p>Feedback</p> <p>Put learners in small groups and have them compare their preferences. Encourage them to explain why they prefer each item.</p>
Workbook page 101	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Give the learners a few minutes to write the first advert in full form. The Extra: line can be ignored for now – it will be used in Activity 4. 2. Have them compare answers in pairs before checking with the class. 3. Follow the same procedure with the other two adverts. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to read out the sentences in full form from each advert. Write any difficult ones on the board.</p> <p>Possible answers</p> <p>To give away: It's a 120-page English grammar that was written by a best-selling author. It has clear explanations and lots of exercises. It's self-study with answers at the back of the book. It's hardly used.</p> <p>Yours if you want it: It's a book of bedtime stories that has colourful pictures. It has classic stories from all over the world. It would suit a younger brother or sister.</p> <p>Exchanging: It's a multi-sport helmet that's in good condition. It can be used for skateboarding, cycling and roller skating. It's suitable for teenagers who are older than 14 (years old). I will exchange it for a bigger helmet or other sport equipment.</p>
Workbook page 101	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners identify which three of the four choices goes with the adverts in Activity 3 and write them on the Extra: line. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask <i>Which extra piece of information isn't needed here?</i> (Three new balls included.) Elicit what item this extra information could belong to (tennis racket).</p> <p>Answers</p> <p>To give away: Includes eBook.</p> <p>Free if you want it: Beautiful pictures, in very good condition.</p> <p>Exchanging: Kneepads, wrist guards and elbow pads also available.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Play a chain game. Learners close their books. Write on the board <i>I went shopping and I bought a racket</i>. Indicate a learner to continue – the learner must add more information before <i>racket</i>, for example <i>I went shopping and I bought a tennis racket</i>. This learner indicates another learner to continue in the same way, each time adding a new adjective before the previous information added. Learners can use the adjectives from the advert, ending up with <i>I went shopping and a I bought a light, well-known, almost new, junior tennis racket</i>, for example. You could allow other adjectives not from the advert. You could try it with the other adverts (grammar book, story book, helmet).

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

UNIT 8 LESSON 13 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Write <i>Unusual homes</i> on the board. Ask the Starter question: <i>What are some unusual homes that people choose to live in?</i> 2. Invite learners to brainstorm ideas in small groups or as a class. 3. Elicit answers and write them on the board. <p>Possible Answers</p> <p>houseboat, lighthouse, igloo, tree house, cave, van</p>
Resources	Main Activity
Coursebook page 306	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Point to the heading of the blog post and explain that <i>free-wheeling</i> means free and not doing what everyone else does. 2. Draw learners' attention to the photo and elicit why Nathan is free-wheeling (because he lives in a van). 3. Ask learners to read the blog post once and find the reason why Nathan decided to live in a van and what he does for a living. 4. Ask them to compare answers in pairs before checking as a class. <p>CORE</p> <p>Feedback</p> <p>Invite a learner to explain why Nathan decided to live in a van and point out the exact part in the text.</p> <p>Possible answers</p> <p>Nathan decided to live in a van because he wanted to travel around Australia; He's a wildlife photographer</p>
Coursebook page 306	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the blog post again and think about what the words in bold mean. Encourage them to look at the whole sentence if they are having trouble finding the meaning. They can do this in pairs. <p>CORE</p> <p>Feedback</p> <p>Read out a word and invite learners to raise their hands and explain what the words means.</p> <p>Possible answers</p> <p>savings: money you put away, usually in a bank, to spend in the future good condition: used but not damaged or worn out turn into: change shape to use for another purpose store: pack away neatly pop up: open out easily rent: pay money to use something that isn't yours (especially housing) bills: money you have to pay, usually every month, for using electricity, water, telephone</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to confirm their answers in a dictionary before checking them as a class. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to use the words in their own sentences either orally or in writing.

<p>Coursebook page 306</p> <p>Audio Track 43</p>	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> Write a list with three question marks on the board: <ol style="list-style-type: none"> ... ? ... ? ... ? <p>Explain that each question mark represents a disadvantage of living in a van.</p> Put learners in pairs and ask them to think of three disadvantages before they listen to Nathan's opinions. Elicit ideas from the whole class. Play the audio track once for learners to note down the three disadvantages Nathan mentions. Did anyone think of all three disadvantages? <p>CORE</p> <p>Feedback</p> <p>Invite learners to raise their hands and state one disadvantage.</p> <p>Possible answers</p> <p>1 lack of a bathroom; 2 little space to invite people; 3 problems with parking</p>
<p>Coursebook page 306</p> <p>Audio Track 43</p>	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> Draw learners' attention to the four topics. Check if they remember any details Nathan said about each topic. Play the audio track a second time for learners to make notes as they listen. Ask them to compare their answers in small groups before checking as a class. <p>CORE</p> <p>Feedback</p> <p>Elicit answers from the whole class on each topic.</p> <p>Possible answers</p> <p>people with bigger vans: usually have a bathroom in the van his friends and family: he can't invite them all to his van parks and beaches: he often goes there with friends and family because there's no room in his van parking spaces: sometimes hard to find; sometimes looks for a new space because it's noisy</p>
<p>Workbook page 102</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Ask learners to complete the sentences with the words in the box. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a sentence. Write the words in order on the board as they are mentioned.</p> <p>Answers</p> <p>1 store; 2 bill; 3 rent; 4 savings; 5 pops up; 6 good condition; 7 turns into</p>
<p>Workbook page 102</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Point to the diagram and the ideas in the box. Explain that these are Nathan's ideas from the reading passage and the audio. Give learners a few minutes to complete the diagram. <p>CORE</p> <p>Feedback</p> <p>Draw the diagram on the board and invite learners to write an idea.</p> <p>Answers</p> <p>Advantages: free to travel; no bills; no rent; less stuff Disadvantages: no bathroom; hard to park; little space for visitors</p>

Workbook page 102	Workbook: Activity 3 1. Ask <i>Who would like to live in a van?</i> Invite learners to raise their hands and count how many learners like and how many don't like the idea. 2. Read out the instructions and encourage those learners who raised their hands to use the three advantages in their text. The learners who didn't raise their hand, should use the disadvantages. Encourage them to use their own ideas too. 3. Allow time for learners to write their texts or ask them to do this at home. DESIRABLE Feedback Collect learners' writings and provide individual written feedback.		
Resources	Plenary		
	1. Ask learners to take a piece of paper. Ask them to draw a line down the middle and one across so they end up with four even squares. 2. Tell learners they are going to start living in a van as of tomorrow. You will give them two minutes to draw four items (one in each square) that they can't live without. They are allowed to take these items with them to the van but nothing else. 3. When the learners finish drawing, ask them to stand up and walk around the class. They form pairs and small groups to show each other their drawings and explain why they are taking these items with them. 4. After a couple of minutes, ask learners to stop and elicit any similar items they had with their classmates. Which item did most people have in common?		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 9 LESSON 1 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 308	<ol style="list-style-type: none"> 1. Read the Starter questions. Elicit what a natural disaster is and/or describe a natural disaster. 2. Then brainstorm words that learners know about natural disasters. 3. Invite learners to describe other disasters they know for the class.
Resources	Main Activity
Coursebook page 308	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. In pairs, learners discuss the four pictures and decide on the correct word from the box for each one. <p>CORE</p> <p>Feedback</p> <p>Invite four learners to read a word each from the box and say which picture it matches.</p> <p>Answers</p> <p>A earthquake; B flood; C wildfire; D hurricane</p>
Coursebook page 308 Audio Track 44	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the class they are going to listen to an audio track describing the four natural disasters in the pictures. Before you play the audio track, go through the words in the Vocabulary box – learners will understand the audio better if they understand these words first. 2. Play the first section of the audio track and have learners point to the correct picture (d hurricane). 3. Play the rest of the audio track. Learners listen and point to the remaining pictures. 4. Play the audio track again and stop after each section. Elicit answers. Encourage the learners to share any key words that helped them with their decision. <p>CORE</p> <p>Feedback</p> <p>In pairs, learners try to remember what other information they can recall from the audio, such as the main characteristics of each natural disaster.</p> <p>Answers</p> <p>1 D hurricane; 2 A earthquake; 3 C wildfire; 4 B flood</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners only match the title with the picture. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners give more detailed information about each natural disaster from the audio.

Coursebook page 308 Audio Track 44	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> Before listening to the audio track again, learners read through the sentences. Check understanding. Then ask them to predict which sentence they think relates to which of the four natural disasters. Play the audio track and stop after each section. In pairs, learners discuss their ideas and decide which sentence seems to fit best. Repeat with the other sections. <p>DESIRABLE Feedback Invite a different pair to read out the sentence they chose for each section. The rest of the class listen and compare their ideas. If they don't agree, they can challenge the answer and suggest their own.</p> <p>Answers</p> <p>1 c; 2 b; 3 a; 4 d</p>
Workbook page 104	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Play a definitions game. Give an example: <i>What happens when something changes from a solid to a liquid? It ...</i> Elicit the answer (melts). Read the first half sentence aloud and elicit the second half. Check learners understand what they need to do. In pairs, learners read each half sentence and decide which the most appropriate second half is. <p>DESIRABLE Feedback Learners compare their answers with another pair. Then read out the first half of the sentence and elicit the second half from different pairs.</p> <p>Answers</p> <p>1 g; 2 c; 3 f; 4 h; 5 b; 6 d; 7 e; 8 a</p>
Workbook page 104	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> This activity focuses on reviewing the key vocabulary of the lesson. Dictate the first sentence of the gapped text to the class indicating the gap. Individually, learners guess which word fits the gap. Then they share their ideas in pairs. In pairs, learners complete the remaining sentences. <p>CORE Feedback Learners compare their answers with another pair.</p> <p>Answers</p> <p>1 wildfires; 2 earthquake; 3 vibrations; 4 epicentre; 5 hurricanes; 6 equator</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> Invite learners to mime being in a natural disaster. Show them an example: shaking and wobbling and putting hands over head as if things were falling all around you (earthquake). The rest of the class guess the disaster.

