



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



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Bridge to Success 10

Teacher Guide

Bridge to Success
Book 10

Teacher Guide

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Brooklyn Bridge, USA



Grades

9

Advanced

10

General

UNIT 1 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 2	<ol style="list-style-type: none"> 1. Ask learners to think about their family members. Give out paper and ask them to draw a quick family tree. Allow five minutes for them to tell their partner about their extended family. 2. Read the opening questions with the class. Ask each one in turn and elicit ideas.
Resources	Main activity
Coursebook page 2 Audio Track 1	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the picture. Check understanding of the word <i>relationship</i>, and explain that you can use different adjectives to describe a relationship. 2. Share ideas about Khalid's relationship with his grandad around the class. You can write suggestions on the board to return to later. 3. Read the <i>Listening strategy</i> in the box. Ask learners to think about how they have already used the picture to help them start thinking about the content of the audio. 4. Play the audio. Ask learners to listen the first time to get an overall understanding of the text. 5. Ask learners what kind of relationship Khalid has with his grandad (a good/friendly one) – were they right? Ask what clues there are about this (tone of voice, relaxed manner of speaking, etc). <p>CORE</p>
Coursebook page 2 Audio Track 1	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read through the statements first, then play the audio all the way through. 2. Play it again, pausing after the relevant information if necessary. 3. Learners can write their ideas individually, then compare with a partner. <p>CORE</p> <p>Feedback Read out each question and check answers.</p> <ol style="list-style-type: none"> 4. Read through the <i>Language tip</i> with the class and check understanding. 5. Elicit further examples using <i>both</i> and <i>both of</i>, to check that they can make the distinction correctly. <p>Answers</p> <p>1 F; 2 T; 3 F; 4 T; 5 F</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work in mixed-ability groups/pairs to discuss why each sentence is true or false. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to correct the sentences which are false.
Workbook page 2	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Explain that this is an extract from the conversation. Learners may find it helpful to see the written form. 2. Ask learners to read through the words in the box and think about what part of speech they are. Remind them to eliminate options by filling in the easier answers first. Advise them that there is a distractor in the word box. 3. Learners can work in pairs or individually to complete the text.

	CORE Feedback Ask learners to take turns to read out completed sentences from the text. <div>Answers</div> 1 move; 2 married; 3 parents; 4 grandmother; 5 cousins; 6 close-knit; 7 meal times		
Workbook page 2	Workbook: Activity 2 1. Conduct a further check of comprehension with this sentence matching activity. Learners read and match the sentence halves based on their understanding of the text. Remind them to match the more obvious pairs first. DESIRABLE Feedback Ask one learner to read out the first part of the sentence, and ask another learner to read out the correct ending. Continue this around the room. <div>Answers</div> 1 b; 2 e; 3 a; 4 c; 5 d		
Workbook page 2	Workbook: Activity 3 1. This activity tests understanding of the <i>Language tip</i> material from the Coursebook. Remind learners of the difference between <i>both</i> and <i>both of</i> – ask <i>When can you use either both or both of?</i> (with nouns) and <i>When must you use both of?</i> (with personal pronouns). 2. Model the first question: say <i>Both</i> my brothers go to the same school as me. Then say <i>Both of</i> my brothers go to the same school as me – you can use either. 3. Learners complete the activity individually. DESIRABLE Feedback Ask individual learners to read out the complete sentences. Ask which sentences could have the word ‘of’ omitted (1, 2, 4, 5). <div>Answers</div> 1 Both (of) my brothers go to the same school as me.; 2 Both (of) my parents used to work in the city.; 3 Both of them live near to me.; 4 Both (of) my grandparents are from big families.; 5 Both (of) my sisters went abroad to university.; 6 Both of them work here.		
Resources	Plenary 1. Play a game. Go round the class and ask each learner to give a sentence giving one piece of information about one of their grandparents.		
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 1 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	1. Ask learners to think about Khalid and his grandad from Lesson 1. Brainstorm adjectives about the relationships within the extended family.
Resources	Main activity
Coursebook page 3 Audio Track 2	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to look at the words in the word box. Say each word in a random order and ask learners to point to the correct one in the box. 2. Ask learners to read through the <i>Speaking tip</i> box and point to the highlighted letters which may cause problems in pronunciation. 3. Now play the audio. Repeat as necessary. 4. Encourage learners to make a note that they will understand to help them record the pronunciation. 5. Refer learners to the <i>Vocabulary</i> box. Explain that this pair of words comes to English from French and that's why <i>fiancée</i> has a feminine ending which doesn't exist in English. <p>CORE</p>
Coursebook page 3	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to read the words again, and match them to the meanings. Remind them to complete the ones that they do know first, in order to eliminate some options. <p>DESIRABLE</p> <p>Feedback Check answers by reading out each word and asking the class to say the meaning.</p> <p>Answers</p> <p>1 d; 2 b; 3 c; 4 e; 5 a</p>
Coursebook page 3	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Give learners a few minutes to work individually and think of sentences. 2. Circulate and monitor to ensure they have used them in the correct context. 3. Learners take turns to read out their sentences in pairs. Check they are using the correct pronunciation. <p>DESIRABLE</p>
Coursebook page 3	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Read through the questions and check understanding. Learners can make notes on each question separately. When they are happy that they have enough material to base their discussion on, put them in mixed-ability groups for the speaking work. 2. If necessary, write a list of useful words on the board, or provide the English for any words requested by the class. 3. Optional: For homework ask learners to create a poster or presentation about their family life that they could present to a student from another country. They may want to include photos of different people in their family. <p>CORE</p> <p>Feedback You can make a display around the class of the different material they have created.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can choose one of the two questions to discuss, instead of doing both.

	Differentiation activities (Stretch): 1. If learners are confident in speaking about this topic, ask them to present their findings to the class after the group-work stage.		
Workbook page 3	Workbook: Activity 4 1. Check understanding of the key words from the Coursebook with this multiple-choice activity. Model the first sentence: say <i>Number 1. They are a very ... Elicit close-knit.</i> 2. Learners can work in pairs or individually to complete the activity. DESIRABLE Feedback Ask learners to take turns to read out the completed sentences. <div>Answers 1 close-knit; 2 married; 3 daughter; 4 aunt; 5 engaged</div> 3. Read through the <i>Did you know?</i> box and check understanding. Ask learners if they agree that this is true. Share ideas about why this might be, and what benefits there are in spending time with extended family members.		
Workbook page 3	Workbook: Activity 5 1. If learners completed the speaking activity in the Coursebook, they can follow it up with a writing task here. Ask learners to write full sentences in answer to each point in the rubric. DESIRABLE		
Workbook page 3	Workbook: Activity 6 1. Encourage learners to make notes about the question before they start to write sentences. This is quite a creative activity, so allow as much time as you can, or set it for homework. 2. Remind learners they can use the text in Workbook Activity 1 as support for the style of writing. DESIRABLE Feedback Learners can swap their work with a partner to peer correct. If there is time, they can read out their texts – they could do it with a partner as a role-play.		
Resources	Plenary		
	1. Write the words with tricky pronunciation up on the board. Ask learners to call out the pronunciation of each one.		
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 1 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 4	<ol style="list-style-type: none"> Learners look at the old photographs of your area. Tell learners you are going to say some facts about life in the UAE 60 years ago, some of which are correct and some of which are incorrect. They must stop you and correct you when you say something incorrect. For example <i>Fifty year ago ... Dubai was a small quiet place ... There weren't any shopping malls. There was a lot of busy traffic on the roads.</i> Elicit <i>No, there wasn't. There wasn't any traffic. People didn't have cars.</i> Repeat with more examples. In small groups, learners discuss the opening questions and write suggestions. <p>Feedback Invite individual learners to share their ideas with the class.</p>
Resources	Main activity
Coursebook page 4	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Refer learners to the rubric and check that they understand the task. Before learners read the article, refer them to the <i>Reading strategy</i> and check comprehension. Give the class 60 seconds to read the article and choose the phrase that best describes the content of the article from the three options. <p>CORE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answer Life in the UAE in the past.</p>
Coursebook page 4	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> Learners read the article again and complete the activity individually. In pairs, learners compare answers. Before checking answers refer learners to the <i>Language tip</i> box and read the examples. Write three new examples on the board, for example <i>I <u>used to</u> live in Abu Dhabi. When I was young I <u>didn't use to</u> eat peaches. <u>Did you use to</u> go to the park when you were little?</i> Point out that in speech, you can't hear the difference between <i>used to</i> and <i>use to</i> – it's only important written down. Elicit different examples from individual learners in turn. <p>CORE</p> <p>Feedback Invite individual learners to read the examples to the class.</p> <p>Answers They <u>didn't use to</u> live in big houses ... At mealtimes, we all <u>used to</u> eat together ... I <u>used to</u> play games in the street with my friends ... we <u>used to</u> go to the port ... I <u>used to</u> go pearl diving ...</p>

<p>Coursebook page 4</p>	<p>Reading and speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Learners read the article again. Remind them to read slowly and to check key words, because now they are reading for detail. 2. Ask targeted questions to check comprehension, for example <i>Did people use to drive expensive cars in the past?</i> Teach new words as necessary. 3. Go through the questions and check comprehension. 4. Learners complete the activity in pairs and discuss their answers. 5. Refer learners to the <i>Did you know?</i> box and check comprehension. <p>CORE</p> <p>Feedback Elicit answers and check as a class. Invite learners to ask and answer the questions as an open pair activity.</p> <p>Answers</p> <p>1 In Al Hamiryah; 2 His parents, brothers and sisters, grandparents, and uncle and aunt; 3 Family life was important; 4 He used to go to the port and watch the fishing boats come in; 5 When he was 12 years old; 6 Along the Arabian Gulf.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work in mixed-ability pairs for extra support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. In pairs, learners write an extra question and answer for each paragraph. They can write <i>Wh-</i> questions or questions with <i>used to</i>. 2. In groups of four, learners ask each other their questions. They award a point for every correct answer.
<p>Workbook page 4</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Use the photo as a warm-up exercise to practise some simple questions: say <i>Look at the photo and imagine. Who is this man? Where is he from? What does he do?</i> Learners use their imaginations to think of answers. 2. Point to the first anagram in the text and explain that the letters are jumbled. Write the jumbled word on the board and encourage learners to use the context of the sentence to work out the word. It will help visual learners if you write the anagram on the board in a circle, and next to it a dash for every letter in the word. 3. Learners complete the activity individually. 4. In pairs, learners compare answers. <p>CORE</p> <p>Feedback Elicit answers and check as a class. Invite learners to read sentences in turn and to spell the missing words for the class. This activity could be set for homework.</p> <p>Answers</p> <p>1 childhood; 2 family; 3 free time; 4 weekend; 5 games; 6 teenager</p>

Workbook page 4	Workbook: Activity 2 1. Look online if possible or use a library to find a photo of your town from 60 years ago. 2. Before doing the activity, use the photo to prompt questions and have a class discussion. For example <i>Were there any shopping malls? Did people use to drive cars? Did everyone use to go to school?</i> 3. Learners complete the activity in pairs and then compare answers in groups of four. CORE Feedback Invite individual learners to read their sentences to the class. Write some examples on the board. This activity could be set for homework. Answers Learners' own answers		
Workbook page 4	Workbook: Activity 3 1. If there aren't Internet facilities at school, learners complete the activity for homework. They could also use the local library to find information or ask parents and grandparents. DESIRABLE Feedback Invite individual learners to share their findings with the class. Write some examples on the board. Answers Learners' own answers		
Resources	Plenary 1. Ask learners what they have learned about growing up in the UAE in the past. Elicit examples and write them on the board. 2. Take a class vote to decide if life was easier or more difficult for young people in the past.		
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 1 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners what they can remember about the article in Activity 1. 2. Divide the class into two teams, A and B. Draw a two-column grid on the board labelled A and B. 3. Elicit ideas from each team in turn. Award a point for each new idea and make a note in the correct column so that teams don't repeat the same ideas. The team with the most ideas is the winner.
Resources	Main activity
Coursebook page 5	Language focus: Activity 4 <ol style="list-style-type: none"> 1. Introduce the activity by asking learners about their grandparents, for example <i>Whose grandmother or grandfather lives at home with them? What is her/his name?</i> 2. Go through the statements and check comprehension. 3. Learners complete the activity individually. 4. In pairs, learners compare answers. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class. Play a sentence string game where a learner says the first sentence, the next learner says the first sentence plus the next sentence, and so on until the sixth learner is saying all six sentences.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write the key vocabulary on the board for extra support.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. In pairs, learners rewrite the crossed sentences with plausible facts, for example <i>When my grandmother was a girl ... she used to live in a small house.</i>
Coursebook page 5	Speaking and writing: Activity 5 <ol style="list-style-type: none"> 1. Refer learners to the rubric. Model the first pair of exchanges with a confident learner. Then in pairs, learners practise the exchanges with their partner. 2. Remind learners how to write notes. Write a sentence on the board and elicit from the class which words to strike through to reduce the sentence to notes: <i>(Fatima's) grandmother used to live in a small house near the port.</i> 3. Learners complete the activity in mixed-ability pairs. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to compare and check their notes in small groups. Go around the class, monitoring and checking.</p>