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

UNIT 9 LESSON 2 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> Review the different natural disasters. Describe one of the natural disasters for the learners to identify. For example: <i>This is a very strong wind. It starts over the ocean. (hurricane)</i>
Resources	Main Activity
Coursebook page 309 Audio Track 45	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> In pairs, learners look at the three photos and discuss what they can see. They decide which natural disasters are pictured. Read the rubric as a class. Play the audio track once. Learners decide which disaster is being talked about. <p>CORE Feedback Elicit ideas. Explain the term <i>blaze</i>, if necessary.</p> <p>Answer</p> <p>B Wildfire</p>
Coursebook page 309 Audio Track 45	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> Play the audio track a couple of times and ask the class to make notes of key information they hear in their notebooks. Read the rubric as a class, then read through the statements. In pairs, learners discuss the statements and decide if they are true or false. Play the audio track again. This time learners listen to determine which statements are true or false and compare their ideas. Learners compare their answers in pairs. <p>CORE Feedback Play the audio track again and stop after each piece of information. Elicit whether the statement is true or false as a class. Learners correct the false statements.</p> <p>Answers</p> <p>1 F (People are still arriving); 2 T; 3 F (villages in the outback have been hit the worst); 4 F (the fire is difficult to control); 5 T</p>
Coursebook page 309	<p>Use of English: Activity 6</p> <ol style="list-style-type: none"> Direct learners attention to the <i>Use of English</i> box and read through as a class. Nominate two learners to model the examples. Elicit further examples from the class using the Coursebook for support. Dictate the first gapped sentence and the verb. In pairs, learners work out what the missing structure is. Elicit answers and review the structure of the present perfect active and passive. Learners work in pairs to complete the activity. <p>CORE Feedback Each pair of learners works with another pair to compare their answers.</p> <p>Answers</p> <p>1 have come; 2 have spoken; 3 have never seen; 4 have been killed; 5 have been hit</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write the missing answers out for these learners but not in order. They decide which structure goes where. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write further sentences about the topic using the language structures.
<p>Workbook page 105</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Put the class into groups of four or five and tell them to close their books. Give each group a piece of paper. 2. Explain that you are going to read out statements that are true or false. Each team writes down the number and <i>T</i> for true and <i>F</i> for false. 3. Read out each statement twice and make sure everyone has heard. <p>CORE</p> <p>Feedback</p> <p>Read out each statement and elicit answers from each group in turn. If the answer is false, the team must explain why and give the correct information. If they answer correctly, they get one point. Points are added up and the winning team is the team with the most points.</p> <p>Answers</p> <p>1 F (they move very fast); 2 T; 3 F (they start over warm water at the equator); 4 T; 5 F (causes flooding); 6 T</p>
<p>Workbook page 105</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners work out either the even or the odd numbered clues and fill the answers in their grid. 2. Regroup the class into pairs so that each pair has answers to both odd and even numbered questions. 3. Learners take turns to read out the clues they haven't answered, elicit the answer from their partner and fill in the gaps in their grid. <p>DESIRABLE</p> <p>Feedback</p> <p>Read out the clues in random order and ask the class to call out the answers.</p> <p>Answers</p> <p>1 pressure; 2 surface; 3 wildfire; 4 burst; 5 hurricane; 6 fuel; 7 vibrations; 8 killed; 9 epicentre</p> <p>Mystery word: earthquake</p>

Coursebook page 105	Speaking: Activity 7		
	1. Ask the class which natural disasters have been in the news recently and what details they have heard about them. In small groups, learners share the disasters they have heard about and then add as much detail as they can from what they have heard.		
	2. Read through the rubric and ask the learners to reflect on the different disasters on their own and what they know about them.		
	3. In their groups, learners take turns to put forward their ideas and explain why. Encourage the rest of the group to ask questions to extract further information especially if the choice was made on personal experience (provided it is not too upsetting).		
	4. Monitor and support as required.		
	DESIRABLE		
	Feedback		
	Invite some learners to share the disasters they have heard about. Other learners can give additional information if they know more about the disaster.		
Resources	Plenary		
	1. Play <i>Noughts and Crosses</i> . Draw a grid on the board and divide the class into two teams <i>Os</i> and <i>Xs</i> . Ask questions about Lessons 1 and 2 to each team in turn. If they answer correctly, they decide where to put the O or X. If they don't, they miss a turn.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 9 LESSON 3 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 310	<p>1. Direct learners' attention to the two photos. Elicit what disaster is shown in the photos (flood) and write <i>flood</i> on the board. Explain that <i>flood</i> can be a noun, a verb or an adjective; write these three examples on the board: <i>The <u>floods</u> have destroyed three hundred homes. Water from a river or the sea can easily <u>flood</u> very large areas. Other people just tried walking through the <u>flood</u> water.</i> Explain that <i>flooding</i> is a noun; write this example on the board: <i><u>Flooding</u> happens after heavy rain.</i></p> <p>1. Elicit some useful vocabulary related to floods and write it on the board.</p> <p>2. In pairs, learners describe the first photo in as much detail as possible. Invite one pair of learners to share their ideas.</p> <p>3. Direct learners' attention to the second photo and ask the second Starter question. In the same pairs, learners discuss how they would feel. Invite some thoughts from a number of learners.</p>
Resources	Main Activity
Coursebook page 310 Audio Track 46	<p>Listening: Activity 1</p> <p>1. Tell learners they are going to listen to a news report and they need to listen for the three numbers and work out what they refer to.</p> <p>2. Play the audio track at least twice.</p> <p>CORE</p> <p>Feedback</p> <p>Learners discuss their ideas in pairs. Then elicit their ideas as a class.</p> <p>Answer</p> <p>24: how long rain has been falling; 3000: number of homes destroyed; 150: number of people reported missing</p>
Coursebook page 310 Audio Track 47	<p>Listening: Activity 2</p> <p>1. In pairs, have learners try to match the two halves of the sentences.</p> <p>2. Play the audio track and have learners check their answers.</p> <p>CORE</p> <p>Feedback</p> <p>Nominate one learner to read out one of the sentence beginnings and another to read out its correct ending. Repeat with all four sentences.</p> <p>Answers</p> <p>1 c; 2 d; 3 a; 4 b</p> <p>Differentiation activities (Support):</p> <p>1. Learners listen to the audio track section by section.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners write additional split sentences for their partner to match.</p>

Workbook page 106	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. In pairs, learners look at the picture and describe what they can see. 2. Learners read the text individually and find out if floods are normal or unusual in the area. Give the class two minutes to read the text. Elicit ideas. (normal) <ol style="list-style-type: none"> 1. Before reading the text again, learners read through the questions. Check understanding. 2. Learners read the text and then answer the questions in pairs. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite different pairs to read out a question and answer. The rest of the class listen and compare their ideas, especially if they have a different idea for the ending.</p> <p>Answers</p> <p>1 At the bottom of a high mountain range; 2 Melt water from the snow; 3 In a house in the village; 4 Nothing to start with. Then s/he saw people sitting on pieces of wood; 5 Learners' own ideas</p>
Workbook page 106	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Read the rubric as a class. Individually, learners note down any words and chunks of language that come to mind about how they might feel in a flood situation. 2. In pairs, learners share their ideas and use their notes to complete the table with words and phrases that describe each sense impression. <p>DESIRABLE</p> <p>Feedback</p> <p>Each pair of learners shares their ideas with another pair. While they are doing this, draw the table on the board. Elicit ideas and write them in the table for learners to refer to in the next activity.</p> <p>Possible answers</p> <p>Can see: water, people, damaged buildings Can hear: water, screams, falling buildings Can smell: water, sewage, damp clothes</p>
Workbook page 107	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Review the main characteristics of floods. 2. In pairs, learners read through the notes they made for Activity 2. Distribute copies of the story board template (PCM 12). If they wish, learners sketch the experience stage by stage. They can use this as a guide for their written description. Encourage them to include dialogue to make it more realistic and exciting. 3. Learners work individually or in pairs to complete the article. <p>DESIRABLE</p> <p>Feedback</p> <p>Each pair of learners reads out their article to their partner. Compile a magazine page sharing the learners' articles.</p>

Coursebook page 310	Speaking: Activity 3		
	1. This activity focuses on learners own interest in current affairs and what is happening in the news.		
	2. Learners work in pairs that ideally include at least one learner who is aware of any natural disasters that have happened in the region or globally. Alternatively, if learners have access to the Internet, encourage them to search for any such news. Ideally, distribute newspapers containing news about natural disasters that you have brought. Allow learners to scan them before continuing with the activity.		
	3. Pairs select one event.		
	4. Pairs brainstorm what it would be like to be a victim in the disaster and what questions an interviewer might ask. They compile a list of questions and then take turns to be the interviewer and the victim. Direct their attention to the <i>Speaking tip</i> .		
	5. Monitor and support as needed, for example with question formation and intonation.		
	CORE		
	Feedback		
	Invite pairs of learners to either come to the front and act out their role-play, using the rolled-up magazine as a pretend microphone.		
Resources	Plenary		
	1. In small groups, give learners two minutes to come up with a list of things to do to prepare for a flood. Encourage them to think about personal belongings to take, as well as how to protect their homes. Invite each group to read out their list.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 9 LESSON 4 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Demonstrate (or show a video clip of) water running down a channel. If you choose to demonstrate, a plastic bottle cut in half lengthways could be used. Put it on a gentle slope with a basin under it and pour some water down it. Ask learners to predict what might happen if you increased the amount of water. Pour enough water so that it goes over the sides. Ask them what natural disaster this represents (flooding). Then ask the class how they could stop the water flowing over the sides when there is a greater volume.
Resources	Main Activity
Coursebook page 311	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Set up the activity as a running dictation followed by a reading race. Make a copy of the questions and stick them around the room. Learners work in pairs and decide who will run and who will write. Learners do the running dictation. While they are doing this, put the cut-up texts around the room away from the questions. 2. When the learners have finished writing the questions, tell them to search for the answers by going round the class and reading the different texts. 3. As pairs finish, pair them up with another pair that has finished so they can compare their answers. <p>CORE</p> <p>Feedback</p> <p>Learners turn to the texts in the Coursebook and check their answers. Check answers as a class.</p> <p>Answers</p> <p>1 a moveable flood barrier; 2 London, UK; 3 dykes; 4 Aswan High Dam; 5 It can be used to store water so farmers can grow crops all year round.</p>
Coursebook page 311	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. Read the rubric as a class. Then describe one of the photos to the class. Ask the learners to listen and decide which photo you are describing. Make it more or less detailed and obvious depending on the level of the class. Then ask them to decide which of the features in the texts in Activity 4 it shows, and therefore which country it matches to. 2. In pairs, learners look at the other two photos and discuss which features they show. In pairs, learners decide which country matches each photo. Encourage learners to say if there were any clues in the photos that helped them decide and re-read the texts if necessary. <p>CORE</p> <p>Feedback</p> <p>Elicit ideas. Use a world map to locate the different places, if necessary.</p> <p>Answers</p> <p>A the UK; B the Netherlands; C Egypt</p>

Coursebook page 311	<p>Reading: Activity 6</p> <ol style="list-style-type: none"> 1. Read the text in Activity 4 again and direct learners' attention to the words in bold. Elicit them and write them on the board. 2. In pairs, learners find the word which matches each definition. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>a dam; b moveable flood barrier; c flat; d dyke; e banks</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to look back in the Coursebook to find the words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can guess the words without having them written out on the board.
Workbook page 107	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Write the five words on cards. Put the class into five groups (or ten groups and make two copies of each word). 2. Read the text out loud saying 'beep' or another sound to signify the gap. Tell the class to think about what word might go in the gap. <ol style="list-style-type: none"> 1. Give each group one of the word cards. Read the text out loud again. When one group thinks their word is the correct one, someone in the group holds up their card. The other groups decide whether they think they are correct or not. If two groups hold up their cards simultaneously, the other groups need to decide which group is holding up the correct word. 2. Learners complete the gaps in their Workbooks in pairs. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners swap their books with another pair. Invite each pair to share one of their answers.</p> <p>Answers</p> <p>1 flat; 2 dykes; 3 banks; 4 dams; 5 moveable</p>
Workbook page 107	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Keep the class in the same groups. Give each group one of the questions. Ask them to discuss their question and make some notes about their collective ideas. 2. Regroup the class so that there is one learner from each group in the new group. Learners share their ideas with the new group. 3. Learners use the ideas from the group to complete the activity in their Workbooks. <p>EXTENSION</p> <p>Feedback</p> <p>Invite some learners to share their ideas with the class. If time allows, encourage learners to discuss one or two of the questions where there were differences of opinion. Encourage learners to really think about their reasons.</p> <p>Possible answers</p> <p>1 rivers overflowing banks, heavy rain; snow melting quickly 2 the weather, for example, the amount of snow melting, amount of rain falling; 3 bring down buildings, bridges, flood houses so people have nowhere to live; 4 they can help farmers to irrigate farms in dry areas, they can be dammed to provide a reserve of water; 5 people in areas at risk of flooding can use a local flood warning system, and can use sand bags to protect their homes in the event of a flood.</p>

Resources	Plenary		
	1. Play <i>Twenty Questions</i> . Divide the class into two teams. Think of one of the key words from the lesson. Teams take turns to ask a question about the word. You can only answer <i>Yes</i> or <i>No</i> . The first team to correctly guess the word gets one point.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 9 LESSON 5 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 312	<ol style="list-style-type: none"> If possible, show the class images of a drought. Ask them why the land is so dry. Write <i>drought</i> on the board and highlight pronunciation. Look at the Starter questions as a class. Ask learners what they know about droughts, for example <i>Are there any countries that have had a drought recently? What are the main problems of a drought? What help do these people receive?</i>
Resources	Main Activity
Coursebook page 312	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Write <i>UAE interact</i> on the board. Ask the class what they know about the organisation. Write any key vocabulary that comes up from the discussion on the board. Explain that they are going to read a text about a different international aid organisation called ActionAid. Direct their attention to the image in Activity 1 and ask what disaster is shown. Then ask the class what type of aid ActionAid might provide for people in this situation. Read the rubric as a class. Then ask the learners to scan the text to find the answer to the question. Give them a time limit of thirty seconds. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers in pairs. Then elicit the answer from a learner.</p> <p>Answer</p> <p>Kenya, Ethiopia, Uganda, and Djibouti</p>
Coursebook page 312	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> Before the learners read the text again, write <i>United Nations</i> on the board. Elicit or explain what it is (an organisation which promotes international cooperation). Ask learners to scan the text again and find <i>United Nations</i> and what piece of data has been provided (250,000 children are seriously malnourished). Direct learners' attention to the five target words and read through them as a class. In pairs, learners read the text again and try to work out the meaning from the context. This could be set up as a reading race. Then they can confirm their ideas using a dictionary, and write the definitions in their notebooks. <p>CORE</p> <p>Feedback</p> <p>In pairs, learners play word tennis. They take turns to say one of the words and give the meaning. If they can only remember some of the meaning, they read the definition again and have another go.</p> <p>Possible answers</p> <p>1 very bad; 2 a long period without rain; 3 needs to be sorted out immediately; 4 in bad health because of no or little food; 5 extreme lack of food due to no rain and crops failing</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> These learners can use a dictionary to help them find the words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> These learners try to complete the task using the context only. If they do use a dictionary, they try to reformulate the definition in their own words.

Coursebook page 312	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Read the rubric and the statements as a class. 2. Learners read the text again then close their books. 3. Give learners two sheets of A4 paper. On one they write <i>F</i>; on the other they write <i>T</i> (or they write <i>T</i> and <i>F</i> on either side of an individual whiteboard). Explain that you will read out each statement and they have to decide whether it is true or false and hold up the appropriate card. Tell them they can confer with their partner. <p>DESIRABLE Feedback As learners show the cards, say which answer is correct. If the correct answer is <i>false</i>, ask learners to give the true information.</p> <p>Answers</p> <p>1 T; 2 F (there isn't enough money); 3 T; 4 T; 5 T; 6 T</p>
Workbook page 108	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Set this text up as a reading race. Cut up the text into paragraphs and put copies of each paragraph around the room. Learners work in pairs. Dictate the questions to the class. Then tell them they have to find the answers to the questions as quickly as possible by going round the room and reading the texts. <p>DESIRABLE Feedback Learners read the text in their Workbooks and check their answers. Then they compare their answers with another pair. Ask the learners additional questions about the text, for <i>example</i> <i>How do you think the people feel? What would you do if you were in that situation?</i></p> <p>Answers</p> <p>1 Zeinabu; 2 They live in someone else's house; 3 None (they all died from the drought); 4 The charity ActionAid; 5 No. they go to bed hungry every night; 6 They don't have enough water, and what they have they drink.</p>
Workbook page 108	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Review the information the class has found out about the drought in East Africa. In small groups, learners share their ideas and make notes about key information. 2. Learners then organise their notes into paragraphs by grouping information that is about the same topic. They can write this as bullet points or as a flow chart. 3. Groups use this information to write a draft of their information leaflet. Monitor and support. Encourage learners to find or draw an image to go with their leaflet. 4. Learners complete their leaflet in their Workbooks. <p>CORE Feedback Groups exchange their draft leaflets and peer assess. Give each group some sticky notes. Encourage them to give two stars (good things about the leaflets) and a wish (one thing they could do even better). Each group reads the comments and edits their work. The final version from each group could be written up on A4 paper and displayed around the room.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. In small groups, give learners one minute to come up with a wish list of five things they would like if they could have whatever they wanted. Invite each group to read out their list. Then ask them to read their lists again and tick any items that they really need. 2. Next, groups make a wish list for people living in a drought area. 3. Invite comments and discussion as a class.

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

UNIT 9 LESSON 6 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. If possible, show the class two lumps of modelling clay – one that is ready to use (i.e. is malleable) and one that has dried up. (Alternatively, after showing the class the lump of clay ask them to predict what might happen if they leave it out in the sun. Elicit ideas. Put the lump of clay in a sunny and hot position for the duration of the class. Come back to it at the end and see what has happened.) 2. If clay is not available, show the class a video clip (or a picture from a magazine or the Internet) of what happens to the land when it dries up. 3. Ask the class <i>What can you see? What problems might this create?</i> (cracks appear in the ground as the water evaporates; no water and plants/animals that rely on water). Ask the class <i>What everyday resources do we take for granted?</i> (water, food, shelter); <i>What happens when there is no rain or food?</i> Elicit ideas as a class.
Resources	Main Activity
Coursebook page 313	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Direct the learners' attention to the image of the tap. Ask them what information the article might contain. Elicit ideas. Then read the rubric. Give the class 30 seconds to read the text and decide which type of text is being used. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and encourage learners to give reasons for their choices. How do they know it isn't a diary entry or a news report?</p> <p>Answer</p> <p>a charity leaflet</p> <ol style="list-style-type: none"> 2. Before reading the leaflet again, ask learners to work in pairs and list all the ways water is used in everyday life. 3. Learners read the text again and compare their ideas. <p>Feedback</p> <p>Elicit some ideas from the class. (The second part of the task is to familiarise learners with the content of the text.)</p>
Coursebook page 313	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. Read the rubric as a class. Allocate one of the definitions to different pairs (there may be two or three pairs working on the same definition). 2. Pairs work out which word in the text matches their definition the best. When they have decided, they look the word up in a dictionary to double check. Regroup the pairs so that there are two or three new groups of five. There should be someone with each word in the new group. Learners work together to complete the activity. 3. Distribute copies of PCM 1. Learners make a note of other information about the five words such as, pronunciation, part of speech (noun, verb, adjective), another example of the word in a sentence, further information about the use of the word. <p>CORE</p> <p>Feedback</p> <p>Monitor and check learners have worked out the meanings correctly. Elicit the answers as a class.</p> <p>Answers</p> <p>1 mission; 2 overcome; 3 sanitation; 4 hygiene; 5 donation</p>

	Differentiation activities (Support): 1. Write the words jumbled up on the board or on paper and allow these learners to refer to these to do the activity.
	Differentiation activities (Stretch): 1. These learners can only use the context to work out which word is being described.
Workbook page 109	Workbook: Activity 3 1. Ask the class to look at pictures A and B and to read the captions. 2. In pairs, learners discuss what they think the leaflets will be about and why the author has chosen these images. Elicit ideas. 3. Learners read the leaflets individually. 4. In pairs, they discuss the questions in light of the two leaflets. CORE Feedback Each pair of learners works with another pair and discuss their ideas, giving their reasons. Ask learners to think of an alternative title for each photo. What other information would they include in the leaflets? <div>Possible answers</div> 1 Learners' own ideas; 2 possibly to encourage people to support the cause by giving money
Workbook page 109	Workbook: Activity 4 1. Read the rubric as a class, then ask the learners to read the comments. In small groups, learners discuss each comment and decide which leaflet it describes the best. Tell them that they may find some of the comments fit both leaflets. Monitor and support. 2. Then ask the groups to add their own comment to each of the leaflets, that is different to the ones already given. DESIRABLE Feedback Each group gives their suggestions to each comment in turn. The other groups listen and compare their ideas. If they disagree, ask them to share what they thought and why. <div>Possible answers</div> 1 A; 2 B; 3 B; 4 A; 5 A; 6 B; 7 A; 8 A and B
Coursebook page 313	Use of English: Activity 6 1. Direct learners' attention to the <i>Use of English</i> box and read through the usage and examples. 2. Learners look back through the text in Activity 1 and Activity 4 and find the sentences which use <i>despite</i> (Activity 1: <i>However, despite the charity's efforts, five million people are in urgent need of food</i> ; Activity 4: <i>But despite this, our work is not over</i>). Ensure that learners understand that <i>despite</i> introduces a contrasting idea. 3. In pairs, learners complete the activity. Monitor and support as needed.

	CORE Feedback Pairs of learners compare their ideas with another pair.		
	Answers 1 Despite being hungry, the children managed to sleep; 2 Despite there being a severe drought, Sabria and her family have some water to drink; 3 Despite not going to school at the moment, Sabria hopes to return in the future; 4 Despite having these problems, they remain positive; 5 Despite working hard to look after their animals, there's nothing people can do when there is no rain.		
	Differentiation activities (Support): 1. Write out the first part of each sentence for these learners. They match the beginning of the sentence with the ending.		
	Differentiation activities (Stretch): 1. Encourage these learners to read through the text in Activity 4 and add further sentences using <i>despite</i> . (They can use their own ideas for this, if they wish.) 2. If learners are comfortable with this structure, you can tell them that a synonym for <i>despite</i> is the phrase <i>in spite of</i> . In pairs, learners can take turns to read out their answers to Activity 6 replacing <i>despite</i> with <i>in spite of</i> .		
Resources	Plenary 1. Write <i>drought</i> on the board. In small groups, give learners two minutes to come up with four key sentences they could use on a leaflet to encourage people to support the disaster. One learner from each group stands up and presents their ideas to the class.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 9 LESSON 7 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 314	<ol style="list-style-type: none"> Review the different natural disasters that learners have studied already. Play a vocabulary/spelling game reviewing this vocabulary. For example, for the word <i>flooding</i>, write eight dashes on the board: _ _ _ _ _ _ _ _ . Then ask the learners to suggest letters, and add correct letters to the appropriate dash. Write any incorrect letters around the dashes so learners can see which words they've already suggested. The game ends when either the word has been guessed correctly or the number of incorrect letters has reached 10, whichever comes first. The first person to guess the word correctly, comes to the front and chooses a new word. Make sure they choose words from the lesson (hurricane, flooding, wildfire, earthquake). Direct learners' attention to the photos and the Starter question. In pairs, ask them to look at one picture each. Ask them to think about their ideas and their reasons. Learners then share their ideas with their partners. Encourage them to challenge ideas and reasons to make it a more active discussion. Invite some learners to share their ideas about each photo.
Resources	Main Activity
Coursebook page 314	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Draw the learners' attention to the words in bold in the text. Elicit/provide the meaning of these words. Nominate three learners to read out a sentence each. Learners read the text individually and decide which sentence goes in which numbered gap in the text. Learners compare answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Say <i>One</i> and have learners stand up if they think the answer is a, then b, then c. The answer is c – read out sentence c then continue reading the text until you get to 2. Have learners stand up if they think the missing sentence is b. The answer is b – read out sentence b then continue reading until you get to 3. The remaining missing sentence must be c – read out sentence c and read to the end.</p> <p>Answer</p> <p>1 c; 2 b; 3 a</p>
Coursebook page 314	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> As a class, discuss how the learners decided which sentence should go where. <p>DESIRABLE</p> <p>Feedback</p> <p>Encourage learners to justify their choices.</p> <p>Answers</p> <p>Learners' own answers</p>

Coursebook page 314	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Read the rubric aloud. Tell the class they have thirty seconds to find the answer to the first question. Elicit the answer (an earthquake or volcanic eruption under the sea). 2. In pairs, learners think of a definition of tsunami. Give them one minute for this. <p>CORE</p> <p>Feedback</p> <p>Elicit answers as a class.</p> <p>Possible answers</p> <p>a tsunami is a huge wave caused by undersea earthquakes or volcanic eruptions</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners only give short basic explanations. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners give more detailed explanations. They explain exactly what a tsunami is and its effects.
Workbook page 110	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. In pairs, learners read the sentences and then decide which words are needed to fill the gaps. <p>DESIRABLE</p> <p>Feedback</p> <p>Each pair works with another pair. They take turns to read out each sentence with their chosen word. Elicit answers as a class.</p> <p>Answers</p> <p>1 disturbances; 2 washed away; 3 eruptions; 4 tsunami</p>
Workbook page 110	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the photo. Elicit words and phrases to describe what they see. Write some of these on the board, for example <i>devastation, sad, buildings collapsed, the man has lost everything</i>. 2. Read the rubric as a class. In pairs, learners discuss their ideas. Encourage them to think about the tenses they use for the different questions, for example <i>He is ... He has just been ... He is feeling ... He has no idea what she is going to do right now</i>. 3. Learners plan their writing in pairs. Some learners may find a story board grid helpful (PCM 12). <p>DESIRABLE</p> <p>Feedback</p> <p>Learners share their texts in small groups.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Play <i>Call my bluff</i>. Learners work in threes. They take one word from the lesson and write three possible definitions. Groups take turns to write their word on the board and then each learner in the group reads out their definition. The rest of the class has to decide which definition is correct. Then the group reveals the correct definition. Do an example. Write <i>tidal wave</i> on the board. Say <i>This event happens when it rains a lot ... This is affected by the moon ... These begin over warm water</i>. (The second definition is correct; the other two are from earlier lessons).