Coursebook page 5	<p>Writing: Activity 6</p> <ol style="list-style-type: none"> 1. Refer learners to the rubric and check that they understand the task. 2. Refer learners to the <i>Writing tip</i> box. Read through the information and check comprehension. Refer learners back to Activity 1 for them to check and compare. 3. Learners complete the activity individually. 4. In pairs, learners check each other's work for accuracy. <p>DESIRABLE</p> <p>Feedback</p> <p>As a class mingle activity, learners go around the class and find a classmate to read their article to.</p>
Workbook page 5	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually. 2. In pairs, learners compare answers and take turns to read the paragraph to each other. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class. Ask learners to explain to you the difference between the positive and negative forms of <i>used to</i>.</p> <p>Answers</p> <p>1 didn't use to; 2 used; 3 to go; 4 used; 5 play; 6 used to</p> <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners write a similar paragraph about how they spent their free time in their own childhood. They use the paragraph in Activity 4 as a model. 2. In pairs, learners compare their paragraphs and help each other to correct any mistakes. <p>EXTENSION</p> <p>Feedback</p> <p>Invite one or two confident learners to read their paragraph to the class. This activity could be set for homework.</p> <p>Answers</p> <p>Learners' own answers</p>
Workbook page 5	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Before doing the activity, refer to the headings and remind learners how they help to give a text structure. 2. Learners complete the activity individually. Ask targeted questions to check comprehension, for example <i>Where did Khaled Hamad grow up?</i> 3. In pairs, learners compare answers. <p>CORE</p> <p>Feedback</p> <p>Ask individual learners in turn to read a paragraph aloud to the class. When they've finished, ask the class to shout out the heading.</p> <p>Answers</p> <p>1 Abu Dhabi; 2 At home; 3 Work</p>

Workbook page 5	Workbook: Activity 6 1. Brainstorm some ideas first and write them on the board. 2. Learners complete the activity individually. Go around the class monitoring and helping. 3. In pairs, learners compare answers. CORE Feedback Invite individual learners to read their paragraph to the class. This activity could be set for homework.		
	Answers		
	Learners' own answers		
Resources	Plenary		
	1. Take a class poll to choose three things that were better about life in the past and three things that were worse.		
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 1 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 6	<ol style="list-style-type: none"> 1. Ask learners to think about their daily routine. Call out different activities and ask learners to call out the time they do each one. 2. Read the opening questions with the class. Ask each one in turn and elicit ideas. Find out how much learners know about family life in the UK.
Resources	Main activity
Coursebook page 6	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the photo. Give them a few minutes to think about what they would like to ask the family. Remind them to think specifically about the family's daily life and routines. 2. Share ideas around the class. You can write ideas on the board to return to later. <p>CORE</p>
Coursebook page 6	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the gist questions first, to help them focus on the text. 2. Set time limit for learners to read the text for gist individually. 3. Learners can discuss their responses to the gist question in pairs, then share as a class. <p>CORE</p> <p>Feedback Read out the gist question again and check answers.</p> <p>Answers busy, demanding</p>
Coursebook page 6	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Refer learners back to their original questions. If any of them were answered, record what information learners found out. If the questions weren't answered, see if learners can imagine an answer based on what they now know. <p>DESIRABLE</p>
Coursebook page 6	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Learners work in groups of five to put the events in order as they occur in the Kirkbank family routine. <p>CORE</p> <p>Feedback Each learner in the group takes one Kirkbank activity and the group arrange themselves so that the activities are in order.</p> <p>Answers 4, 2, 1, 5, 3</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Help learners by directing them to the times in the text. Ask <i>Who leaves first, Tom or Mr and Mrs Kirkbank?</i> (Tom). Repeat for the next item. Let learners complete the rest of the activity in pairs. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to find other details of the day to add to this list in the correct order, for example <i>Tom goes to athletics club; Mr and Mrs Kirkbank make tea.</i>

Workbook page 6	Workbook: Activity 1 1. Conduct a further check of comprehension with this activity. 2. Nominate eight learners to read aloud a sentence each. 3. Model the first sentence: say <i>Number 1. Mrs Kirkbank lived near her parents when the children were young ...</i> Elicit <i>False</i> . Ask for a volunteer to correct the sentence. 4. Learners complete the activity individually. DESIRABLE Feedback Read out each sentence and ask the class to chorus <i>True</i> or <i>False</i> . Answers 1 F (she didn't live near her parents); 2 T; 3 F (she's been working full-time for three years); 4 F (Mr Kirkbank gets home later); 5 T		
Workbook page 6	Workbook: Activity 2 1. This activity tests understanding of key vocabulary from the text. Remind learners to eliminate options by filling in easier answers first. Advise them that there's a distractor in the word box. DESIRABLE Feedback Ask individual learners to read out the complete sentences. Answers 1 full-time; 2 athletics; 3 tiring; 4 netball; 5 nursery; 6 breakfast; 7 part-time; 8 free time		
Resources	Plenary		
	1. Play a game. Say an activity from the text and ask learners to say who did it, for example <i>Go to netball club (Meg)</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 1 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to think about the Kirkbank family from Lesson 5 Activity 1. Ask what learners can remember about the structure of their day. Draw a time line on the board with the key times (7.45, 8.00, 8.45 am; 5/6 pm) and invite learners to come out and write what happens at that time of day.
Resources	Main activity
Coursebook page 7	<p>Use of English</p> <ol style="list-style-type: none"> 1. Write on the board <i>The Kirkbank family have been living in York for ten years.</i> Underline <i>have been living</i>. Ask learners to look back at the text to find two more sentences like this (<i>This term, he has been doing athletics, football and cricket; I've been working full-time for three years</i>). Explain that this tense is called the present perfect continuous. 2. Read through the <i>Use of English</i> box with the class. Nominate different learners to read out the example sentences. 3. Check understanding of the different uses of <i>for</i> and <i>since</i>. Elicit other time words or phrases they could use for each word, for example <i>for three days / six months / two hours; since Monday / 2012 / December</i>. 4. Check comprehension of the final point about non-action verbs. Clarify that these sentences, for example <i>I've been here for half an hour</i>, show a state, not an action. <p>CORE</p>
Coursebook page 7	<p>Use of English: Activity 5</p> <ol style="list-style-type: none"> 1. Model the example sentence: say <i>We've been living in this house ...</i> Elicit <i>since November</i>. 2. Learners complete the sentences individually or in pairs. <p>CORE</p> <p>Feedback</p> <p>Check answers by asking learners to read out the completed sentences.</p> <p>Answers</p> <p>1 've been living/since; 2 's been working/for; 3 've been playing/since; 4 've been going/for; 5 's been studying/for; 6 've been going/since</p>
Coursebook page 7	<p>Use of English: Activity 6</p> <ol style="list-style-type: none"> 1. Explain to learners that they should complete these sentences with information which is relevant to them. 2. Read out the first example and elicit different personalised endings from learners around the class. 3. Put learners in groups of four or five. Ask them to read out the sentences and add their own endings. 4. Let learners work in groups, then call in the class for feedback. Ask learners to report back what they learned about their partners, for example <i>He has been going to this school for three years</i>. <p>CORE</p>

Coursebook page 7	<p>Writing: Activity 7</p> <ol style="list-style-type: none"> 1. Read through the instructions and check understanding. 2. Draw an example mind map on the board and have learners make suggestions about what branches they will use, and what ideas and information can go in each section. 3. Still working in groups, ask learners to discuss each part of the question and make notes to contribute information to the mind map. <p>CORE</p> <p>Feedback You can ask learners to present their mind maps or make a wall display of them.</p>
Coursebook page 7	<p>Speaking: Activity 8</p> <ol style="list-style-type: none"> 1. Put learners into new groups for this activity, as it may help to generate different ideas and suggestions. 2. Check understanding of the idea and use one group as an example to role-play the start of the discussion. 3. Circulate and monitor as learners discuss the different ways of life. <p>CORE</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners specific areas to concentrate on, for example the start and end of the working day, household chores, after-school activities.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. If learners are confident in speaking about this topic, ask them to write up one paragraph about life in Britain and one for life in the UAE.
Workbook page 7	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Model the first sentence: say <i>Number 1. We've been going to the coast on holiday since ... Elicit 2010.</i> 2. Learners can work in pairs or individually to complete the activity. <p>DESIRABLE</p> <p>Feedback Ask learners to take turns to read out the completed sentences.</p> <p>Answers</p> <p>1 2010; 2 three years; 3 six years; 4 she was 18; 5 8 o'clock; 6 three months</p>
Workbook page 7	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. This chart can help structure learners' understanding of the text by helping them to focus on specific details. They should try to work individually for this and use information which is true for them. <p>DESIRABLE</p>
Workbook page 7	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. These questions require a more in-depth response to the text. Let learners read the questions carefully. It would be useful for them to discuss their ideas in pairs or groups first. 2. Encourage learners to write full sentence responses. <p>DESIRABLE</p>

Resources	Plenary		
	1. Play the chain game <i>for</i> . Indicate a learner and elicit a present perfect continuous sentence using <i>for</i> correctly. This learner then says <i>since</i> and indicates another learner. Encourage learners to think quickly and to use a variety of time markers. 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 1 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 8	<ol style="list-style-type: none"> 1. Point to the photos and ask questions, for example <i>What celebrations do you think might be happening?</i> 2. Brainstorm different family celebrations and write them on the board. 3. Read the opening questions with the class. 4. Point to different celebrations on the board in turn and ask <i>What does your family do?</i> Invite learners to share their ideas with the class. <p>Feedback Elicit ideas from the class as an open-class activity. Write some ideas on the board.</p>
Resources	Main activity
Coursebook page 8 Audio Track 3	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Read the rubric and the sentences to check comprehension. 2. Explain that learners are going to hear the beginning of a conversation between two boys, one from the UAE and one from a different country. 3. Play the audio, pausing after each exchange to give learners time to comprehend. 4. Read the sentences in turn for the class to answer <i>True</i> or <i>False</i> chorally. 5. Play the audio once more all the way through for learners to check their answers. <p>CORE</p> <p>Feedback Elicit the answers and check as a class.</p> <p>Answers</p> <p>1 F. He arrived in the last week of November; 2 F. He is staying in Dubai; 3 T</p> <ol style="list-style-type: none"> 6. Divide the class into groups of four and elect a secretary for each group. Ask questions about Daniel as an open-class activity, for example <i>Where do you think he comes from? How old do you think he is? Why do you think he is studying Arabic? Do you think he speaks Arabic well?</i> Write the questions on the board for learners to refer to later. 7. Explain that there are no right or wrong answers so encourage learners to use their imaginations when making up answers. Elicit multiple answers from different learners. 8. In groups, learners choose the best answer for each question and the secretary makes notes. 9. At the end of the activity, the group works together to write complete sentences from the notes. <p>EXTENSION</p> <p>Feedback Invite a learner from each group to read their sentences about Daniel to the class and compare the different profiles of him.</p>
Coursebook page 8 Audio Track 4	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that now you are going to play the entire conversation between Ali and Daniel. Learners need to listen for the celebrations mentioned and number them as they hear them. 2. Play the audio, pausing as necessary. 3. Learners complete the activity individually. 4. Write the celebrations on the board. Point to each in turn. Elicit the answers from the class, and write the numbers.

	<p>CORE</p> <p>Feedback Elicit answers and check as a class. Write the answers on the board.</p> <p>Answers</p> <p>Eid Al-Fitr 5; weddings 2; National Day 1; new baby 4; graduation 3</p> <p>Differentiation activities (Support): 1. Make flash cards using pictures from magazines to help teach new vocabulary: <i>henna party</i>, etc.</p> <p>Differentiation activities (Stretch): 1. Learners practise the words and test each other.</p>
<p>Coursebook page 8 Audio Track 4</p>	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. Refer learners to the rubric and explain the task. 2. Play the audio again. In pairs, learners complete the activity. Remind them to write short notes and not full sentences. 3. Re-play the audio as necessary. 4. In pairs, learners compare answers. <p>DESIRABLE</p> <p>Feedback Learners compare and check their notes in different pairs or small groups. Go around the class monitoring and helping.</p> <p>Possible answers</p> <p>Eid-al-Fitr: end of Ramadan, celebrate, Ali's uncle and aunts from Abu Dhabi, festive food, all together, community events</p> <p>Differentiation activities (Support): 1. Pause the audio more often to give learners more time to write notes.</p> <p>Differentiation activities (Stretch): 1. Learners close their books, and in pairs try and remember what notes they have written.</p>
<p>Workbook page 8 PCM 1</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Refer to the rubric and explain the task. Read through the options and check comprehension. 2. Distribute copies of the vocabulary table (PCM 1) for learners to record new vocabulary. 3. Learners complete the activity in pairs so that they can help each other with new vocabulary. Point out that one option is more likely for families here in the UAE. But the important thing is that learners can justify their answer. <p>DESIRABLE</p> <p>Feedback Elicit answers and check as a class. Ask pairs of learners to take turns to read the three options for each celebration for their partner to answer and justify their choice. This activity could be set for homework.</p> <p>Probable answers</p> <p>1 a; 2 b; 3 b</p>

Workbook page 8	Workbook: Activity 2 1. Explain the task and check comprehension. Say <i>Number 1. Where did they go for a meal? They went to a restaurant in a very nice hotel.</i> 2. Read each question and elicit different answers as a team activity or in open pairs. DESIRABLE Feedback Check answers as a class. This activity could be set for homework. <div>Answers 1 d; 2 e; 3 a; 4 b; 5 c; 6 f</div>
Coursebook page 8	Writing: Activity 4 1. Ask: <i>Who has ever written a blog entry or a social media post?</i> Check that learners understand that a <i>blog</i> or a <i>post</i> is a personal account of something, not just a description. 2. Explain that they are now going to write an entry for a blog and they can use their notes from Activity 3 for some ideas if they need to. 3. Learners work in pairs and must discuss / decide on which celebration to write about. They then continue collaborating to create a shared blog or post. 4. In different pairs, learners compare their work. DESIRABLE Feedback In small groups, learners read their entries to each other. Invite one or two confident learners to read their entries to the class.
Resources	Plenary 1. Take a class poll to find out the most popular family celebration.

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 1 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Revise the topic of national celebrations by saying correct and incorrect facts about a celebration. Ask the class to respond to each fact by shouting out <i>Yes</i> or <i>No</i>. 2. When they identify an incorrect fact, elicit the correct information, for example <i>Ladies have henna parties as part of their wedding celebration</i>.
Resources	Main activity
Coursebook page 9 Audio Track 4	<p>Listening and speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners if they can remember the names of the two boys in the audio from the previous lesson. Elicit some key information about the conversation and write it on the board. 2. Play the audio again once all the way through. Ask learners to listen specifically for adverbs of degree, for example <i>really</i>, <i>quite</i>, <i>very</i> and <i>extremely</i> (revise adverbs if necessary). Write the target adverbs on the board and model them for the class. <p>CORE</p> <p>Feedback</p> <p>As a TPR exercise, ask learners to do different responses when they hear each adverb, for example clap once when they hear <i>really</i>, clap twice when they hear <i>quite</i>.</p> <p>Refer learners to the <i>Language tip</i> box. Read through the information and examples and check comprehension.</p> <p>Answers</p> <p><i>really</i> occurs twice and <i>quite</i> three times – the other adverbs are not used</p>
Coursebook page 9 Audio Track 5	<p>Listening and speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Play the audio, pausing after each sentence for learners to repeat the sentences. 2. Drill as a class activity, taking care to place stress on the adverbs in each sentence. 3. Refer learners to the <i>Speaking tip</i> box and read the information. Ask a confident learner to model the example sentence for the class, ensuring that they correctly stress the adverb in the sentence. 4. In pairs, learners practise saying the sentences to each other. <p>CORE</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Play a clapping game to provide extra practice of word stress. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. In pairs, learners cover the exercise with their hands and practise saying the sentences from memory.
Workbook page 9	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. First, learners read the sentences individually. 2. Now the teacher reads each sentence in turn, pausing after each one, to allow the class to guess which celebration the sentence might be describing. Write some ideas on the board. 3. Learners complete the activity individually. 4. In pairs, learners compare answers and practise saying the sentences to their partner with the correct stress.

	<p>CORE</p> <p>Feedback Write the sentences on the board and invite learners to come to the board and underline the adverbs.</p> <p>Answers</p> <p>1 We listened to some <u>really</u> beautiful traditional music; 2 There was a <u>very</u> big parade of men on white horses; 3 In the evening, we had a <u>really</u> delicious barbecue on the beach; 4 People were waving flags and looking <u>extremely</u> happy; 5 The children wore <u>very</u> nice costumes and performed traditional dances; 6 We waited in the street for <u>quite</u> a long time and then the parade started.</p>
<p>Workbook page 31</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Model the first item. Say <i>Number 1. At my sister's wedding, we ...</i> and elicit two or three different answers from individual learners. Remind them to use one of the adverbs in the box. 2. Learners complete the activity individually. Remind them to use their imagination and that their answers don't have to be true. 3. In pairs, learners compare answers. <p>DESIRABLE</p> <p>Feedback Invite individual learners to read their sentences to the class. This activity could be set for homework.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Coursebook page 9</p>	<p>Reading: Activity 7</p> <ol style="list-style-type: none"> 1. With Coursebooks closed, elicit some activity ideas for celebrating a wedding and write them on the board. 2. With Coursebooks open, compare the list on the board with the notes in the book. 3. Learners complete the activity in pairs. <p>CORE</p> <p>Feedback Read out the notes and ask learners to raise their hands when they hear an activity that they did last year to celebrate a wedding. Read the notes in a different order to test comprehension.</p> <p>Answers</p> <p>Learners' own answers</p> <ol style="list-style-type: none"> 4. Learners write two more activities to add to the list. 5. In pairs, learners read and compare their answers. <p>EXTENSION</p> <p>Feedback Invite learners to share their activities with the class. Ask the class to guess the activity they didn't do.</p> <p>Answers</p> <p>Learners' own answers</p>

Coursebook page 9	Speaking: Activity 8 1. Refer learners to the rubric and check they understand the task. 2. Ask a confident learner one of the questions. Respond to their answer with one of the expressions in the <i>Speaking tip</i> box. Repeat until you have modelled all three expressions, for example <i>A: What did you do? B: We had a party at my brother's house. It was really fun. A: We did the same thing!</i> 3. Now refer learners to the <i>Speaking tip</i> box and read through the information. Say a sentence and ask individual learners in turn to use one of the expressions in reply. Continue around the class until every learner has had a chance to respond. 4. Learners do the activity in pairs.		
	DESIRABLE Feedback Invite different pairs to demonstrate their exchanges for the class.		
Workbook page 9	Workbook: Activity 5 1. Introduce the topic by giving a short description of one of your family celebrations from last year, as a model. 2. Brainstorm some more ideas and write them on the board. 3. Learners complete the activity individually. 4. In pairs, learners read their descriptions to each other, and check each other's work. DESIRABLE Feedback Invite some learners to read their description to the class. This activity could be set for homework.		
Resources	Plenary		
	1. Divide the class into two teams. In turn, ask a member from each team to mime an activity they like doing or have done at a family celebration. If the team guesses incorrectly, the other team is allowed to guess. Award a point for each correct answer. Continue until each team has mimed five activities, or as time allows. The team with the highest score is the winner.		
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 1 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 10	<ol style="list-style-type: none"> 1. Discuss the opening questions in open class. Ask learners what jobs people in their families do. Brainstorm ideas and write these on the board. Then ask learners if both their parents work or just one parent and do a tally. 2. Play a game. Give an example of some tasks associated with one of the jobs on the board: <i>She looks after sick people; She gives medicine; She checks patients' temperature</i>, etc. Elicit <i>nurse</i>. 3. In pairs, learners choose one of the jobs and write down associated tasks. 4. Learners join another pair and guess each other's job from the tasks.
Resources	Main activity
Coursebook page 10	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners they are going to read a text about Farah's parents. Read the rubric as a class. Ask learners to look at the pictures and predict what Farah's parents do. Give learners one minute to scan the text for the answers to the question. <p>CORE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers</p> <p>Her mother works in a hospital; Her father works in sales of imports and exports as a manager</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners the jobs Farah's parent's do and ask them to underline them in the text. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to read the text, and underline the information that tells us where Farah's parents work and the tasks they have to do at work. 2. Learners scan the text and underline tasks the housemaids have to do.
Coursebook page 10	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Learners read through the statements individually. First, they predict the answer and choose true (T) or false (F). 2. Then give learners three or four minutes to read through the text and check their ideas, and change answers as needed. <p>CORE</p> <p>Feedback Elicit answers and check as a class. Learners correct the false statements.</p> <p>Answers</p> <p>1 T; 2 T; 3 F; 4 T; 5 F; 6 F</p> <ol style="list-style-type: none"> 3. Ask the class some comprehension questions, for example <i>Where does Farah live? How old is she?</i> 4. In pairs, learners write the answers to three questions on strips of paper. On the other side, they write the question. Explain that they should use their own ideas for the questions and answers, separate to the ones in this activity. Collect the strips of paper in.

	5. Divide the class into two teams. Read out an answer to one team at a time. Teams take turns to guess the question. They score a point if correct. If they give an incorrect question, the other team has a chance to answer. (If necessary, do some remedial work on question forms.) CORE		
Workbook page 10	Workbook: Activity 1 1. Learners complete the activity individually. This activity could be set for homework. If done in class, provide dictionaries and drill pronunciation as required. If learners are familiar with IPA phonetic notation, they could copy this from the dictionaries. If not, encourage them to come up with their own way of recording how the words should be pronounced. DESIRABLE		
Workbook page 10	Workbook: Activity 2 1. Model the example question: say <i>Number 1. How many children are there in Farah’s family?</i> Elicit <i>There are six children – three boys and three girls.</i> 2. Learners write more questions about the text. Explain that there are no right or wrong questions. This activity could be set for homework. CORE		
Resources	Plenary		
	1. Ask learners if they think it is a good idea for both parents to work. Ask them to give reasons for their ideas. 2. Do a hands-up poll – is there a majority opinion?		
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 1 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play a game. Give a couple of examples: <i>I have to get up at 6 o'clock every morning. I have to get to work by 7.30.</i> Then ask, <i>What do you have to do?</i> Elicit a couple of examples from the class. 2. With their partner, learners take turns to give examples of something they have to do – this can be each day or at other times.
Resources	Main activity
Coursebook page 11	<p>Language focus: Activity 3</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the <i>Language tip</i> box. Explain that <i>have to</i> and <i>be expected to</i> are both ways of talking about obligations. Model an example sentence and nominate learners to model the others. Ask for further examples from the class. 2. In pairs, learners complete the activity. <p>CORE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers</p> <p>1 has to; 2 is expected to; 3 are expected to; 4 have to; 5 have to / am expected to; 6 have to</p>
Coursebook page 11	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Read through the rubric and bullet points as a class. Then give the class a few minutes' thinking time to consider their opinions. 2. In pairs or small groups, learners discuss the questions. <p>DESIRABLE</p> <p>Feedback Elicit some of the ideas from the discussion from each group or pair.</p>
Workbook page 11	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Read out the rubric and sentence prompts. Check that learners understand the task – they need to 'put back together' three 'scraps of paper' (beginning, middle and end). 2. In pairs, learners complete the activity. <p>DESIRABLE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers</p> <p>Topic sentence: An initial sentence that introduces the topic of the text. Then clear paragraphs adding further information about the topic, for example <i>Both my parents work. When I leave school, I want to go to university.</i></p> <p>Adverbials: Words and phrases that link one sentence and the next, for example <i>however, on the other hand, moreover.</i></p> <p>Conjunctions: Words that show links between ideas in a sentence, for example <i>because, when, until, and.</i></p>

Workbook page 11	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Elicit the three cohesive devices covered in this lesson: topic sentences, adverbials and conjunctions. 2. Refer learners to the list of topic sentences and have them predict which order they will come in. 3. Learners read through the text and check their predictions. <p>CORE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers</p> <p>1 c; 2 a; 3 b</p>
Coursebook page 11 PCM 3	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> 1. Put the learners into groups of four to six. Hand out one set of cohesive device words (PCM 3) per group. Learners take one of the words so that every learner has one. (Supported learners may prefer to work with a partner.) Then they take turns to create a spoken text about families today (i.e. both parents working) using the cohesive devices to link the sentences. The learners listen to the sentence before theirs and think of a suitable sentence to follow using their connector. This could include opinions, advantages, disadvantages, etc. Monitor and support as required. 2. Direct learners' attention to the <i>Writing tip</i> box. In pairs, they plan their writing using the prompts and make some notes. Encourage them to include topic sentences and to use a variety of cohesive devices. 3. Learners use the notes to complete the activity for homework. <p>CORE</p> <p>Differentiation activities (Supported):</p> <ol style="list-style-type: none"> 1. Learners write answers to the questions without creating a full text. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners do a short role-play involving a working mum, dad, one or two children and an interviewer. Alternatively, the dialogue could take place at home at the end of a day at work. Use questions to help, for example <i>What are the advantages of both parents working? Who does what housework? What time does everyone leave the house in the morning / return in the evening?</i>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Start a 'speaking text' using a topic sentence and elicit further sentences around the topic from the class. Encourage them to use some of the other cohesive devices covered in Lessons 11 and 12. For example, <i>Today, most families have two working parents ...</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 1 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter															
Coursebook page 12	<div><div><div>1. In small groups, learners brainstorm names of any countries they know in English. Elicit and write in a column on one side of the board. Allow them to look at a world map if you have one available.</div><div>2. Drill pronunciation. Pay particular attention to syllable stress – underline the stressed syllables, for example (<i>South</i>) <u>Africa</u>.</div><div>3. In pairs, learners discuss the opening questions.</div></div><div><div>Feedback</div><div>Elicit ideas from the class highlighting what they think are the similarities and differences.</div></div></div>															
Resources	Main activity															
Coursebook page 12 PCM 4	<div><div>Reading: Activity 1</div><div><div><div>1. Read out the questions in the rubric. Give learners 30 seconds to scan the text to find out where Alex and Nandi live. Elicit the answers (Athens, Greece and just outside Cape Town, South Africa).</div><div>2. Learners close their books. Ask: <i>What would you like to know about Nandi and Alex?</i> Elicit ideas and write on the board.</div><div>3. Give the learners one or two minutes to read through the text. Were their questions answered?</div><div>4. Ask some general questions about the text as a class, for example <i>What nationality is Alex? What does ‘a very close family’ mean?</i> Elicit answers.</div><div>5. In pairs, learners create a graphic organiser, such as a table, in their notebook and use it to organise the information from the text. Draw a partly completed example on the board:</div></div><div><table><tr><td></td><td>Alex</td><td>Nandi</td></tr><tr><td>Nationality</td><td></td><td></td></tr><tr><td>Lives</td><td></td><td></td></tr><tr><td>Who with?</td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table></div><div><div>6. Learners share their tables with another pair and compare the information.</div><div>Feedback</div><div>Invite some pairs of learners to talk about one of the people using their table as a prompt.</div></div></div><div><div>Differentiation activities (Support):</div><div>1. Give learners a partially completed table to complete (PCM 4).</div></div><div><div>Differentiation activities (Stretch):</div><div>1. Learners create more detailed tables.</div></div></div>		Alex	Nandi	Nationality			Lives			Who with?					
	Alex	Nandi														
Nationality																
Lives																
Who with?																
Coursebook page 12	<div><div>Reading: Activity 2</div><div><div><div>1. Ask learners to re-read the texts about Alex and Nandi and underline any instances of <i>in</i>, <i>on</i> and <i>at</i> that are related to <u>time periods</u>. Explain that we use the same prepositions in other expressions (<i>on the fourth floor</i>), but for the current activities the focus is on their use with time periods.</div><div>2. Draw learners’ attention to the <i>Use of English</i> box. Read through it as a class.</div></div></div></div>															