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

UNIT 9 LESSON 8 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Sit at your desk at the front of the classroom (make sure it is free of breakable objects). Gently shake the desk, but make no facial expression. Shake the desk a little more vigorously and start to look concerned as though you're not sure what is happening. Shake more vigorously and look worried. Finally, shake even more vigorously and look as if you're holding onto the desk for support. Then stop and look relieved. 2. Ask the class <i>What was that?</i> Elicit <i>An earthquake</i>. Ask <i>Did you feel it?</i>
Resources	Main Activity
Coursebook page 315 Audio Track 48	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Write <i>Richter scale</i> on the board and refer learners to the picture in the Coursebook. 2. Tell the class they are going to listen to an interview about the Richter scale and they need to listen for what it is. The interview is with Dr Saunders who works at the National Geological Institute. Elicit or explain the meaning of <i>geological</i>, <i>geologist</i>, <i>magnitude</i>, <i>seismograph</i>, <i>tectonic plates</i> before listening. 3. Play the audio track all the way through once. Play the second section about the Richter scale again, if necessary. <p>CORE</p> <p>Feedback</p> <p>Learners compare their ideas in pairs. Then elicit answers as a class. Play the second section again so learners can confirm their answers.</p> <p>Answers</p> <p>The Richter scale measures earthquakes/tells us how strong an earthquake is.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. When you play the audio track, stop after the key information. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Play the audio track all the way through without stopping.
Coursebook page 315 Audio Track 48	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Read the rubric as a class. Learners read through the statements individually. 2. In pairs, learners decide what sort of word is missing from the statements (noun, plural noun, adjective). 3. Play the audio track at least twice so learners have plenty of opportunity to check their ideas. <p>CORE</p> <p>Feedback</p> <p>Read out each sentence one by one, pausing at the gap and have the class call out the answer chorally.</p> <p>Answers</p> <p>1 geologist; 2 plates; 3 magnitude; 4 vibrations; 5 weakest</p>

Workbook: Activity 3

1. Set this activity up as a quiz. Divide the class into two teams. Teams take turns to answer the questions. If they can't answer or answer incorrectly, the other team has a chance to answer.

DESIRABLE

Feedback

Scoring: If a team answers a question correctly, they score two points. If they answer the other team's question correctly, they get a bonus point of one.

Possible answers

1 It measures the strength of earthquakes; 2 Enormous slabs of rock that make up the earth's crust; 3 It means strength of something; 4 3 to 3.9 is the weakest and 8 or more is the strongest; 5 It is used to record the vibrations of an earthquake; 6 They generally occur when two tectonic plates come into contact with each other.

Workbook: Activity 4

1. Read through the rubric as a class. Review what the Richter scale is.
2. Put learners in pairs: Learner A and Learner B.
3. Distribute copies of the Richter scale table (PCM 13), giving each pair half each. Explain that each learner will have some of the descriptors for the grid but that their descriptors will be different. Learners work together to complete the grid by asking questions, for example *How do you describe an earthquake of magnitude one? Or What are the effects of an earthquake of magnitude two?*
4. Monitor and support as needed.
5. Learners cut out their completed table and stick it into their Workbook.

DESIRABLE

Feedback

Pairs compare their tables when they are complete.

Optional: Ask learners to read the completed table quickly then cover. Ask questions about the scale, for example *What is the magnitude when there is some damage to buildings?* (8).

Answers

Magnitude	Description	Effects
1	hardly any movement	only felt by seismograph
2	very weak movements	some people might notice
3	a little movement	feels like heavy traffic
4	moderate movements	some objects may start to move
5	quite strong movements	movement is noticeable and wakes people up
6	strong movements	whole trees move and there is some damage from falling objects
7	very strong movements	walls start to crack
8	destructive movements	some damage to buildings
9	very destructive movements	ground starts to crack and buildings collapse
10	disastrous movements	ground badly cracked and many buildings collapse
11	devastating movements	most buildings collapse and bridges, roads and railways destroyed

Coursebook page 315	Writing: Activity 6 1. Read the rubric as a class. Then tell learners to close their books. Read the report as a dictogloss. Read the text through twice. 2. Learners work in pairs and try to reconstruct the text. Then they compare their ideas with another pair and make any amendments. 3. Read the report a final time and learners check their texts amending as necessary. 4. Learners compare their texts with the report in the activity. 5. In pairs, ask learners to read the report again and underline any key words or phrases. 6. Learners work together to write their bullet points. Remind them (or elicit) that bullet points are clear and concise. CORE Feedback Learners can then make a poster of their advice. Invite learners to present their posters to the class. Alternatively, ask them to display their posters around the class. The learners read each others' posters and decide which poster would be the best to put up in a public place in a country prone to tsunamis.		
	Differentiation activities (Support): 1. Put learners in pairs with more able learners.		
	Differentiation activities (Stretch): 1. Learners support less able learners.		
Resources	Plenary 1. Play a chain game. Say to a learner <i>When there's a (natural disaster) I must/ mustn't ...</i> They have to finish the sentence so that it's something they must or mustn't do in the event of a natural disaster. The next learner repeats what the first learner has said and adds their own idea.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 9 LESSON 9 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 316	<ol style="list-style-type: none"> Elicit the disasters you have studied so far (earthquake, hurricane, flood, wildfire, drought, tsunami) and write them on the board. Direct learners' attention to the photos or project similar ones onto the board or a screen. Discuss the Starter question as a class. Ask questions such as <i>What supplies might be in the sacks? How were the supplies transported?</i> Ask <i>What supplies would people need once the cause of the disaster has subsided?</i> Elicit ideas and write them on the board (leave them there for later in the lesson). Feed in the key terms that come up in the listening (<i>supplies, support, tents, conflict, blankets, torches, candles</i>). Are there any supplies that are useful for some disasters and not others? Are there any supplies that are common to all?
Resources	Main Activity
Coursebook page 316 Audio Track 49	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> Write <i>international aid</i> on the board. Ask learners what they think it is and what aid organisations operate in their region. Read the rubric as a class, then play the audio track through twice. Learners listen for the two things. <p>CORE Feedback Elicit answers as a class.</p> <p>Answers</p> <p>Money and aid workers</p>
Coursebook page 316 Audio Track 49	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> Read the rubric through as a class, then learners read the gapped text individually. In pairs, learners look at the words in the box and decide what words to put in the gaps. Play the audio track at least twice. Learners listen and check their ideas. <p>CORE Feedback Pairs of learners work with another pair and share their answers. Play the audio track again. Then elicit answers for each gap and play that section of audio track again for learners to confirm their ideas.</p> <p>Answers</p> <p>1 international aid; 2 natural disasters; 3 conflict; 4 money; 5 support; 6 basic needs; 7 supplies; 8 at no cost</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Play the audio as many times as learners need. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners only listen to the audio once.

Coursebook page 316	<p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Model the first question. Say <i>International aid ... and then say ... fighting between countries or groups of people ... is that right?</i> Elicit that it is incorrect and elicit the correct answer (<i>help that is given to a country by other countries</i>). 2. In pairs, learners complete the activity. <p>CORE Feedback Learners compare their answers with another pair.</p> <p>Answers</p> <p>1 d; 2 f; 3 e; 4 b; 5 a; 6 c</p>
Workbook page 112	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Read the rubric as a class. Learners read the sentences in pairs to decide which option fits the sentence the best. <p>DESIRABLE Feedback Have pairs of learners model each sentence: one learner reads out and pauses before the option choice; their partner supplies the word they have chosen and reads the rest of the sentence. Encourage peer-correction if the rest of the class disagrees with their choice.</p> <p>Answers</p> <p>1 flooding; 2 gives; 3 remote villages; 4 water; 5 poor; 6 aid workers</p>
Workbook page 112	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Refer learners back to the ideas for supplies they came up with in the Starter. Ask each learner which item they think is the most important and keep a tally next to each one. 2. Direct learners' attention to the list in Activity 2. Individually they decide which order to put the items in. Then they share their ideas in small groups, and at this point may decide to change some of their rankings. Then ask learners to write the reasons for their ranking in their Workbooks. 3. Challenge the group to come up with the group's top three most important items as a group. <p>DESIRABLE Feedback Each group shares their top three items.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Distribute the word cards (one card per pair of learners depending on class size). In pairs, learners read their item and decide why it is important. 2. Learners form a line down the centre of the classroom. Tell them they are going to organise themselves into order of importance – the most important at the front of the classroom and the least important at the back. To do this, pairs need to tell their neighbours what their item is and why it is an important supply. They swap places according to which one they agree is more important. Discussions continue until the line is in order. If any pairs find it difficult to decide whose item is more important, call for a class vote.

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

UNIT 9 LESSON 10 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Play <i>Twenty questions</i>. Say you are thinking of a word. The learners have to find out what it is by asking questions. Tell them you can only answer <i>yes</i> or <i>no</i>. Explain that the word is related to the listening they have just had. (supplies) <i>Is it a form of transport?</i> NO. <i>Is it something that people need?</i> YES. 2. Learners work in pairs. Give three words to one of the learners and the other three to the partner. Learners take turns to ask questions to guess the words. With a strong group, this can be done with the whole class and learners taking turns to choose a word from the list.
Resources	Main Activity
Coursebook page 317	<p>Reading and Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Write <i>WFO</i> on the board. Tell the class they have 15 seconds to scan the text in Activity 4 and find out what the abbreviation stands for. 2. Put the class into four groups and give each group one of the paragraphs. 3. Learners read their texts and try to remember the contents. Regroup the class so that there is one learner from each old group in the new group. 4. Put the discussion sentences at the front of the class. Each group comes up and takes one of the sentences for their group to discuss. They share any relevant information they read in their original texts. When they have exhausted their ideas, they take the sentence back and exchange it for another sentence to discuss. Encourage learners to note down each question in their notebooks and any interesting thoughts that came up in the discussion. 5. Monitor and support as required. <p>CORE</p> <p>Feedback</p> <p>Read out each sentence and elicit ideas from each group.</p> <p>Possible answers</p> <p>1 about 80 per cent; 2 They have no access to fresh water and their land is not suitable for farming; 3 They try to reduce the impact of natural disasters on people in the region; 4 To make sure that food and water can get through to all regions affected by the disaster; 5 It's trying to find ways to warn people about disasters so there is less loss of life; 6 Learners' own answers</p>
Coursebook page 317	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Learners stay in their new groups and read the rubric. Tell each group that they are going to discuss the questions and make notes. Then they are going to present their groups' ideas to the rest of the class. 2. Monitor and support as groups discuss their ideas. Make a note of any key vocabulary or information that may need to be clarified before they present their ideas. <p>CORE</p> <p>Feedback</p> <p>Invite one or two learners to be responsible for making bullet points about each groups' ideas. They will then use these to summarise the main ideas of the class. Each group presents their ideas about the questions. Then the learners making notes present a summary of the discussion.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners should be supported in a group of more able learners.