	CORE Feedback Elicit answers and check as a class (Alex: in the evenings, on Sundays; Nandi: at the weekend). 3. Learners complete the gapped sentences individually. 4. Then, they compare them with a partner referring to the <i>Use of English</i> box to check their answers. Answers 1 at; 2 in; 3 in; 4 on; 5 in; 6 at		
Workbook page 12	Workbook: Activity 1 1. Model the first question: say <i>Number 1. We are going shopping on ...</i> Elicit <i>Saturday</i> . Remind learners to eliminate options by matching more obvious pairs first. 2. Learners complete the matching activity individually. DESIRABLE Feedback Elicit answers and check as a class. This could be set as homework. Answers 1 d; 2 c; 3 b; 4 f; 5 e; 6 a		
Workbook page 12	Workbook: Activity 2 1. Learners complete the activity individually about themselves. Encourage them to use all three prepositions of time at least once. Use the daily planner to scaffold your answer. 2. This could be set for homework. DESIRABLE		
Resources	Plenary		
	1. Play a game. Read out a fact from one of the texts, for example <i>Our flat is on the fourth floor</i> . Learners call out either <i>Nandi</i> or <i>Alex</i> . 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 1 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter																				
	<ol style="list-style-type: none">1. Ask learners what they can remember about family life in Greece and South Africa. Then ask them what they thought was the most similar to family life in their culture, and the most different. Learners share their ideas with the class.																				
Resources	Main activity																				
Coursebook page 13	Reading: Activity 3 <ol style="list-style-type: none">1. Ask learners to find out what country Shigeo, Juanita and Isabel come from. Give them 30 seconds to scan the text. Elicit the answers (Japan, Chile and Fiji). Then tell them to close their books.2. Learners copy and complete the chart about Shigeo, Juanita and Isabel.<table><tr><td></td><td>Shigeo</td><td>Juanita</td><td>Isabel</td></tr><tr><td>Nationality</td><td></td><td></td><td></td></tr><tr><td>Lives in</td><td></td><td></td><td></td></tr><tr><td>Who with?</td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>		Shigeo	Juanita	Isabel	Nationality				Lives in				Who with?							
		Shigeo	Juanita	Isabel																	
	Nationality																				
	Lives in																				
	Who with?																				
		<ol style="list-style-type: none">3. Read through the rubric as a class. Learners read through the text individually, and find and underline the answers.4. Before feeding back to the class, in pairs, learners draw further cells on their chart about Alex and Nandi.5. Prepare a jigsaw reading (refer to page 6). Put the learners into three groups (or six if a large class). Give each group copies of the text about one of the people. Learners read the text and then use it to complete the chart for that person.6. Regroup the class so there is one person from each group in the new group. Without reading the text, learners ask and answer questions to complete the missing information on their charts.7. Learners read the whole text to compare their charts.																			
		CORE																			
		Feedback																			
		Invite three pairs of learners to share the information about one of the people, using the notes on their chart to help.																			
	Differentiation activities (Support):																				
	<ol style="list-style-type: none">1. Learners work in pairs and complete the chart for one of the people.																				
	Differentiation activities (Stretch):																				
	<ol style="list-style-type: none">1. Learners add more detailed information on the chart about the three people.																				

Coursebook page 13	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Give the class one or two pieces of information about one of the people in the texts on pages 37 and 38. Ask them to identify who it refers to. If they can't guess at first, tell them to use their charts to help. 2. In pairs, learners complete the activity. 3. Then each pair works with another pair. They take turns to give further facts about one of the people for the other pair to guess. <p>CORE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers</p> <p>1 N; 2 J; 3 I; 4 A; 5 N; 6 Sh; 7 A; 8 J; 9 I; 10 Sh</p>
Workbook page 13	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Do a dictogloss using two or three questions about the texts on pages 37 and 38. For example, <i>Where does Nandi live? What country is hot and humid? Who lives in the suburbs of Santiago?</i> 2. Individually, learners try to remember as much of the questions as possible. Then they compare their ideas with a partner, then with another pair. 3. Read the questions again. Learners compare their ideas and amend as necessary. 4. In pairs, learners complete the activity. Advise them that they do not have to write full sentences. This could also be completed for homework. <p>CORE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers</p> <p>1 Where does Alex live? In a flat on the fourth floor.; 2 When does Alex's family eat together? On Sundays and in the evenings.; 3 What is South Africa's national sport? Rugby; 4 Which city in Japan is very busy and noisy? Tokyo; 5 Which country respects older people? Japan; 6 What are empanadas made with? Pastry and meat.; 7 What is the climate like in Fiji? Hot and humid.; 8 What does Isabel's mum do? She's a translator.</p>
Coursebook page 13	<p>Vocabulary: Activity 5</p> <ol style="list-style-type: none"> 1. In this activity learners have been given the country names for the five people – they have to go back through the text to find out the nationality. 2. Learners complete the activity individually. <p>DESIRABLE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers</p> <p>1 Greek; 2 Chilean; 3 South African; 4 Japanese; 5 Fijian</p> <p>3. Refer learners to the <i>Language tip</i> box. Explain that there isn't a rule as such for the forming of nationality words, but there are some helpful patterns. Go through all the examples and highlight any change in syllable stress where it exists, for example, <i>Japan–Japanese</i>. Drill pronunciation.</p>

Workbook page 13	Workbook: Activity 4 1. Learners complete the table in pairs, if the activity is done in class. Insist that the learners say the names out loud before deciding where to place them, as saying them in this way helps with the correct pronunciation. DESIRABLE Feedback Elicit answers and check as a class. <div>Answers</div> O: Greece, Greek; Oo: Chile, Fiji; oO: Japan; Ooo: Chilean; oOo: Fijian; ooO:, Japanese; oOoo South Africa, South African		
Resources	Plenary 1. Play country–nationality ping-pong. Do an example first: say <i>Chile ... Chilean</i> . Now say <i>Japan</i> and indicate a learner to provide <i>Japanese</i> . In turn, this learner gives a country name and indicates another learner to provide the nationality. Continue with as many countries as you can as long 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 1 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell learners that you are going to read out a short description. They must listen carefully because you will ask them some questions at the end. (To make this more personal, teachers can adapt the text to represent one of their family members.) 2. Read out the following short description: <i>My uncle is 50 years old, he is quite tall and very hard-working. He has been working for the police for 30 years, but he doesn't like being a policeman. I see him regularly and I love spending time with him. We often go to the mall together and sometimes we go to the cinema. He loves sport and has been playing football for 40 years. He is special to me because he cares so much about me.</i> 3. Ask the class questions to see what they understood and can remember: <i>How old is he? How long has he been working for the police? How long has he been playing football?</i> Assist learners to respond with full answers: <i>He is 50 years old. He has been working for the police for 30 years. He has been playing football since he was a child.</i>
Resources	Main activity
Coursebook page 14	<p>Language focus: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners that in this lesson they are going to talk about a family member they admire. Elicit some descriptions of a family member, what they do and one thing they have been doing recently. 2. Refer learners to the matching activity example and check comprehension of the activity. 3. Learners complete the activity individually. <p>CORE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers</p> <p>1 e; 2 b; 3 f; 4 c; 5 a; 6 d</p>
Coursebook page 14	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Learners make notes to scaffold the speaking in the next activity. Remind learners that they should only write down key words and phrases, not whole sentences. Monitor and support where necessary. 2. In pairs, learners read each other's notes and check that they have included the information mentioned in the rubric. <p>CORE</p>
Coursebook page 14	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to practise their description silently, using their notes to guide them. 2. In pairs, learners take turns to describe aloud a family member they admire. <p>CORE</p>
Coursebook page 14	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. In small groups, learners take turns describing a family member they admire without using their notes. <p>CORE</p>

Workbook page 14	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Remind them that they looked at the present perfect continuous in Lessons 5–6. Tell learners that they are going to read a text which gives examples of activities that use the present perfect continuous. 2. Draw the following diagram on the board: <div data-bbox="751 344 1139 416" data-label="Diagram"> </div> <ul style="list-style-type: none"> • Tell learners we use the present perfect continuous with action verbs to talk about actions which started in the past and relate to the present. • Tell learners we use <i>for</i> or <i>since</i> as time markers. Ask learners to read the <i>Language tip</i> box. • Give learners a few more examples: <i>We have been studying for 15 minutes. We have been studying since 10.00 am.</i> 3. Learners read the text and answer the questions individually. <p>CORE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. They have been spending time together since they lived in the neighbourhood. 2. They have been having coffee together for five years. 3. Recently, Meera has not been feeling well. 4. The ladies have been visiting Meera for two weeks.
Workbook page 14	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Model the example: say <i>I ... have ... been ...</i>. Elicit <i>living in the same town since I was born.</i> 2. Learners complete the activity individually. Monitor and support. <p>DESIRABLE</p> <p>Feedback Copy the table onto the board. Nominate learners to come up and add one sentence under the appropriate headings. If there are any errors, encourage peer support correction.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask a few learners to tell the class something that a family member has been doing recently using the present perfect continuous. 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 2 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 15	<ol style="list-style-type: none"> 1. Talk about your morning before you came to school. Mention any new technology you used, for example apps on your phone to check the weather, the traffic, the news. Ask learners to think about what new technology they use on a daily basis. What do they have in their homes? 2. Read the opening questions with the class. Ask each one in turn and elicit ideas. You can write useful ideas up on the board for visual reference.
Resources	Main activity
Coursebook page 15 PCM 1	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Ask individual learners to read the words aloud. 2. Distribute dictionaries and copies of the vocabulary table (PCM 1) and allow time for learners to look up the words and record the meanings. 3. When this stage is completed, ask learners to think of sentences using these words, to check they have understood the part of speech. You can give an example to start the activity: <i>Artificial intelligence is a very new technology.</i> <p>CORE</p>
Coursebook page 15 Audio Track 6	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the questions. Ask if they can guess who Paul Taylor is (<i>the person being interviewed</i>). Clarify what they should listen for (<i>how he feels about this topic</i>). 2. Play the audio. Ask learners to listen the first time to get an overall understanding of the text and to start thinking about Paul's point of view. 3. Ask learners how Paul feels about Silicon Valley (<i>he is excited and enthusiastic</i>). Discuss how they know this. 4. Explain that the way Paul speaks shows that he is interested and excited. 5. Refer learners to the <i>Listening strategy</i> box and read out the phrases for the class. Go around the class inviting learners to provide their own examples using one of these three phrases. Explain that these phrases are used to give an opinion on a topic, rather than facts. Paul says positive things after these phrases, so we can tell that his point of view is positive. 6. Play the audio again, pausing after you hear each of the phrases. 7. Read through the <i>Speaking tip</i> box with the class and explain that these phrases are used when you want to check that you have understood what another person has said to you. 8. Play the audio again, pausing after you hear each of the phrases. 9. Then ask a confident learner to say any statement to you. Clarify what he or she says, using one of the phrases. 10. In pairs, learners act out similar statements and clarifications. <p>CORE</p>

<p>Coursebook page 15 Audio Track 6</p>	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners that they are now going to listen to the interview again, for more information. Remind them to read the questions first, in order to prepare. 2. Play the audio again. Learners answer the questions in their notebooks. <p>CORE</p> <p>Feedback Ask the questions to the class and encourage learners to suggest answers. Write up any useful ideas on the board.</p> <p>Answers</p> <p>1 San Francisco, California; 2 Apple, Google, Facebook; 3 The latest hardware and software is created there, so it is a good place to start a new business that relies on technology.; 4 No, there are plans to continue growing.; 5 He thinks they will be some of the most modern and innovative in the world.; 6 Tech Museum of Innovation; 7 interactive displays, in areas such as robotics, gene therapy, alternative energy and conservation; 8 artificial intelligence</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Play the audio again with regular pauses to allow learners time to think and record their ideas. They can compare answers in pairs before checking with the class. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. When learners have completed this activity, ask if they can think of more questions to ask about the interview. They can prepare these individually, then ask and answer with a partner.
<p>Workbook page 15</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Explain that these extracts are from the interview. Learners may find it helpful to see the written form. 2. Ask learners to read through the words in the box and think about what part of speech they are. Remind them to eliminate options by filling in more obvious answers first. Advise them that there are distractors in the word box. 3. Learners can work in pairs or individually to complete the text. <p>DESIRABLE</p> <p>Feedback Ask learners to take turns to read out completed sentences from the text.</p> <p>Answers</p> <p>1 technology; 2 high-tech; 3 start-up; 4 hardware; 5 software</p>
<p>Workbook page 15</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Conduct a further check of comprehension with this error correction activity. Learners read and correct the sentences using information from the text. <p>DESIRABLE</p> <p>Feedback Ask one learner to read out an incorrect sentence, and ask another learner to read out their corrected one. Continue this around the room.</p> <p>Answers</p> <p>1 Silicon Valley is in San Francisco, California; 2 There are many start-up companies.; 3 There is a museum about the history of computers.; 4 The speaker thinks the Tech Museum is very interesting. / The speaker wants to visit the Tech Museum.</p>

Workbook page 37	Workbook: Activity 3 1. This activity tests understanding of the <i>Speaking tip</i> box from the Coursebook. Ask learners to complete each sentence with the correct word from the box. Recommend that they eliminate options by filling in more obvious answers first. Advise them that there's a distractor in the word box. DESIRABLE Feedback Ask individual learners to read out the completed sentences. Answers 1 sorry; 2 would; 3 saying; 4 you		
Resources	Plenary 1. Divide the class into two teams. Ask learners to tell you facts about Silicon Valley. They should think about where it is, which companies are there, and what else is there. Teams get a point for a correct fact. 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 2 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> Review some of the target vocabulary from the previous lesson. Say <i>artificial</i> ... and elicit <i>intelligence</i>. Repeat with <i>nano(technology)</i>, <i>soft(ware)</i>, <i>start(-up)</i>, <i>under(pin)</i>, <i>show(cased)</i>, <i>high(-tech)</i>, <i>hard(ware)</i>, <i>net(work)</i>.
Resources	Main activity
Coursebook page 16 Audio Track 7	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> Write <i>hard disk</i> on the board. Ask learners what they notice about the beginnings and endings of the words (<i>the last letter of the first word and the first letter of the second word are the same</i>). Draw one underline between the two <i>ds</i>: <i>hard<u>d</u>isk</i>. Say <i>hard disk</i>. Ask learners how many <i>d</i> sounds they heard (one). Write <i>next month</i> on the board. Ask learners how many <i>t</i> sounds they heard (none). Cross through the letter <i>t</i>: <i>next-month</i>. Play the audio and ask learners to listen carefully to the pronunciation. Read through the <i>Speaking tip</i> box with the class and check understanding. Reassure learners that it isn't critical to remember the terms <i>gemination</i> and <i>elision</i> – the important thing is to practise pronouncing correctly. Model the example sentences and check learners can recognise the different effects. Invite learners to repeat. <p>CORE</p>
Coursebook page 16	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> Read through the discussion points and check understanding. Learners should work in pairs to prepare their interviews. If it is useful, you may prefer to let them work in groups first. Refer learners to the second <i>Speaking tip</i> box. Explain that these phrases can be used to make longer speech more natural. If you have time, play the audio again and let learners hear the phrases being used. When they are happy that they have enough material to base their discussion on, put them in pairs for the speaking work. If necessary, write a list of useful words on the board, or provide the English for any words requested by the class. Let learners have access to computers for the research stage of this activity. If this isn't possible, they can do their research outside the lesson, and bring their ideas to class. Ask learners to prepare an interview on the topic of technology, thinking about: the point of view of the person being interviewed, the phrases used for clarification, and the expressions used in longer speech. <p>CORE</p> <p>Feedback</p> <p>You can ask learners to act out their interviews in pairs. Alternatively, you can record them using a smartphone, and upload this to a class website.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide learners with a written reference of the interview questions from the Listening Activity. You can write these on the board, or copy them onto paper and hand them out. Learners can use these to structure their interviews. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> If learners are confident in this task, ask them to imagine that the interviewer is talking to two or more people, who each have different points of view. Ask learners to work in groups to prepare and act out an interview.

Workbook page 16	Workbook: Activity 4 1. Check understanding of the pronunciation point by asking learners to distinguish between the two different features. 2. Learners can work in pairs or individually to complete the activity. DESIRABLE Feedback Ask learners to take turns to read out the phrases with the correct pronunciation. Answers Underline: 2, 4 and 5 Circle 1, 3 and 6		
Workbook page 16	Workbook: Activity 5 1. This activity practises the point of view expressions from Lesson 1. Ask learners to write the sentences correctly. DESIRABLE Feedback Ask learners to take turns to read out the correct sentences. Answers 1 I think research centres are exciting.; 2 In my opinion, the interactive exhibits are amazing.; 3 For me, the buildings are the most impressive.; 4 I don't think research is important.; 5 I don't believe Silicon Valley can keep growing.		
Workbook page 16	Workbook: Activity 6 1. Encourage learners to make notes about the question before they start to write sentences. Write <i>advantages</i> on one side of the board and <i>disadvantages</i> on the other. Learners may like to write these headings in their notebooks and complete information in two columns. 2. Learners work individually to write a text with their ideas. DESIRABLE Feedback Learners can swap their work with a partner to peer correct. Then, if there is time, they can read out their texts.		
Resources	Plenary 1. Write phrases which feature gemination or elision on the board. Invite learners to pronounce them in turn. 2. If time allows, see if learners can think of their own examples to write on the board for other learners to pronounce.		
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 2 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 17	<ol style="list-style-type: none"> Before learners open their books, ask: <i>Have you ever shopped online?</i> Ask for a show of hands. Work out the proportion of learners who have shopped online and write it on the board. Read the statement aloud and ensure learners understand <i>consumer</i> (<i>customer, someone who buys</i>). Have more than half of the class shopped online? Go through the opening questions and check understanding. In pairs, learners discuss their ideas. <p>Feedback As an open-class activity, ask the questions in turn and elicit ideas. Write some ideas on the board.</p>
Resources	Main activity
Coursebook page 17	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Before learners read the article, refer them to the <i>Reading strategy</i> box to remind them how to skim-read. Give the class 30 to 60 seconds to skim-read the article and answer the question. <p>CORE</p> <p>Feedback Elicit answers and check as a class. Ask learners which items if any, quoted in the article, they too have bought online.</p> <p>Answers</p> <p>They buy airline tickets, clothes, shoes, groceries, books, CDs, DVDs and travel-related products and services.</p>
Coursebook page 17	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> Learners skim-read the article again to identify the words in bold. In pairs, learners use co-text to work out the meaning of the words in bold. Together they decide where to write them. Advise learners that there is a distractor in the text that won't be needed in this activity. Ask some targeted questions to check comprehension, for example <i>What was the last bargain you bought? Is a bicycle a mobile device?</i> <p>CORE</p> <p>Feedback Elicit answers and check as a class. Invite individual learners to say a word and its matching definition.</p> <p>Answers</p> <p>1 e-commerce; 2 tech-savvy; 3 consumers; 4 retailer; 5 online shopping; 6 devices; 7 bargain; 8 in-store</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Write the first and last letter of each word to offer extra support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> In pairs, learners write more sentences using the new vocabulary.

Workbook page 17	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Advise learners that they can approach this activity in two ways: they can fill in as many gaps as they can first and then copy them into the crossword grid OR they can fill in a gap and copy the word in the grid as they go. The filled-in answers will give them clues to what letters are in other answers. 2. In pairs, learners complete the activity. <p>CORE</p> <p>Feedback Copy the grid onto the board. Learners come to the board and complete the grid.</p> <p>Answers</p> <p>Across: 1 consumer; 4 bargain; 6 e-commerce; 7 tech-savvy Down: 2 retailer; 3 online; 5 device</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide some letters in each word to offer extra support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 2. In pairs, learners design a different grid layout for the crossword.
Workbook page 17	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Advise learners that all the words they need can be found in Activity 1. Recommend that they eliminate options by filling in the more obvious answers first. 2. Model the first sentence. 3. Learners complete the activity individually. <p>CORE</p> <p>Feedback Elicit answers and check as a class. Invite individual learners to read a completed sentence to the class. This activity could be set for homework.</p> <p>Answers</p> <p>1 Online; 2 devices; 3 retailer; 4 e-commerce; 5 consumers; 6 Tech-savvy; 7 bargains</p>
Workbook page 17	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners read the article again in the Coursebook, page 45. Remind them to read slowly and check key words, because this time they are reading for detail. 2. Refer them to the <i>Reading strategy</i> box and check comprehension. 3. Choose five confident learners to each read a paragraph aloud to the class. Monitor pronunciation and model words as necessary. 4. Read through the questions and check comprehension. 5. Learners complete the activity in pairs and discuss their answers. <p>CORE</p> <p>Feedback Elicit answers and check as a class. Ask individual learners to read out the correct information for each <i>false</i> answer.</p> <p>Answers</p> <p>1 F. Most consumers in the past paid with cash.; 2 T; 3 T; 4 F. Online shopping is more convenient than going to the mall.; 5 T; 6 F. They buy groceries as well as airline tickets.; 7 F. People in the UAE are tech-savvy.; 8 T</p>

Resources	Plenary		
	1. Ask learners to form a line down the centre of the classroom. Explain that they should step to the left if they prefer shopping online and step to the right if they prefer traditional shopping. Is there a majority preference? 2. If time allows, ask learners to give a reason for their choice.		
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 2 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play <i>Backs to the board</i> with the target vocabulary from the previous lesson. 2. Leave the target vocabulary on the board for Workbook Activity 6.
Resources	Main activity
Coursebook page 18	<p>Language focus: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to pick up a pencil. Then continue giving instructions using target phrasal verbs. 2. Ask learners what other phrasal verbs they know. Write some on the board. 3. Learners read the article again and complete the activity individually. <p>CORE</p> <p>Feedback Elicit the four phrasal verbs from the class and write them on the board.</p> <p>Answers</p> <p>shop around; snap up; sell out; pick it up</p> <ol style="list-style-type: none"> 4. Refer learners to the <i>Language tip</i> box. Read the information and the examples and check comprehension.
Coursebook page 18	<p>Language focus: Activity 4</p> <ol style="list-style-type: none"> 1. Model the first sentence. Say <i>We're going to shop ...</i> and elicit <i>around</i>. 2. Learners complete the activity individually. 3. In pairs, learners compare answers. <p>CORE</p> <p>Feedback Elicit answers and check as a class. Invite individual learners to read out a sentence for the class.</p> <p>Answers</p> <p>1 around; 2 out; 3 up; 4 out; 5 up; 6 around</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Distribute slips of paper with the prepositions <i>around</i>, <i>out</i> and <i>up</i> so learners can try them out in the sentences. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. In pairs, learners make up different sentences using the phrasal verbs which they check with a new pair.
Workbook page 18	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. With books closed, elicit the four phrasal verbs that learners learned in the Coursebook and write them on the board. 2. Drill the phrasal verbs in present and past tense pairs, for further practice. 3. In pairs, learners complete the activity. Advise them that there's a distractor in the word box. <p>CORE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers</p> <p>1 sold out; 2 shop around; 3 pick up; 4 snapped up</p>

Coursebook page 18	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners if they can remember how to make notes (key words and short phrases, not complete sentences). Refer them to the <i>Writing tip</i> box if necessary. 2. Distribute paragraphs cut from the Activity 1 (Coursebook, page 45) reading text. 3. Learners make notes individually. 4. In pairs, learners check each other's work. <p>CORE</p> <p>Feedback Elicit answers and check as a class.</p>
Coursebook page 18	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Divide the class into groups of five (it doesn't really matter if there is one smaller or larger group due to class numbers). 2. Using their notes as prompts, learners retell their paragraph using full sentences, the correct grammar and phrasal verbs if appropriate. 3. Learners judge each other on accuracy, content and pronunciation. <p>DESIRABLE</p> <p>Feedback Learners give their group members feedback. Invite one or two confident learners to demonstrate to the class.</p>
Workbook page 18	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Learners skim-read the article, looking for seven vocabulary items. Allow them 30–60 seconds. 2. Learners compare answers in small groups of three or four. 3. Check comprehension and explain any difficult words. <p>CORE</p> <p>Feedback Elicit answers and check as a class. As an open-pair activity, invite one learner to say a target vocabulary word and their partner to identify and read the sentence in which it occurs.</p> <p>Answers</p> <p>E-commerce; consumers; online; devices; bargains; retailers; tech-savvy</p>
Workbook page 18	<p>Workbook: Activity 6</p> <ol style="list-style-type: none"> 1. Learners read the article again more slowly this time, as they are now reading for detail. 2. Go through the questions and check comprehension. 3. Learners complete the activity individually and compare their answers in pairs. <p>DESIRABLE</p> <p>Feedback Invite individual learners to read their answers to the class. This activity could be set for homework.</p> <p>Answers</p> <p>1 E-commerce; 2 It's convenient, fast and cheap; 3 It's shopping that you do while you are doing other things; 4 They're cheap; 5 Increase data speeds</p>