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners could be responsible for writing the bullet points and giving the summary of the discussions.
<p>Workbook page 113</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Ask the class to imagine there was a drought (or other disaster) in the region. In pairs, ask them to think about what type of supplies and support they might ask international aid organisations to give them. 2. Monitor and support as required. 3. Elicit some ideas as a class. Then read the rubric and points to include. In small groups learners use the ideas from the drought activity above to make notes for an email. 4. Elicit the ideas of some groups and write them on the board. Suggest that the contents of the email follow the order of the points in the Workbook and ask them why. (Logical order – giving information about the disaster first and then identifying and asking for things they need and how to get the supplies to the area.) <p>CORE</p> <p>Feedback</p> <p>In their groups, learners do a role-play. They take turns to be a politician reading the email and the person writing the email. The other learners support either the politician or the disaster victim (make sure of an equal number for these). Learners then change roles. Invite one group to act out their role-play to the class.</p>
<p>Workbook page 113</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Read the rubric as a class and direct learners' attention to the model. Ask them to read through the text and identify the main content areas. (These are represented by the three headings.) 2. Ask questions about the text, for example <i>Who does the organisation help? (people living in poverty)</i> 3. In pairs, learners use the model to help them create their own information sheet using the information they have learned in Lessons 10 and 11 and what they already know about organisations in their region. <p>DESIRABLE</p> <p>Feedback</p> <p>Put the information sheets around the class. Learners read each sheet and decide whether the information included is clear and is relevant.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask <i>What qualities to you need to have to be an aid worker?</i> Elicit ideas. Write on the board <i>practical</i> and <i>compassionate</i>. Have learners stand up if they think it's more important to be practical. Divide the class into two based on which quality they think is most important. Give teams a few minutes to think of the reasons for the quality they have chosen. 2. Hold a debate. Remind learners to listen to the other team's reasons before responding with their own. Monitor, but do not get involved in the discussion. 3. Finally, do a hands-up vote to see if one quality is favoured over the other.

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

UNIT 9 LESSON 11 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 318	<ol style="list-style-type: none"> 1. Ask the class if they have ever done something to help people in disaster areas. Elicit or explain <i>raising money for charity</i>. As a class, discuss the Starter question. Note any ideas on the board. 2. Direct learners' attention to the picture. Ask the class what they think the child is doing and how it is linked to the Starter question (this may not be obvious). Elicit ideas as a class.
Resources	Main Activity
Coursebook page 318	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Read the rubric as a class and explain how fêtes are very common especially during the summer. They are often used for charity but also for raising funds for new school buildings or resources. 2. Tell the class to read the texts quickly and see if they know any of the games. Elicit answers. 3. Divide the class into groups. Give each group one of the games. Tell them to read the information and find out the meaning of any unknown vocabulary. Allow them to use dictionaries if necessary. Then ask them to find out what is needed to play the game. 4. Read out different items from the different games. The group that thinks they need those items to play their game stands up. 5. Regroup the class so that there is someone from each group in the new group. Learners close their books and each learner takes turns to say the name of their game and what they need to play it. 6. Learners open their books and read through the texts to check. <p>CORE Feedback Call out the items again and invite learners to call out the name of the game.</p> <p>Possible answers</p> <p>Coconut shy: coconut, post and ball; Apple bobbing: apples, bucket of water, teeth!; Beans in a jar: beans and a jar; Pin the tail to the donkey: drawing of a donkey without a tail, board, cut out tail, blindfold; Sack race: sack, starting and finishing lines</p>
Coursebook page 318	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the <i>Use of English</i> box. Ask them to find examples of each modal verb in the games texts. Elicit examples (you need to knock a coconut off a post; you can only use your teeth; you mustn't use your hands; people have to guess ... ; you don't have to get the exact number; you must be blindfolded; you have to pin it on the donkey; you can only use one hand; they have to jump in the sack). 2. Put the class into groups of five. Ask each learner to choose one of the games (the names of the games can be put in a hat or you can give each game a number 1–5, and then allocate numbers to each group member). Learners read the instructions and try to remember the instructions using their own words. 3. Each learner explains the instructions to the rest of the group and they can mime playing the game. <p>CORE Feedback Invite one learner representing each game to share their instructions with the rest of the class.</p>

	Differentiation activities (Support): 1. Learners work with a more able learner to support them when explaining the rules. Alternatively provide them with prompt words to use.
	Differentiation activities (Stretch): 1. Learners can explain more than one game using modal verbs appropriately.
Workbook page 114	Workbook: Activity 1 1. Divide the class into pairs: Learner A and Learner B. Each learner finds the answers to their set of questions by looking back at page 318 of the Coursebook and checking the words in bold. 2. Learners take turns to ask and answer the questions. 3. Alternatively this activity could be done as a class in two teams: draw a line down the centre of the board – one side for Team A and one side for Team B; learners close their books; learners don't get to look back and check the answers first; you read out one question and if a member of a team knows the answer, they run out and write it on the board – the first team to write the correct answer gets the point. Keep a tally of their points. DESIRABLE Feedback Each pair checks their answers with another pair. If done as a team game, the team with the most points wins. Answers Learner A: 1 donkey; 2 jar; 3 competitor; 4 prize; 5 float; 6 knock; 7 teeth Learner B: 8 village; 9 coconut; 10 charity; 11 bucket; 12 blindfolded; 13 pin; 14 sack
Workbook page 114	Workbook: Activity 2 1. As a class, ask the learners to think about the games they have read about and how to give instructions using modal verbs. Elicit some examples from the different games. 2. Direct learners' attention to the rubric and grid. In pairs, learners recall the two games and how they are played. Then they make notes to explain how to play the games. 3. Learners complete the grid using their notes. DESIRABLE Feedback Invite some learners to share their instructions with the class. Answers Learners' own answers
Resources	Plenary 1. Mime playing one of the games for the class to guess. In groups, learners take turns to mime the games for their group to guess. Alternatively this can be done as a class activity.

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

UNIT 9 LESSON 12 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> Review the different games from last lesson by either describing the rules of different games (using modal verbs) or giving the equipment needed to play the games. Invite learners to have a go.
Resources	Main Activity
Coursebook page 319 Audio Track 50	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> Tell the learners that they are going to listen to a conversation involving three people organising an event: Steve, Mr Oakman, Professor Fortescue. Write these names on the board. One of these people changes his opinion during the conversation. Learners must listen for which one. Play the audio track at least twice and elicit ideas. <p>CORE</p> <p>Feedback</p> <p>Learners share their ideas with a partner. Then elicit ideas as a class. (You don't need to ask for reasons at this point, as this is part of the next activity.)</p> <p>Answers</p> <p>Mr Oakman</p>
Coursebook page 319 Audio Track 50	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> Read through the statements as a class. Explain that each statement is part of the conversation in the audio track. Review the names of the people: Steve (S), Mr Oakman (O), Professor Fortescue (P). Play the audio track at least twice. Learners listen and decide who says each statement. Learners compare their answers with their partner. Give each pair three pieces of paper. Tell them to write S, O and P on the paper. Go through the statements. Tell learners to hold up the letter they think corresponds to the person speaking. <p>CORE</p> <p>Feedback</p> <p>Play the audio track again and stop just before each statement. Elicit the answer from the class. Then play the relevant section of the audio track to confirm the answers.</p> <p>Answers</p> <p>1 S; 2 O; 3 P; 4 P; 5 P; 6 O</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Pair learners with a more able learner to support them when answering the questions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners write additional statements to the conversation: at least one from each of the speakers. In threes, learners roleplay the extended conversation for the rest of the class.
Workbook page 115	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Learners read the dialogue in pairs and discuss what they could say in reply. Monitor and support. Learners write down the response they have decided on.

	DESIRABLE Feedback Invite pairs of learners to perform their dialogue.		
Workbook page 115	Workbook: Activity 4 1. Learners work in small groups. Read the rubric as a class. Then review what they need to do to organise a charity event. Write ideas on the board. 2. Groups discuss their ideas using the prompts. Monitor and support. 3. Before designing their flyer, discuss font size and which words and pieces of information might be in a larger/smaller font and why. 4. Groups design their flyers. EXTENSION Feedback Groups display their flyers around the class. Then they vote on the best flyer and one that they could use as a template for their own charity event.		
Coursebook page 319	Speaking: Activity 5 1. Review the different ways that people can raise money for charity. Then direct learners' attention to the photos in Activity 5. Read the rubric and elicit what activities the pictures show. Ask how easy to organise these events would be. 2. In small groups, ask the learners to think of different ways that they could raise money for charity for different causes. 3. Monitor and support as required. CORE Feedback Each group shares their ideas. The class decides which activities would be the most practical to do.		
Resources	Plenary		
	1. Ask learners to think about some difficulties of holding charity events. Then ask them to relate these to holding an event in their school. Do the difficulties outweigh the benefits? Ask the class to decide, in light of this discussion, if they would want to hold a charity event or not, and why?		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

LITERATURE LESSON 1 TASKS/ACTIVITIES	
	Starter
	<ol style="list-style-type: none"> 1. Go through the bullet points with learners. 2. Answer any questions they may have.
Resources	Main activity
Coursebook page 322	<p>Activity 1:</p> <ol style="list-style-type: none"> 1. Direct learners to the plot diagram. 2. And go through the two beginning stages and elicit what has happened so far connecting to each part of the plot diagram (exposition and rising action). 3. Go through each of the bullet points in the speaking activity. 4. Elicit the mood chapter 7 and ask learners to think about the relationships, good and mad Mowgli has been in so far. 5. Put learners into small groups and tell them to discuss each point. 6. Learners complete activity. <p>CORE</p> <p>Feedback: Monitor by walking around to each group. Conduct whole class discussion.</p> <p>Answers: Learners own.</p>
Coursebook page 322	<p>Activity 2:</p> <ol style="list-style-type: none"> 1. Refer learners to the Reading Tip box. 2. Ask for a volunteer to read it out. 3. Write the key words on the board- examine and analyse. 4. Elicit from learners what each of the words mean and what skills they involve. 5. Elicit from learners who Mowgli's biggest rival is. 6. Elicit from learners what they can remember about the volatile relationship Mowgli has with Shere Khan. 7. Explain the task to learners. 8. Remind them to use their books to find evidence that either hint at or explicitly shows conflict between SK and Mowgli. They should find quotes that back up their answer. 9. If necessary do the first one with learners- ask them what happened in chapter 1 and why this was the defining moment in understanding SK and Mowgli's relationship. (Shere Khan has kidnapped Mowgli from his family, the wolf family have found him and Shere Khan has demanded for them to hand Mowgli over.) 10. Learners complete activity in pairs. <p>CORE</p> <p>Feedback: Draw the timeline on the board and invite learners to come to the board and write their answer. Whole class feedback.</p>