Resources	Plenary		
	1. Make some statements about e-commerce or traditional shopping, but without specifying which, for example <i>You can try things on</i> . Learners call out which one the statement applies to (traditional shopping). You can do this as a team game if you like. Continue as long 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 2 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 19	<ol style="list-style-type: none"> 1. Ask learners to think about which forms of transport they use most often. If there is a confident artist in the class, ask them to do a simple drawing of each form of transport as it is suggested (or do this yourself). Ask learners what they like and dislike about travelling in these ways – try to get at least one advantage and one disadvantage for each one. 2. Read the opening questions with the class. Ask each question in turn and elicit ideas. Ask whether learners know anything about the technology for driverless cars in Dubai.
Resources	Main activity
Coursebook page 19	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the photo and read the gist question first, to help them focus on the what information they should look for. 2. Set a time limit for learners to read for gist individually. 3. Learners can discuss their responses to the gist question in pairs, then share as a class. <p>CORE</p> <p>Feedback</p> <p>Read out the gist question again and check answers.</p> <p>Answers</p> <p>Older people or people with certain disabilities</p> <ol style="list-style-type: none"> 4. Nominate a learner to read out the <i>Did you know?</i> box.
Coursebook page 19	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Model the first sentence. Say <i>Number 1. There will soon be trials of driverless cars ...</i> and elicit <i>in places such as Dubai, London and California.</i> 2. Learners complete the activity individually. <p>CORE</p> <p>Feedback</p> <p>Check answers by reading out the first part of the sentence and asking learners to chorus the correct ending.</p> <p>Answers</p> <p>1 d; 2 c; 3 a; 4 e; 5 b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. As learners read through the text a second time, ask them to underline words they find difficult. Some of these may be covered in the Workbook vocabulary exercise later. If there is time, allow them to read back through the text and try to work out the detail from co-text. You can also supply dictionaries for learners to look the words up. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Instead of completing the task as described above, ask learners to cover up items a–e, and think of their own endings for these sentences. They can discuss in pairs, then look at the endings on the page.

Workbook page 19	Workbook: Activity 1 1. This activity requires a greater degree of engagement with the text. Ensure learners read the questions thoroughly before reading through the extract. Remind learners to answer in full sentences and to give as much information as they can. DESIRABLE Feedback Read out each question and ask the class for their ideas. Ask learners who contribute to use full sentences. Possible answers 1 A lot of road accidents are caused by human error: mistakes made by people.; 2 Some people think that driverless technology is safer because there is no risk of human error.; 3 Humans are most likely to make mistakes when they are tired, distracted, or driving too quickly.; 4 Computers could have problems if the technology stops working properly.; 5 If the technology in a driverless car stops working properly, it is worse than a phone or computer because people could get injured or killed.		
Workbook page 19	Workbook: Activity 2 1. This activity tests understanding of key vocabulary from the text. Ask learners to complete the sentences with the correct words. Recommend that they eliminate options by filling in the more obvious answers first. Advise them that there is a distractor in the word box. CORE Feedback Ask individual learners to read out the complete sentences. Answers 1 highways; 2 chauffeur; 3 automated; 4 pods; 5 self-driving; 6 experience; 7 data; 8 guardian		
Resources	Plenary 1. Play a game. Go round the class asking each learner to say one word that they associate with driverless cars. If they find this easy, go round the class a second time until it gets harder to think of ideas.		
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 2 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> Write <i>advantage</i> and <i>disadvantage</i> on the board. Read out some statements from the reading text in Activity 1 and ask learners if it's an advantage or a disadvantage of driverless cars, for example <i>People feel it can be safer.</i> (advantage). Do a tally count to find out if there are more perceived advantages or disadvantages. If learners disagree with the consensus, ask them to justify their reasoning.
Resources	Main activity
Coursebook page 20	<p>Language focus: Use of English</p> <ol style="list-style-type: none"> Say to the class <i>I will soon be having lunch.</i> or <i>I will soon be going home.</i> Explain that this tense is called the future continuous. Ask learners to go back through the reading text in Activity 1 and underline examples of this (<i>we'll soon be seeing them, will soon be hitting our streets, will be taking people on journeys</i>). Read through the <i>Use of English</i> box with the class and check understanding of the concept. Ask learners to read the example sentences. Go through the different time markers and explain that the future events we are discussing can be close or far away in time. Check understanding of the point about contractions. Give a few example sentences and ask which ones we would contract, for example <i>Anna will be jogging tomorrow. She'll be swimming on Thursday.</i> Finally, look at the point on negative sentences. Give some positive sentences and elicit the negative forms. <p>CORE</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Use the board to demonstrate the meaning of this tense as an action in progress at a point in the future. Draw a timeline showing <i>now</i> and a point in the future. Show that the action starts and carries on over a future period of time. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> If learners are happy with this idea, go into more detail about the different time markers: <ul style="list-style-type: none"> <i>within</i> = before the end of the specified period <i>by</i> = no later than the specified time <i>in</i> = when the specified time period starts <i>over</i> = when the specified time period is in progress
Coursebook page 20	<p>Language focus: Activity 3</p> <ol style="list-style-type: none"> Indicate the verb in brackets at the end of the sentence and model the first one. Say <i>He'll be ...</i> and elicit <i>taking</i>. Learners complete the sentences individually or in pairs. Remind them to think about whether a positive or negative form is required, and whether they should use the full or contracted form of <i>will</i>. <p>CORE</p> <p>Feedback</p> <p>Check answers by asking learners to read out the completed sentences.</p> <p>Answers</p> <p>1 'll be taking; 2 will be walking; 3 won't be using; 4 will be going; 5 won't be visiting; 6 'll be buying</p>

Coursebook page 20	<p>Language focus: Activity 4</p> <ol style="list-style-type: none"> 1. Explain to learners that they can complete these sentences with ideas about their own plans. 2. Read out the first example and elicit different personalised endings from learners around the class. 3. Give learners time to complete the activity in their notebooks. 4. Put learners in groups of four or five. Ask them to share their ideas about what they will be doing this time next year. If they want to extend their discussion, they can talk about different time periods, for example <i>in three years' time</i>. <p>Feedback Ask learners to report back what they learned about someone in the group, for example <i>She will be studying at university</i>.</p> <p>DESIRABLE</p>
Coursebook page 20	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Put learners into groups with people they don't usually work with for this activity, as it may help to generate a wider range of ideas and suggestions. 2. Check understanding of the three strands of the discussion. If you prefer, you can write these up on the board as separate points, to remind learners to cover all of the topics. 3. If possible, give learners access to the Internet to help them research their ideas. If this isn't possible, they could do research at home or in the library, and bring their ideas to class. Encourage them to do their own research into driverless cars, in order to expand what they have learned from the initial text. Encourage them to look for data and statistics to support their ideas about safety, and the number of driverless car trials. 4. Use one group as an example to role-play the start of the discussion. Circulate and monitor as learners discuss the different effects of technology and transport, and check they are giving reasons for their ideas. <p>CORE</p> <p>Feedback You can open this up to a class discussion after the group work. Encourage as many learners as possible to contribute.</p>
Workbook page 20	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners can work in pairs or individually to complete the activity, which reviews understanding of the separate components of the future continuous tense. <p>DESIRABLE</p> <p>Feedback Ask learners to take turns to read out the completed sentences.</p> <p>Answers</p> <p>1 living; 2 catching; 3 will be learning; 4 will be shining; 5 packing; 6 watching</p>
Workbook page 20	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. This table can help structure learners' ideas by giving them specific areas to think about. Go through the examples in the <i>Travelling</i> section and ask learners if they would like to add anything to this. 2. Encourage them to try to work through all the rows and to make notes in both columns, as this will help them to make comparisons later on. If there is an area which they can't complete, it is fine for them to leave it out. <p>DESIRABLE</p>

Workbook page 20	Workbook: Activity 5 1. Encourage learners to use the ideas generated in the previous activity to produce a piece of writing about how they think technology might change their lives. This can be set it for homework. 2. Remind them to use the future continuous if they can, and to give specific information about what the various areas of life are like now, and what they might be like in the future. CORE Feedback Learners can swap their work with a partner to peer correct. Then, if there is time, they can read out their texts.		
Resources	Plenary		
	1. Say <i>learning to drive</i> . Ask learners to quickly generate future continuous sentences using <i>learning to drive</i> and a time period, for example <i>I'll be learning to drive in two years</i> . Repeat with a different phrase. Encourage learners to think quickly and to use a variety of time markers.		
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 2 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 21	<ol style="list-style-type: none"> 1. Write <i>space</i> in the centre of the board. Ask learners to brainstorm any words connected to space (names of planets, technology) that they can think of and write these on the board. 2. In pairs, learners discuss the opening questions. Learners may know very little about space science or the UAE Space Programme, so do some background research and be prepared to answer questions. <p>Feedback Invite some learners to share their ideas with the class.</p>
Resources	Main activity
Coursebook page 21	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Using the pre-made flash cards, pre-teach the target vocabulary: show the class the picture side of the flash card; then show the word side. Say the word aloud and have the class repeat. Repeat for all six words. 2. Learners complete the matching activity individually. Advise them that there is a distractor in the word box. <p>CORE</p> <p>Feedback Elicit the answers and check as a class. Invite individual learners to spell a word.</p> <p>Answers</p> <p>1 galaxy; 2 satellite; 3 planets; 4 rocket; 5 astronaut; 6 space station</p>
Coursebook page 21	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Model the first sentence. Say <i>The Earth, Mars and Jupiter are all planets in our ...</i> and elicit <i>solar system</i>. 2. In pairs, learners complete the quiz, helping each other to work out the meaning of the six new words from the context of the sentences. <p>CORE</p> <p>Feedback Elicit the answers and check as a class. Model the new vocabulary and practise. Ask individual learners to read out the completed quiz sentences in turn. Do a hands-up survey to find out the scores and the winners.</p> <p>Answers</p> <p>1 solar system; 2 astronaut; 3 star; 4 mission; 5 galaxy; 6 zero gravity; 7 moon</p>
Workbook page 21	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Refer to the wordsnake and explain the task. Advise learners that two of the vocabulary items are collocations which comprise two words, as in the example answer <i>solar system</i>. 2. Learners complete the activity individually. <p>DESIRABLE</p> <p>Feedback Elicit answers and check as a class. In open pairs, invite one learner to spell a word and another learner to listen and write the word on the board.</p> <p>Answers</p> <p>argravitye astronauten rocketel missionon satelliteynat solarsystemoo planetsock galaxyron starnaut spacestation ye moon e</p>

<p>Workbook page 21</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Before learners start the activity, point to the photo and ask <i>Where is the astronaut? What is he or she doing?</i> 2. Check learners understand the task – they have to use seven of the words they circled in Activity 1. 3. Model the example answer. Say <i>Space has continued to interest us ever since the first ...</i> and elicit <i>rocket</i>. 4. Learners complete the activity individually. Recommend that they eliminate options by filling in the more obvious answers first. <p>DESIRABLE</p> <p>Feedback Invite individual learners to read one completed sentence aloud and check answers as a class. This activity could be set for homework.</p> <p>Answers</p> <p>1 rocket; 2 moon; 3 mission; 4 astronauts; 5 Space Station; 6 gravity; 7 satellite</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work in mixed-ability pairs for more support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. In pairs, learners read the text again and, with books closed, take turns to tell their partner what they can remember.
<p>Workbook page 21</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Model the first sentence. Say <i>When did astronauts first walk on the moon?</i> and elicit <i>In 1969</i>. 2. Learners complete the activity in pairs. They take turns to read out a question, and find the answer in the article. They do not need to write full sentences. <p>DESIRABLE</p> <p>Feedback Ask the questions and invite learners to answer individually. Check answers as a class. This activity could be set for homework.</p> <p>Answers</p> <p>1 In 1969; 2 Sixteen; 3 2000; 4 Yes, they do; 5 Because of zero gravity; 6 Every 92 minutes; 7 A satellite</p>
<p>Coursebook page 21 Audio Track 8</p>	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Ensure learners read the rubric and the question before they listen. 2. Play the audio once all the way through. Ask learners to listen for, and silently identify, the new vocabulary items they learned in Activities 1 and 2. 3. Play the audio again, pausing as necessary. 4. Learners complete the activity individually. <p>CORE</p> <p>Feedback Elicit the answer and check as a class. Elicit the correct answer and write it on the board. (<i>False. The UAE Space Agency wants to send a mission to Mars.</i>)</p>

	Differentiation activities (Support): 1. Write the vocabulary items on the board beforehand and point to them when they feature in the audio.
	Differentiation activities (Stretch): 1. Learners write down the new vocabulary items they identify in the audio. Then they write from memory the new words they <u>didn't</u> hear.
	Answers (for the differentiation activity) satellite; mission; planet; moon(s); astronaut
Coursebook page 21 Audio Track 8	Listening: Activity 4 1. Refer learners to the rubric and check they understand the task. 2. Remind learners how to write notes by writing a full sentence on the board and striking out articles, pronouns, verbs, etc. until you have reduced the sentence to note form: <i>The UAE Space Agency's most important goal is to send a mission to Mars.</i> 3. Play the extract from the audio, pausing as necessary. 4. Learners complete the activity individually. 5. In pairs, learners compare notes and work together to write two new quiz items (with word options) about Mars to add to the quiz. 6. Go around the class monitoring and helping with spelling as necessary, for example <i>galaxy/galaxies</i> . CORE Feedback Invite learners to share their two quiz items with the class. Write them on the board and invite learners to choose the correct answers as a class activity. If you have time, you could explain to learners that previously there were nine planets classified as belonging to the solar system: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto. However, Pluto was reclassified as a dwarf planet, so now there are only eight official planets. We can remember their order from the sun by using this mnemonic (memory aid), which gives the first letter of each planet: M y (Mercury) V ery (Venus) E asy (Earth) M nemonic (Mars) J ust (Jupiter) S hows (Saturn) U p to (Uranus) N eptune. (Neptune) Possible answers 1 Mars is called the Red planet / satellite because it is a red-brown colour. 2 Mars has two moons / galaxies. 3 Mars is the second smallest planet in our space station / solar system. 4 Mars is the planet / moon most similar to Earth. 5 Mars has four seasons / moons.
	Differentiation activities (Support): 1. Pause the recording more frequently to give learners more time to write notes.
	Differentiation activities (Stretch): 1. Learners write two gapped sentences to add to the quiz.