	<p>Possible Answers:</p> <ul style="list-style-type: none">Chapter 1- Shere Khan has kidnapped Mowgli from his family, the wolf family have found him and Shere Khan has demanded for them to hand Mowgli over. <i>"A man's cub came this way," said Shere Khan. "Its parents have run away. Give it to me."</i>Chapter 2- Shere Khan is angry that he has been accepted in the wolf pack and not given to him <i>Shere Khan roared through the night, he was very angry that Mowgli had not been given to him</i>Chapter 3- Baloo teaches Mowgli all the laws of the jungle for protection and to fit in <i>"I am now teaching him the Master Words of the Jungle. These words will protect him from the birds and the Snake People, and all the animals who have four feet. He is protected now, but only if he can remember the words from all the jungle. Is not that worth a little beating?"</i>Chapter 5- Shere Khan begins to turn wolf pack members against Mowgli <i>"The young wolves believe, as Shere Khan has taught them, that a man-cub has no place with the Pack. You will be a man soon."</i>Shere Khan wants to lead the pack and cast Mowgli out by killing him <i>"Some talk about Shere Khan wanting to kill me," he called back</i> <i>"He is a man! A man!" scowled the Pack. Most of the wolves began to gather around Shere Khan, whose tail was beginning to twitch.</i>Mowgli threatens Shere Khan <i>"Remember when I come to the Council Rock again, it will be with Shere Khan's skin on my head."</i>Chapter 6- Grey Brother tells Mowgli SK seeks revenge <i>"Shere Khan has gone away to hunt until his coat grows again, he is badly singed. When he returns he swears revenge."</i>Chapter 7 - Mowgli begins to plan how to trap and kill Shere Khan <i>"Until the sides are higher than Shere Khan can jump," shouted Mowgli. "Keep them there until we come down."</i>		
	Plenary		
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

LITERATURE LESSON 2 TASKS/ACTIVITIES

	Starter
	<ol style="list-style-type: none">1. Write anagrams on the board for climax, conflict and tension.2. Explain to learners whoever can correctly identify the words is the winner.3. Do not explain the meaning yet as they will be explored next.
Resources	Main activity
Coursebook page 322	<p>Activity 3:</p> <ol style="list-style-type: none">1. Refer learners to the focus box.2. Ask for a volunteer to read it out.3. Write the three key words on the board- climax, conflict and tension.4. Elicit from learners what they think each of the words mean.5. Explain the reading task to learners and remind them that sometimes they need to use clues and their past experience with the text to infer the answer to the question.6. Go through each question with learners to ensure they fully understand each one.7. Learners complete activity. <p>CORE</p> <p>Feedback: Have learners first peer assess each other's work and discuss their answers. Then conduct a whole class discussion and invite learners to share their answers. Elicit if there were any different answers before learners peer assessed and discuss these.</p> <p>Answers:</p> <ol style="list-style-type: none">1. To throw Mowgli off guard2. If he has eaten he will be slow and content, if he hasn't it could mean he will be fast enough to attack Mowgli3. Because SK can get out it one end is not blocked4. Because of the loyalty Mowgli has previously shown Akeela5. So that SK cannot jump and escape from the trap6. b- move towards
Coursebook page 323	<p>Activity 4:</p> <ol style="list-style-type: none">1. Elicit from learners what a ravine is2. Ask them to describe it3. If possible, display the picture on the board4. Direct learners to the photo of a ravine5. Explain that they need to use the extracts above to help them answer the questions as they may provide some clues6. Learners complete activity. <p>CORE</p> <p>Feedback: Elicit from learners the clues they used to get their answers. Invite learners to the board to draw and write their answers.</p>

	<p>Answers</p> <ol style="list-style-type: none"> Ravine As seen below As seen below As seen below The jungle as seen below <div data-bbox="395 519 1118 866" data-label="Image"> </div>
Coursebook page 323	<p>Activity 5:</p> <ol style="list-style-type: none"> Go through the rubric with learners. Elicit what they think the key information is. Allow learners to work in pairs to complete this activity. Learners complete activity. <p>CORE</p> <p>Feedback: Ask learners to stand at the front of the class and present their map.</p> <p>Answers: Learners own. Ideally learners will include placement of the cows and calves, bulls and buffaloes, Mowgli, Akeela and Grey Brother. They should also include the high walls, a ravine and the jungle where Mowgli will come from.</p>
	Plenary
	Ask learners to predict what they think will happen next in the story.
	HOMEWORK TASK:
Coursebook page 332-335	<p>Learners to read Chapter 7 Part 1 of <i>The Jungle Book</i> and complete Check Your Understanding questions on page 335.</p> <p>Go over the questions with learners to ensure they understand the homework task and explain the deadline is for the next literature lesson.</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

LITERATURE LESSON 3 TASKS/ACTIVITIES

	Starter
	1. Go through the bullet points with learners.
Resources	Main activity
Coursebook page 324	<p>Activity 1:</p> <ol style="list-style-type: none">1. Elicit from learners what an antagonist and protagonist is.2. Ask them who the antagonist and protagonist are in JB.3. Explain to learner that they are going to read a profile about SK.4. Elicit what details they think are usually included in a profile5. Elicit from learners what information they think they will find out about SK that they do not already know.6. Learners complete activity. <p>CORE</p> <p>Feedback: Invite learners to share their answers on the board.</p> <p>Answers:</p> <ol style="list-style-type: none">1. a2. aggressive, predatory, disrespectful3. b4. he is not very smart
Coursebook page 324	<p>Activity 2:</p> <ol style="list-style-type: none">1. Elicit from learners how they felt about SK before reading the profile about him and why they felt this way2. Elicit if this changed since reading the profile3. Go through the questions for the speaking activity with learners4. Explain the task5. Put learners into small groups6. Learners complete activity. <p>CORE</p> <p>Feedback: Monitor learners discussions by walling around. Conduct a whole class discussion and take a poll to identify of learners feeling towards SK have changed.</p> <p>Answers: Learners own.</p>

Coursebook page 324	Activity 3: <div><div>1. Refer learners to the reading tip box.</div><div>2. Ask for a volunteer to read it out</div><div>3. Ask learners come CCQ's to check their understanding of the skill they need to use in order to answer the questions</div><div>4. Explain to learners that using inferencing skills when reading is an important skills to hone as it requires critical thinking and using past experiences with a text. It shows the reader has thought about the text at more than a surface level.</div><div>5. Learners complete activity.</div></div> CORE Feedback: Invite learners to share their answers and conduct a whole class discussion. Answers <div><div>1. Because the buffaloes/cows/calves that helped Mowgli trap SK belong to him</div><div>2. He is annoyed and wants him to go away</div><div>3. He has underestimated Mowgli and the skills he has developed since living in the jungle</div><div>4. Their relationship has always been one of hate</div><div>5. He realises that Mowgli has a loyal pack of wolves who could easily cause him harm</div><div>6. Mowgli made a promise that the next time they will see him it will be with SK skin</div><div>7. Their loyalty changes and they want to be led by Akeela again seeing what he and Mowgli are capable of.</div></div>		
	Plenary		
	<div><div>1. Provide each learner with a post-it note</div><div>2. Tell them they need to write one adjective to describe Shere Khan</div><div>3. Tell them they cannot use any of the three identified in the lesson.</div><div>4. Ask learners to stick their post-it on the board.</div><div>5. Use these as exit cards</div></div>		
	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

LITERATURE LESSON 4 TASKS/ACTIVITIES

	Starter
	<ol style="list-style-type: none"> 1. Write an anagram for DEBATE on the board. 2. Explain to learners that they need to figure out the word. 3. The first one to guess correctly is the winner.
Resources	Main activity
Coursebook page 325	<p>Activity 4:</p> <ol style="list-style-type: none"> 1. Write the word irony on the board. 2. Elicit its meaning (it is a difference between appearance and reality) 3. Write the following on the board <i>A pilot is scared of heights.</i> 4. Elicit from learners what makes this situation ironic (This situation is ironic because airplane pilots spend most of their time at work high in the air.) 5. Write the following on the board: <i>A child runs away from someone throwing a water balloon at him and falls into the pool.</i> 6. Elicit why this situation is ironic (This is ironic because the child ends up wetter than he would have been.) 7. Go through the focus box with learners in detail 8. Ask learners what makes Mowgli's situation ironic 9. Elicit from learners where they would prefer to live (jungle/village) and why? 10. Put learners into groups and explain the task. 11. Remind learners to that they can use evidence from the story to help them to identify the advantages and disadvantages of both living environments. 12. Explain that it might not always be obvious and learners should use their inferencing skills by looking at clues and using their past experience with the text. 13. Explain that they should have a minimum of three points for advantages and disadvantages for both environments. 14. Learners complete activity. <p>CORE</p> <p>Feedback: Monitor by walking around and checking each group's answers.</p> <p>Answers: Learners own.</p>
Coursebook page 325	<p>Activity 5:</p> <ol style="list-style-type: none"> 1. Explain to learners that they are going to take part in a debate. 2. Split the class into groups of 4-5 learners. 3. Write on the board: <i>The Jungle is a better place to live than the village.</i> 4. Explain to learners that half the class will argue in support of the statement (affirmative) and the half will argue against this statement (negative). 5. Each team should choose 4-5 people who will speak on behalf of each team. 6. Explain the following rules to learners: <ul style="list-style-type: none"> • Debate opens with the affirmative team (the team that supports the statement) presenting their arguments, followed by a member of the opposing team.

	<ul style="list-style-type: none">• This pattern is repeated for the second speaker in each team.• Finally, each team gets an opportunity for rebutting the arguments of the opponent.• Speakers should speak slowly and clearly.• 20 minutes to complete the debate. <ol style="list-style-type: none">7. Give each group their role (affirmative or negative) and allow them time to get their arguments in order.8. Pair an affirmative group with a negative group9. Learners complete activity. <p>CORE</p> <p>Feedback: Walk around groups and monitor learners debates. Taking notes to provide whole class feedback after the debate.</p> <p>Answers: Learners own.</p>		
	Plenary		
	Conduct a whole class feedback to identify how learners felt about their debating skills and what they enjoyed about the process and what they would like to improve next time.		
Coursebook page 336-341	Learners to read Chapter 7 Part 2 of <i>The Jungle Book</i> and complete Check Your Understanding questions on page 341. Go over the questions with learners to ensure they understand the homework task and explain the deadline is for the next literature lesson.		
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

LITERATURE LESSON 5 TASKS/ACTIVITIES

	Starter
	<ol style="list-style-type: none">1. Go through the bullet points with learners2. Address any questions they have
Resources	Main activity
Coursebook page 326	<p>Activity 1:</p> <ol style="list-style-type: none">1. Put learners into small groups2. Go through the questions in activity to ensure learner understand what they are to discuss.3. Refer learners to the two images.4. Learners complete activity. <p>CORE</p> <p>Feedback: Monitor by walking around. Whole class discussion</p> <p>Answers: Learners own</p>
Coursebook page 326	<p>Activity 2:</p> <ol style="list-style-type: none">1. Explain the reading activity to learners2. Explain that the first three questions relate to extract 1 and question 5 relates to extract 3.3. Have learners work through this activity independently.4. Explain to learners that the answers will not be so obvious and they need to use their inferencing skills as well as their past experience with the text to help them identify the answers.5. Learners complete activity. <p>CORE</p> <p>Feedback: Have learners discuss their answers with a partner. Invite learners to share their answers to the rest of the class.</p> <p>Answers: 1 The village people 2 a 3 Messua 4 To drive them out of the village 5 The animals did not realise that humans hurt other humans too, not just animals.</p>

<p>Coursebook page 327</p>	<p>Activity 3:</p> <ol style="list-style-type: none"> 1. Elicit from learners what a synonym is. 2. Elicit from learner what an antonym is. 3. Elicit from learners what an antonym for <i>hot</i> is (cold). 4. Explain to learners that they need to identify antonyms for the words in the table. 5. If possible, encourage them to identify more than one antonym for each word. 6. Learners complete activity. <p>CORE</p> <p>Feedback: Draw the table on the board. Invite learners to write their answer in the table. Give extra points for any additional antonyms they identified for each of the words.</p> <p>Possible Answers:</p> <ol style="list-style-type: none"> 1. evil, mean, cruel, nasty 2. scared, coward, weak 3. greedy, selfish, 4. disloyal, untrustworthy, unreliable 5. cruel, inconsiderate, uncaring
<p>Coursebook page 327</p>	<p>Activity 4:</p> <ol style="list-style-type: none"> 1. Show learners two items that are used for the same purpose but are different, for example a board pen and a writing pen. 2. Elicit from learners what the similarities and differences are between the pens. 3. Refer learners to the Focus Box. 4. Invite a learner to read it out. 5. Ask learners some CCQ's regarding the concept of juxtaposition to see if they understand it. 6. Refer learners to the reading tip box and explain how the previous activity can help them with identifying if juxtaposition has been used in a text. 7. Explain to learners that they will need to use both the Focus box and Reading tip box to help them complete the activity. 8. Learners complete activity. <p>CORE</p> <p>Feedback: Whole class discussion.</p> <p>Answers: Learners own. .</p>
	<p>Plenary</p>
	<ol style="list-style-type: none"> 1. Play the game Pictionary. 2. Create flash cards using different things, people and character from The Jungle Book. 3. Invite one learner at a time to choose a card and draw what is written on the board while the rest of the class guesses. 4. Play a few rounds.

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

LITERATURE LESSON 6 TASKS/ACTIVITIES

	Starter
	<ol style="list-style-type: none"> 1. Write the following anagrams on the board: nostipaxituj (juxtaposition), tanstorc (contrast) and petalshironis (relationships) 2. Have learners work out what words the letters spell out 3. The learner to correctly guess in the fastest time is the winner.
Resources	Main activity
Coursebook page 327	<p>Activity 5:</p> <ol style="list-style-type: none"> 1. Elicit from learners what juxtaposition is and why it is used in literature texts. 2. Elicit some examples of juxtaposing concepts in the JB (for example- evil vs good). 3. Elicit from learners what significant relationships Mowgli has with characters from the JB, good and bad. 4. Discuss why these relationships are important in understanding Mowgli. 5. Go through the questions with learners 6. Put them in pairs and have them discuss the questions. 7. Learners complete activity. <p>CORE</p> <p>Feedback: Whole class discussion.</p> <p>Answers: Learners own Possible answers:</p> <ol style="list-style-type: none"> 1. Buledo and Messua are the human connections he has in the world. Messua is someone who is kind to Mowgli, whereas Buledo fears Mowgli and therefore treats him badly. 2. Shere Khan is the animal version of Buledo, he is also afraid of Mowgli's abilities and as a consequence wants to kill him. Mother Wolf is the animal version of Messua, he is Mowgli's animal mother and cares and loves him. 3. Shere Khan and Buledo are evil characters and Messua and Mother Wolf are good characters. This is a juxtaposition in JB.
Coursebook page 327	<p>Activity 6:</p> <ol style="list-style-type: none"> 1. On the board create two venn diagrams. In once circle write SK and in the other Mother wolf and in the middle write similarities. 2. Elicit from learners some characteristics, qualities and the relationship with Mowgli each of the characters have. For example: SK- evil, predatory, feared, hates Mowgli and wants him dead. MW- kind, caring, protective of Mowgli, loves Mowgli. 3. Elicit some similarities- animal, part of the wolf pack, live in the jungle, doesn't trust humans etc. 4. Elicit from learners some adverbial linkers- whereas, however, although etc. 5. Using the ideas learners have come up with, work with them to start writing

	<p>sentences using the adverbial linkers. For examples: Shere khan is an evil character in the Jungle Book whereas Mother Wolf is a good character.</p> <p>6. Explain the task to learners and explain that they need to write two paragraphs, with one contrasting the relationship Mowgli has with SK and Mother Wolf and the other contrasting the relationship Mowgli has with Buledo and Messua.</p> <p>7. Explain to learners that they should use the venn diagram to plan their writing when contrasting the relationships Mowgli has with the humans (Buledo and Messua) the same way it was workshopped on the board.</p> <p>8. Learners complete activity.</p> <p>CORE</p> <p>Feedback: Have learners peer assess each other’s work looking out for spelling, information and use of adverbial linkers before inviting learners to read out their paragraphs.</p> <p>Answers: Learners own.</p>		
	Plenary		
	Have learners create a KWL chart. Explaining what they know about different literary devices used in the Jungle Book, what they have learned and what they want to know.		
	HOMEWORK TASK:		
Coursebook page 342- 345	Learners to read Chapter 8 Part 1 of <i>The Jungle Book</i> and complete Check Your Understanding questions on page 345. Go over the questions with learners to ensure they understand the homework task and explain the deadline is for the next literature lesson.		
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

LITERATURE LESSON 7 TASKS/ACTIVITIES	
	Starter
	<ol style="list-style-type: none"> 1. Go through the bullet points with learners 2. Answer any questions they may have.
Resources	Main activity
Coursebook page 328	<p>Activity 1:</p> <ol style="list-style-type: none"> 1. Refer learners to the image in the CB. Elicit from learners the name of the elephant in the JB. 2. Elicit in what way is the Elephant (Haithi) important to the development of Mowgli in the jungle. (He taught him the master-words of the Jungle people) 3. Go through the questions with learners. 4. Put them in pairs and have them discuss. 5. If possible display the plot diagram image so learners can use this to help them understand where the story is currently at. 6. Learners complete activity <p>CORE</p> <p>Feedback: Monitor by walking around and providing support where necessary before conduction a whole class discussion.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. Falling action 2. Learners own
Coursebook page 328-329	<p>Activity 2:</p> <ol style="list-style-type: none"> 1. Direct learners to the Reading Tip box. 2. Invite a learner to read it out and go through it in detail with learners. 3. Give learners some time to read the extracts. 4. Then go through the questions with learners. Remind them that the answers are not always obvious and that they may need to read around the extract as well as their past experience with the text to help them answer the questions. 5. Learners complete activity. <p>CORE</p> <p>Feedback: Invite learners to share their answers by coming up to the board. Whole class feedback.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. in a rude way 2. He is worried 3. Haithi taught Mowgli the master-words of the jungle 4. Buledo

	<div>5. Hailthi</div> <div>6. Learners own</div> <div>7. a</div> <div>8. Learners own. Possible answer: To remind Haithi of the bad things Buledo done to him in the past so that he will feel the anger and help Mowgli</div> <div>9. Learners own</div> <div>10. a</div>		
Coursebook page 329	<div>Activity 3:</div> <div><div>1. Direct learners to the Focus box and invite a learner to read it aloud.</div><div>2. Elicit from learners what revenge means to them.</div><div>3. Elicit if revenge is necessary or if there is a better way to deal with challenges.</div><div>4. Go through the questions with learners.</div><div>5. Put them in small groups and have them discuss the questions.</div><div>6. Learners complete activity.</div></div> <div>CORE</div> <div>Feedback:</div> <div>Swap members off each group around and have them explain to each other what they discussed in their original group. Conduct a whole class discussion based on the questions.</div> <div>Answers:</div> <div>Learners own.</div>		
	Plenary		
	<div><div>1. Set a time limit (3 minutes)</div><div>2. Provide learners with a piece of paper and have them write as many key words relating to the lesson as possible.</div></div>		
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

LITERATURE LESSON 8 TASKS/ACTIVITIES

	Starter
	<ol style="list-style-type: none"> 1. Ask students to draw 6 columns on a piece of paper 2. At the top of each have them all write a topic: 1. Character, 2. Literary device, 3. Animal, 4. Jungle feature, 5. Village feature, 6. Topic in the JB 3. Explain to learners that they have to put a word/phrase in each column beginning with the letter you shout out. 4. The first to finish shouts "stop the bus!" 5. Give points for a full row of creative answers.
Resources	Main activity
Coursebook page 329	<p>Activity 4:</p> <ol style="list-style-type: none"> 1. Elicit what is meant by <i>revenge</i>. 2. Have a short discussion using some of the points that were discussed about revenge in the last lesson. 3. Direct learners to the table and explain that they need to complete the table with at least 2 points for both agree and disagree. They should use evidence from the story to back up why the revenge plan Mowgli is an agreeable or disagreeable act. They then need to explain the evidence and why this backs up the point. 4. Provide learners with an example. In chapter 4 where the Monkey people kidnap Mowgli, they do this out of revenge for the way the rest of the jungle people treat them. Use a quote from the chapter to back up this action and then explain how this justifies whether it is agreeable or disagreeable without giving your opinion. 5. Learners complete activity. <p>CORE</p> <p>Feedback: Draw the table on the board and invite learners to share their ideas discussing each of them in detail.</p> <p>Answers: Learners own.</p>
Coursebook page 329	<p>Activity 5:</p> <ol style="list-style-type: none"> 1. Explain to learner that they are going to write the main body of a discursive essay. 2. Elicit what a discursive essay is. 3. Explain that a discursive essay is a piece of formal writing which discusses a particular issue, situation or problem. It presents both sides of an issue,

	<p>discussing points in favour of a particular topic as well as those against, or the advantages and disadvantages of a particular question. Each point should be supported by justifications, examples, and/or reasons. The writer's own opinion should be presented only in the final paragraph.</p> <p>4. Elicit what is meant by <i>main body</i>. (a main body, in which points are clearly stated in separate paragraphs and exemplified or justified)</p> <p>5. Explain the task to learners and remind them to use their table to create full sentences and paragraphs.</p> <p>CORE</p> <p>Feedback: Have learners peer assess each other’s work. Take in learners work to mark.</p> <p>Answers: Learners own.</p>		
	<p>Plenary</p>		
	<p>Have learners write 3 things they learned in the lesson on the board. Take a picture of the board and use for later reference.</p>		
	<p>HOMEWORK TASK:</p>		
<p>Coursebook Page 346-349</p>	<p>Learners to read Chapter 8 Part 2 of <i>The Jungle Book</i> and complete Check Your Understanding questions on page 349.</p> <p>Go over the questions with learners to ensure they understand the homework task and explain the deadline is for the next literature lesson.</p>		
<p>Learning styles catered for (✓):</p>			
<p>Visual</p>	<p>Auditory</p>	<p>Read/Write</p>	<p>Kinaesthetic</p>
<p>Assessment for learning opportunities (✓):</p>			
<p>Observation</p>	<p>Learner self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>
<p>Group discussions</p>	<p>Comparing to classmates writing</p>	<p>Written work and feedback</p>	<p>Verbal feedback</p>

LITERATURE LESSON 9 TASKS/ACTIVITIES

	Starter
	1. Go through the bullet points with learners
Resources	Main activity
Coursebook page 330	<p>Activity 1:</p> <ol style="list-style-type: none">1. Elicit from learners what Mowgli's life has been like since living in the jungle.2. If possible create a timeline on the board with learners highlighting the ups and downs of his life so far both in the jungle and in the village.3. Direct learners to the focus box and invite a learner to read it out.4. Ask learners some CCQ's to ensure they understand what is meant by coming of age. Ask learners to discuss how they have changed since they were in 6th Grade for example. Or how they have seen the transition in their older siblings from childhood to teenage/adulthood.5. Put learner into small groups.6. Direct learners to the questions and go through them if necessary.7. Learners complete activity. <p>CORE</p> <p>Feedback: Monitor discussions by walking around each group. Conduct a whole class discussion taking note of each groups responses to the questions.</p> <p>Answers: Learners own.</p>
Coursebook page 330-331	<p>Activity 2 :</p> <ol style="list-style-type: none">1. Direct learners to the reading tip box.2. Invite a learner to read it out.3. Elicit what an adverb is and what it is used for.4. Elicit example of different adverbs by writing a sentence on the board: <i>He was walking down the road.</i>5. Have learner include an adverb in the sentence to describe how he was walking down the road (slowly, quickly, happily, sadly etc).6. Next, explain the task to learners.7. Learners complete individually. <p>CORE</p> <p>Feedback: Invite learners to share their answers and conduct whole class feedback.</p> <p>Answers:</p>