Resources	Plenary		
	<div>1. Write the planet mnemonic (My Very Easy Mnemonic Just Shows Up to Neptune) on the board.</div> <div>2. Drill the planets. Invite learners to come to the board and write the planet names. Encourage peer support to achieve target spelling. Make a final correction if necessary.</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 2 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	1. In small groups, ask learners if they can come up with their own mnemonic for the order of the planets in our solar system from the sun.
Resources	Main activity
Coursebook page 22 Audio Track 9	Listening: Activity 5 1. Before learners listen, ask them to look at the photo. Ask <i>What do you think the discussion will be about?</i> (The planet Mars.) 2. Play the audio, pausing after each speaker. Ask targeted questions to check comprehension. 3. Refer learners to the <i>Language tip</i> box. Go through the information and model the expressions for the class, placing emphasis on the adverbs. Ask them to listen out for these expressions in the audio. 4. Play the audio again once all the way through. 5. Demonstrate the task by reading the first sentence and eliciting the answer false. Ask what he has been reading about (the UAE Space Programme). 6. Learners complete the activity individually. CORE Feedback Invite individual learners to read a sentence and say if it is <i>true</i> or <i>false</i> . If <i>false</i> , they correct the false information.
	Answers 1 F. He's been reading about the UAE Space Programme; 2 T; 3 T; 4 F. He would like to go on a mission into space; 5 F Ahmed has been watching videos of astronauts in the International Space Station; 6 T; 7 F. No, he wouldn't; 8 T 7. At the end of the task, refer learners to the <i>Language tip</i> box.
	Differentiation activities (Support): 1. Learners correct the false statements in mixed-ability pairs for extra support.
	Differentiation activities (Stretch): 1. Learners write two more true or false statements and take turns to ask and answer with their partner.
Workbook page 22	Workbook: Activity 4 1. Invite learners to tell you anything they know about Mars. Write any facts on the board. 2. Model the first sentence. Say <i>Number 1. Mars has north ...</i> and elicit <i>and south polar ice caps</i> . 3. Learners complete the activity individually. CORE Feedback Check answers as a class. With books closed say the first part of each fact and invite learners to say the second from memory if they can.
	Answers 1 c; 2 a; 3 f; 4 h; 5 g; 6 d; 7 e; 8 b

<p>Coursebook page 22</p>	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Read the sentence aloud. Repeat the sentence once more, and this time clap the stressed words (<i>launch, Mars, Mission, scheduled, 2020</i>) as you say them. 2. Refer learners to the <i>Speaking tip</i> box and model the example sentence. 3. In pairs, learners practise saying the sentence with clapping and then just emphasising (without clapping). <p>CORE</p> <p>Feedback Elicit the answer and check as a class.</p> <p>Answer</p> <p>Stressed words are usually key words, for example nouns, some verbs, some adjectives. Unstressed words are usually pronouns, articles, prepositions and auxiliary verbs.</p> <p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. When they have practised the sentence in the Coursebook, learners write one or two sentences for their partner to read aloud, applying stress correctly. <p>EXTENSION</p>
<p>Workbook page 22</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners if they can remember which words are usually stressed and unstressed in sentences. Elicit the correct information. 2. Learners complete the activity individually. <p>CORE</p> <p>Feedback Elicit the answer and check as a class (1).</p>
<p>Workbook page 22</p>	<p>Workbook: Activity 6</p> <ol style="list-style-type: none"> 1. Read the first sentence aloud. Read it again and clap the sentence placing stress on the correct words for the class. (There are eight planets in our solar system.) 2. Learners complete the activity individually and compare their answers in pairs. <p>CORE</p> <p>Feedback Write each sentence on the board in turn and invite learners to come to the board and circle the stressed word and underline the unstressed words. Where a learner makes a mistake, read the sentence aloud and see if they can correct their mistake.</p> <p>Answers</p> <p>1 There are <u>eight planets</u> in our <u>solar system</u>; 2 The <u>Earth</u> is in a <u>galaxy</u> called the <u>Milky Way</u>; 3 <u>Astronauts</u> float in <u>space</u> because there is <u>zero gravity</u>; 4 Jupiter has <u>67 moons</u> and <u>Mars</u> has <u>two moons</u>; 5 The <u>Space Station</u> orbits <u>the Earth</u> every <u>92 minutes</u>; 6 <u>Mars</u> is the <u>second smallest planet</u> in our <u>solar system</u>; 7 The <u>UAE</u> will <u>launch</u> the <u>Mars Mission</u> in <u>2020</u>; 8 The <u>Space Station</u> looks like a <u>satellite</u> in the <u>night</u> sky.</p>
<p>Workbook page 22</p>	<p>Workbook: Activity 7</p> <ol style="list-style-type: none"> 1. Before doing the activity, do a clapping exercise with the class. Write the following on the board, underlining as shown: <i>I would <u>really</u> <u>love</u> to <u>go</u> into <u>space</u> to <u>look</u> at the <u>stars</u> and <u>point</u> to <u>Mars</u>.</i> <i>I would <u>really</u> <u>love</u> to <u>visit</u> the <u>moon</u>. I'd <u>go</u> in a <u>rocket</u> and I'd <u>stay</u> till <u>June</u>.</i>

	<div>2. Divide the class into two groups. Ask each group to practise a different verse. They should practise first by clapping the underlined words, and then put the emphasis in their voices (not clapping).</div> <div>3. Use the photo as a visual stimulus and encourage groups to brainstorm the key vocabulary.</div> <div>4. Learners complete the activity in groups of three to four. Reassure them that their exercise doesn't have to rhyme (but it can if they like). Allow five to ten minutes. Go around the class, monitoring and helping as necessary.</div> <div>DESIRABLE</div> <div>Feedback</div> <div>Invite each group to perform their clapping chant for the class.</div> <div>Workbook: Activity 7</div> <div>1. Collect the clapping exercises and distribute to different groups to perform. Ask the original group to compare the performances and choose the best one.</div> <div>EXTENSION</div>		
Coursebook page 22	<div>Speaking: Activity 7</div> <div>1. Check that learners understand they have to discuss one of the questions, and that they will be evaluated on rhythm and pace.</div> <div>2. Go through the questions and elicit some ideas for each one.</div> <div>3. Read the text in the speech bubble and clap the sentences and prompts to demonstrate rhythm and pace: <i>I'd like to ... I'd definitely ...</i>, etc.</div> <div>4. Read the information in the first <i>Speaking tip</i> box and emphasise <i>pronunciation</i>, <i>rhythm</i> and <i>pace</i>. Write these three words on the board.</div> <div>5. Refer learners to the second <i>Speaking tip</i> box. Model the expressions for the class. Encourage them to use these expressions to summarise their ideas.</div> <div>6. Learners do the activity in pairs. They monitor and mark each other's performance for rhythm and pace, using the evaluation box.</div> <div>CORE</div> <div>Feedback</div> <div>Invite different pairs to demonstrate one or two exchanges for the class.</div>		
	<div>Differentiation activities (Support):</div> <div>1. Learners can choose not to do the evaluation task if it will help their confidence.</div>		
	<div>Differentiation activities (Stretch):</div> <div>1. Learners repeat the activity until they have improved their evaluation scores.</div>		
	<div>Resources</div> <div>Plenary</div>		
	<div>1. Do a quick hands-up survey to see which learners would like to have a career in space technology and which wouldn't.</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 2 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 23	<ol style="list-style-type: none"> Before learners open their Coursebooks, review the parts of the body by playing a guessing game. Say <i>We use this part of the body for speaking</i> (mouth). <i>This part of the body helps us to balance</i> (ears). Invite learners to contribute some clues until you have covered enough parts of the body (be sure to include <i>arm</i>, <i>hand</i> and <i>leg</i>). Direct learners' attention to the photos. In pairs, learners use the question prompts to discuss the opening questions. Encourage them to think of reasons for their answers. Monitor and support and provide specialised vocabulary as required.
Resources	Main activity
Coursebook page 23	Reading: Activity 1 <ol style="list-style-type: none"> Before they read, ensure learners read the gist question. Remind them that they do not need to read in detail or understand every word. Also explain the meaning of the expression <i>take for granted</i> (not to value something, as you are so familiar with it). CORE Feedback Elicit the answer (No) and check as a class. Ask: <i>How long have artificial limbs been used?</i> (For over 4000 years.)
	Differentiation activities (Support): <ol style="list-style-type: none"> Learners only need to read the first three paragraphs to find the answer.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> Learners may read the whole text.
Coursebook page 23 PCM 1	Reading: Activity 2 <ol style="list-style-type: none"> Distribute copies of the vocabulary table (PCM 1). Divide the class into five groups. Assign each group one of the paragraphs in the text (one group should be given paragraph 1 and paragraph 3, as they contain fewer target words). Each group reads their paragraph and tries to work out the meaning of the words in bold from the co-text. Then they check by using their dictionaries and recording the meaning and pronunciation in their vocabulary table. CORE Reading: Activity 2 <ol style="list-style-type: none"> Set up a jigsaw reading (refer to page 6). Form new groups to include at least one learner from each of the five previous groups. The group reads the full text from the Coursebook. As they read, the learner who has already studied each given paragraph explains the meaning of the bold words as they go along. EXTENSION
	Differentiation activities (Support): <ol style="list-style-type: none"> Learners work with a supporting partner for the jigsaw reading activities.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> Learners make two to three bullet points on the complete text.
Coursebook page 23	Reading: Activity 3 <ol style="list-style-type: none"> Ensure learners read through the questions before reading the text again. Learners read the text more carefully now, as they are reading for specific details.