	<div><div></div><div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div></div></div> <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>1. Possible answer: He hasn’t felt such emotions before considering he has been bought up in the jungle.</div> <div>2. Sad emotions – beautiful surroundings</div> <div>3. Himself</div> <div>4. The rest of the jungle-people were not interested in Mowgli anymore</div> <div>5. We are family</div> <div>6. He needs to know that he will always be welcome in the jungle</div> <div>7. “When the honey is eaten, we leave the hive”</div> <div>8. Learners own.</div> <div>9. A</div> <div>10. Sad but full of love and care (bittersweet)</div>		
	<div>Plenary</div>		
	<div><div></div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div></div> <div>1. Provide a post-it note to each learner</div> <div>2. Have them write one sentence to describe what they would say to Mowgli if they were with him in the jungle at this time, have them write it in reported speech including and adverb of how they would say it.</div> <div>3. Have learners read out their sentences.</div>		
<div>Learning styles catered for (✓):</div>			
<div>Visual</div>	<div>Auditory</div>	<div>Read/Write</div>	<div>Kinaesthetic</div>
<div>Assessment for learning opportunities (✓):</div>			
<div>Observation</div>	<div>Learner self-assessment</div>	<div>Oral questioning</div>	<div>Peer assessment</div>
<div>Group discussions</div>	<div>Comparing to classmates writing</div>	<div>Written work and feedback</div>	<div>Verbal feedback</div>

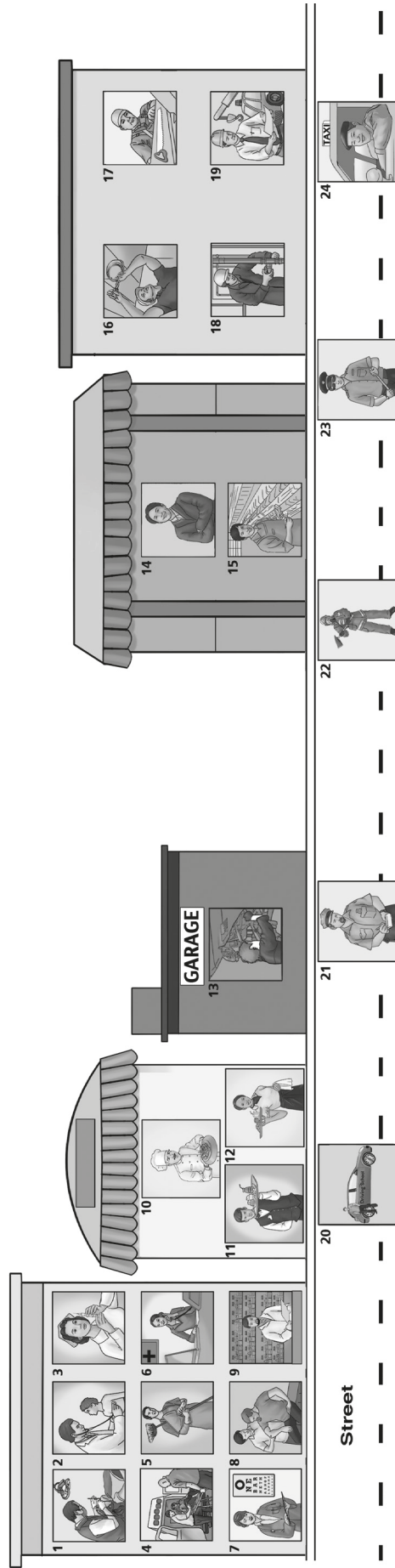
LITERATURE LESSON 10 TASKS/ACTIVITIES

	Starter
	<ol style="list-style-type: none"> 1. Conduct a whole class discussion about what was learned in the previous lesson. 2. Elicit from learners the tone and mood of the story
Resources	Main activity
Coursebook page 331	<p>Activity 3:</p> <ol style="list-style-type: none"> 1. Books closed 2. Elicit from learners all the major themes they can remember from the story. 3. Now have learners put them in the correct order. 4. Elicit from learners what is meant by <i>main theme</i>. 5. Put learner into small groups and have them discuss the themes and decide which theme they think <i>The Jungle Book</i> best represents. 6. Learners complete activity. <p>CORE</p> <p>Feedback: Invite groups to share their ideas. Encourage learners to give reasons to back up their ideas.</p> <p>Answers: Learners own.</p>
Coursebook page 331	<p>Activity 4:</p> <ol style="list-style-type: none"> 1. Elicit from learners what their favourite book is. 2. Ask learners how they decide if they want to read a book, what are the things they look at. 3. Elicit from learners if they know what a blurb is. 4. Provide them with a clear definition: a short description of a book/film. 5. Next, elicit the purpose of a blurb. 6. Refer learners to the writing tip, have a learner read it out. 7. Ask CCQ's to ensure learners have a clear understanding. 8. Next, if possible provide an example of a blurb that you feel covers the criteria described in the writing tip box from a book you have read. Or use this one: <i>Mr. Twit is a foul and smelly man with bits of cornflake and sardine in his beard. Mrs. Twit is a horrible old hag with a glass eye. They've kept muggle-wump the monkey and his family caged in the garden for far too long, and now the monkeys want to take their REVENGE.</i> 9. Elicit from learners if they would want to read this book and why? 10. Elicit from the learners the different adjectives used in the blurb. 11. Next, explain to learners that they are going to write a blurb of <i>The Jungle Book</i>. Remind them to use adjectives to make the book sound interesting, not to give away too much information and leave readers wanting to know more. 12. Learners complete activity.

	Feedback: Before inviting learners to read out their blurbs, have them peer assess each other’s work, checking for use of adjectives, information, levels of engagement. Answers: Learners own.		
	Plenary		
	<ol style="list-style-type: none">1. Provide learners with a post-it note2. Explain that they need to write 3 things they enjoyed the most since learning about English Literature and <i>The Jungle Book</i>.3. Have them share their thoughts to the rest of the class.4. Do a thumb up and thumbs down tally to check who will continue reading books for personal entertainment.		
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

Word/Phrase	Part of speech	Meaning

car mechanic carpenter chef cleaner dentist doctor
 driving instructor electrician engineer firefighter manager nurse
 optician paramedic pharmacist physiotherapist plumber
 police officer receptionist shop assistant taxi driver traffic warden
 waiter waitress



Learning words in groups for Coursebook Activity 4

Learning words in groups

It can be helpful to learn words in categories, using a word web.

Add items to these supermarket categories.

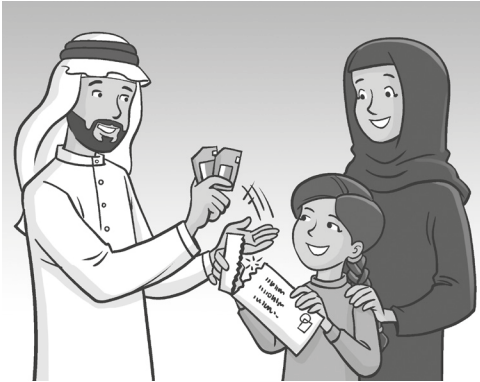
diary products

cheese

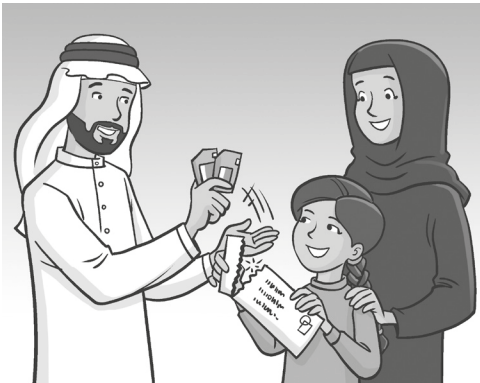
bakery

**health
and beauty**

**household
and cleaning**



- ☐ Mrs Williams found the **memory cards** and **uploaded** the photos on a **website**.
- ☐ Laila's dad dropped two memory cards so their photos were lost.
- ☐ Laila's dad bought a memory card while they were waiting at the **airport**.
- ☐ Laila's cousin saw their photos by accident on the website.
- ☐ They went **sightseeing** in Dubai and they visited a famous **skyscraper**.
- ☐ Laila's parents got in touch with Mrs Williams and she posted the cards to them.



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The Potato Eaters

- finished in 1885
- his first great painting
- his style is different in this painting because he uses dark colours
- he wanted to paint ordinary people doing ordinary things
- it's in the Van Gogh Museum in Amsterdam



The Yellow House

- painted in 1888 in Arles
- it's the house where he rented four rooms for himself
- Van Gogh invited various painters from Paris to visit him there but only one did – Paul Gauguin
- it's in the Van Gogh Museum in Amsterdam



Sunflowers

- one of the paintings from Arles
- painted between 1888–1889
- Van Gogh made at least nine different paintings of sunflowers
- he wanted to decorate his bedroom in Arles with these
- one version is in the National Gallery in London; another is in the Van Gogh Museum in Amsterdam

Facts about Van Gogh paintings for Coursebook Activity 3



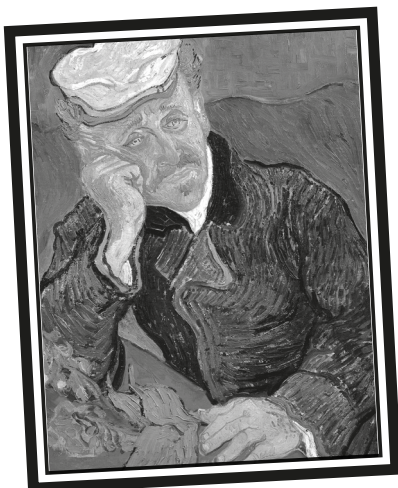
Starry Night

- painted in 1889
- most popular painting
- Van Gogh painted this while in hospital
- scenery came from Van Gogh's imagination
- dark colours represent his bad mood
- it's in the Museum of Modern Art in New York



Madame Ginoux

- painted between 1888–1890
- it's one of six similar portraits of Marie Jullian who owned the room that Van Gogh rented in Arles
- he painted the first portrait in an hour
- one version is in Musée d'Orsay in Paris; another is in the Metropolitan Museum of Art in New York



Portrait of Dr Gachet

- painted in 1890
- Dr Gachet was Van Gogh's doctor just before he died
- there are two versions of it
- the first version was one of the ten most expensive paintings in history when it was sold in 1990
- its current whereabouts are unknown

1	4	7
2	5	8
3	6	9

Magnitude	Description	Effects
1	hardly any movement	
2		some people might notice
3	a little movement	
4		some objects may start to move
5	quite strong movements	
6		whole trees move and there is some damage from falling objects
7	very strong movements	
8		some damage to buildings
9	very destructive movements	
10		ground badly cracked and many buildings collapse
11	devastating movements	



Magnitude	Description	Effects
1		only felt by seismograph
2	very weak movements	
3		feels like heavy traffic
4	moderate movements	
5		movement is noticeable and wakes people up
6	strong movements	
7		walls start to crack
8	destructive movements	
9		ground starts to crack and buildings collapse
10	disastrous movements	
11		most buildings collapse and bridges, roads and railways destroyed