	CORE Feedback Elicit answers and check as a class. Answers 1 An artificial leg or arm; 2 Over 4000 years ago; 3 Probably of wood; 4 The people who made armour; 5 (A French doctor) Ambroise Paré; 6 New materials and computer technology		
Workbook page 23	Workbook: Activity 1 1. Remind learners that sentences usually begin with a subject (noun or subject pronoun) followed by a verb. 2. Model the first sentence (as this is more difficult). Say <i>Most of us ...</i> and elicit the words that follow one by one (<i>take – our – limbs – for – granted</i>). 3. Learners complete the activity individually. This activity could be set for homework. DESIRABLE Feedback Nominate six learners to read out a re-ordered sentence each. Answers 1 Most of us take our limbs for granted; 2 Specialists look for new ways to help those in need; 3 Artificial limbs are not something new; 4 Artificial limbs were used over 4000 years ago; 5 A Dutch surgeon invented an artificial lower leg; 6 New materials make artificial limbs lighter.		
Workbook page 23	Workbook: Activity 2 1. Learners make one line of notes for each paragraph of the Coursebook text. If completed in class, this activity can be done in pairs, or in the groups they were working in for the jigsaw reading. DESIRABLE		
Workbook page 23	Workbook: Activity 3 1. Learners use their notes from Activity 2 to write a one-paragraph summary of the text. This can be completed for homework. DESIRABLE		
Resources	Plenary 1. As a class, ask learners to think of two pieces of information from the lesson they didn't know before. Give them a couple of minutes of thinking time. Learners share their information with a partner. Invite one or two learners to share their thought with 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 2 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask review questions about the previous lesson: <i>What is another name for a prosthetic limb? What materials are they made out of today? When do we think the first artificial limbs were used?</i> etc.
Resources	Main activity
Workbook page 24	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Elicit some verbs in the present tense and write them on the board. Then ask learners what the past participle of each verb is. (Remind them that for regular verbs, this is the same as the verb in the past simple tense.) Ensure learners know the rule for the formation of regular past participles (add <i>-ed</i>). 2. Copy the pronunciation pattern table on the board. Model the example. Say <i>Use ... used.</i> and write it under O. 3. In pairs, learners say aloud the past participle of each verb and write it under the correct pronunciation pattern. Explain that it is important to say the verbs aloud to identify the pattern. Monitor and support as needed. <p>CORE</p> <p>Feedback</p> <p>Elicit the verbs and write them under the correct pronunciation pattern on the board. Drill as needed.</p> <p>Answers</p> <p>O: used, done, found, made; Oo: given, injured; oO: designed; oOo: invented, created; ooOo: manufactured</p>
Workbook page 24 PCM 6a PCM 6b	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Explain that the verbs in the word box all have regular past participles. Elicit the rule for the formation of regular past participles (add <i>-ed</i>). 2. Write <i>/d/</i>, <i>/t/</i> and <i>/ɪd/</i> as headings on the board. 3. Read through the <i>Speaking tip</i> to model the pronunciation of the three types of <i>-ed</i> ending. Model the example. Say <i>Injure ... injured.</i> and write under <i>/d/</i>. 4. In pairs, learners complete the activity. If this activity is done in class, learners say the verbs aloud and decide how the final <i>-ed</i> is pronounced. 5. If this activity is completed for homework, remind the learners to say the verbs aloud before writing them down. <p>DESIRABLE</p> <p>Feedback</p> <p>Say each verb and invite a learner to come out and write the past participle under the correct heading on the board.</p> <p>Answers</p> <p>/d/: injured, moved, manufactured, designed; /t/: walked, developed, produced; /ɪd/: invented, needed, created</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Distribute copies of PCM 6a for learners to check their answers against. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Distribute copies of PCM 6b for learners to cross through any incorrect entries and write the word in the correct column.

Coursebook page 24	<p>Language focus: Activity 4</p> <ol style="list-style-type: none"> 1. Dictate the following sentence: <i>Prosthetic limbs are used by many people today.</i> Learners write it in their notebooks. Tell them to underline the language structure <i>are used</i>. 2. Read through the <i>Use of English</i> box, ensuring that learners understand that the subject of the sentence is not doing the action of the verb. Use the first example sentence and ask <i>What is the subject of the sentence?</i> (Prosthetic limbs) Ask <i>What is the verb?</i> (use) Ask <i>who is using?</i> (people) 3. Learners underline the present simple passive in the text. 4. In pairs, learners complete the activity. <p>CORE</p> <p>Feedback</p> <p>Nominate six learners to read out a completed sentence each.</p> <p>Answers</p> <p>1 are used; 2 are injured; 3 is needed; 4 are made; 5 are designed; 6 is made</p>
Workbook page 24	<p>Workbook: Activity 6</p> <ol style="list-style-type: none"> 1. In pairs, learners rewrite the sentences. This can be done for homework or for fast finishers. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 Doctors help those in need; 2 Researchers develop artificial limbs; 3 Doctors and surgeons invent designs for prosthetic limbs</p>
Coursebook page 24	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> 1. Read through the <i>Writing tip</i> box. Nominate two learners to model the questions. 2. Ask learners to go back and underline these questions in the first paragraph of the text in Activity 1. 3. Select one of the topics. Create a model introduction with the class. As a class, brainstorm a possible topic sentence and think of two questions to include. 4. In pairs, learners write short introductory paragraphs for one of the other topics. <p>CORE</p> <p>Feedback</p> <p>Invite some pairs to read out their introductions.</p>
Coursebook page 24	<p>Writing: Activity 6</p> <ol style="list-style-type: none"> 1. Learners write a further two paragraphs on their chosen topic for homework. Encourage them to research using a variety of sources, including the Internet, if possible. <p>EXTENSION</p>

Resources	Plenary		
	<p>1. Play <i>Verb tennis</i>. Organise the class so that they are in a circle (they can turn their chairs to face the centre of the room). One learner says a verb in the infinitive. The person next to him/her says the past participle of the verb. The next person chooses a new verb: <i>play – played – find – found – give – gave</i>, etc. The aim is to keep going without a break. Give learners a little time before playing to think of a few verbs.</p> <p>2. Alternatively, with a more able group, play the same game but this time, one learner says the verb and the next uses it in a sentence in the present simple passive: <i>Play – Football is played on Wednesdays – find – Old objects are found by archaeologists</i>, etc.</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 2 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 25	<ol style="list-style-type: none"> 1. Draw six horizontal dashes on the board. Divide the class into two teams. Teams take turns to guess a letter. When a letter is correctly guessed, write it on the dash. Two points are scored by each correct letter. One point is deducted for each incorrect letter (this should encourage the learners to think carefully about the word and possible letters rather than random guesses). When the word has been completed, the team with the most points wins. The aim is to guess the word <i>drones</i>. 2. Ask if anybody knows the proper name for a drone. Elicit or provide <i>unmanned aerial device</i> (UAD). Explain what each word means. 3. In pairs, learners discuss the opening questions. <p>Feedback Elicit ideas and jot useful ideas and vocabulary on the board.</p>
Resources	Main activity
Coursebook page 25 Audio Track 10 PCM 7	<p>Listening: Activities 1 and 2</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to listen to a recording about drones. First they need to listen for gist and answer the question in the rubric. Play the audio. <p>Feedback Elicit answers from the class.</p> <p>Answers</p> <p>Education and science</p> <ol style="list-style-type: none"> 2. Tell learners they are going to listen to the recording again, this time for more information. Before they listen, ask them to read through the sentences in the table and check understanding. 3. Play the audio twice. The first time, learners listen and order the sentences individually. The second time, learners check their answers. <p>CORE</p> <p>Feedback Ask <i>Which was number 1?</i> and elicit <i>c</i>, and so on.</p> <p>Answers</p> <p>a 3; b 6; c 1; d 5; e 4; f 2</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Divide the class into groups and distribute sets of the cut-up supported text (PCM 7) so learners can listen and order manually. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Restrict the number of times learners listen to the recording, depending on ability. The aim is still to understand the text, so there should be flexibility. It isn't a test.
Coursebook page 25 Audio Track 10	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Divide the class into teams of about six. Each team chooses a team name and elects a team leader. Write the team names on the board. 2. Teams read the sentences in Activity 3 and discuss them to decide if they are true or false. 3. Read out each sentence in turn. Call out <i>True</i>. Team leaders put their hands up if they think the sentence is true. Call out <i>False</i>. Write their answers under their team name for each sentence. Continue in the same way with the other sentences.

	<p>CORE</p> <p>Feedback Check answers by playing the recording again and stopping after each sentence. Scoring: Teams score one point for every correctly answered question.</p> <p>Answers</p> <p>1 T; 2 F; 3 T; 4 F; 5 F; 6 T; 7 T; 8 F</p>
Workbook page 25	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Nominate a learner to read the example sentence in the first speech bubble. Model the second speech bubble yourself. Ask learners to say if they think the sentences are used to give an opinion for or against the topic. 2. Write the first speech bubble text on the board. <i>This sentence is for using drones. It doesn't say anything against drones.</i> 3. Write the second speech bubble text on the board. Say <i>This sentence is against drones as it is disagreeing with the sentence which says drones are a really good idea.</i> 4. Learners work in pairs to discuss the sentences and decide whether they (the sentences) are for or against. <p>DESIRABLE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers</p> <p>1 ✓; 2 ✗; 3 ✗; 4 ✓; 5 ✓; 6 ✗</p>
Workbook page 25	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Model the first sentence. Say <i>I think ...</i> and elicit <i>drones</i>. Ask why the learner who answered chose that word. Review <i>topic sentence</i> – used at the beginning of a paragraph to introduce the subject and should include a word or words about the topic, in this case <i>drones</i>. 2. Learners read the text individually, and then discuss which words fill the gaps with their partner. Remind learners to eliminate options by filling in easier answers first. Advise them that there is a distractor in the word box. This activity could be completed for homework. <p>CORE</p> <p>Feedback Ask learners to read out one completed sentence.</p> <p>Answers</p> <p>1 drones; 2 Scientists; 3 monitoring; 4 sea; 5 security; 6 photographs; 7 transport; 8 agree; 9 information; 10 controlling; 11 privacy; 12 private</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. As a class, create an <i>acrostic</i>. Tell learners that an acrostic is a form of writing in which (in this case) each letter of a word becomes the initial of another word. Write the letters <i>d – r – o – n – e – s</i> in a column on the board. Learners suggest a word connected with drones beginning with <i>d</i>, and so on. Suggested words: <i>device, distance, regulation, remote control, new, education, science, security, study, surveillance</i>. Learners may find <i>o</i> difficult, so you could provide <i>official</i> as one option.

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 2 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Say <i>Drones are small. Drones are small and ...</i> Elicit another appropriate adjective. Learners can use any adjectives they can think of (<i>light, useful, perfect, helpful, amazing, inexpensive, etc.</i>). Continue for several turns, making sure learners remember to list all of the adjectives in order each time.
Resources	Main activity
Coursebook page 26	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Write <i>friends</i> on the board. Ask learners what words they can add to expand this. Give an example: <i>My friends</i>. Elicit further words to build up gradually an example of a complex noun phrase, for example <i>My closest friends. All of my closest friends. All of my closest and oldest friends. All of my closest and oldest friends in my town.</i> 2. Explain the term <i>noun phrase</i> and do another couple of examples with the class, building up a noun phrase from a noun – using the examples in the book as a starting point or other nouns that the learners provide. 3. Explain that we can make noun phrases more complex as we add more detail, but emphasise that the words added must define the noun. 4. Review the terms <i>determiner</i> (<i>my, those, these, etc.</i>), <i>adjective</i> (<i>best, blue, etc.</i>) and <i>quantifier</i> (<i>all, some, none, etc.</i>). 5. Refer learners to the <i>Use of English</i> box and read through, nominating learners to model the example phrases. 6. In pairs, learners complete the matching activity. <p>CORE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers</p> <p>1 c; 2 f; 3 b; 4 d; 5 a; 6 e</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work in mixed-ability pairs to support less able learners. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. In pairs, learners add further examples of noun phrases following the examples in the <i>Use of English</i> box.
Workbook page 26	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Model the first example. Say <i>Drone. That's a ...</i> and elicit <i>noun</i>. 2. In pairs, learners decide which words go in each column. Recommend that they eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. <p>DESIRABLE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers</p> <p>noun: drone, I, people, scientist, initiative; adjective: smallest, most expensive, winged, controversial, popular; determiner: our, those, this; quantifier: all, some, both</p>
Workbook page 26	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. In pairs, learners write sentences using the words from Activity 3 to write sentences which contain complex noun phrases. 2. Learner pairs work with another pair and peer assess their sentences.

	DESIRABLE Feedback Invite individual learners to write one of their sentences on the board. Challenge the class to come up and add extra words to expand the noun phrases.		
Workbook page 26	Workbook: Activity 5 1. Write some bullet points on the board: <ul style="list-style-type: none">• <i>Get to class on time.</i>• <i>Don't talk while the teacher is speaking.</i>• <i>Always listen carefully.</i>• <i>Never eat in class.</i> 2. Explain that these are called <i>bullet points</i> . They are often in the command (imperative) form, so are good for a list of rules. 3. Ask if learners can think of any more bullet point rules for the classroom. 4. Read through the <i>Writing tip</i> box. 5. Model the example bullet point. Say <i>Never fly a drone over private property</i> . Then say <i>Always ...</i> and encourage learners to supply an appropriate rule. 6. In pairs, learners create some rules for using drones. Encourage them to re-read the texts from Lessons 13 and 14 for ideas. DESIRABLE Feedback Invite learners to write a bullet point each on the board.		
Coursebook page 26	Writing: Activity 5 1. Copy the table from Activity 5 on the board. Tell the class they are going to write a text about the advantages and disadvantages of drones. Review the meaning of <i>advantages</i> and <i>disadvantages</i> and elicit an example of each. 2. Invite learners to suggest words or phrases to go under each heading and write them in the table. 3. Learners copy the table into their notebook and, in pairs, add further examples. 4. Learners work together to plan a text using their tables, the prompts, and the words in the box. 5. Learners write the text itself as homework. CORE		
Resources	Plenary		
	1. Take a class poll on whether drones are considered good or bad. Is there a majority opinion? If time allows, ask learners to justify their opinion.		
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 3 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 27	<ol style="list-style-type: none">1. Introduce the topic by asking learners what they know about the history and culture of Arab dhows, and how often they see these.2. Ask a learner to do a simple drawing of a dhow on the board (or do this yourself). This is for visual stimulation at this point, but will be used for labelling in the first activity.3. Read the opening questions with the class. Ask each one in turn and elicit ideas.
Resources	Main activity
Coursebook page 27 PCM 1	<p>Listening: Activity 1</p> <ol style="list-style-type: none">1. Model the words for the class, then ask individual learners to read the words aloud.2. Distribute dictionaries and copies of the vocabulary table (PCM 1) and allow time for learners to look up the words and record the meanings.3. When this stage is completed, ask learners to think of sentences using these words, to check they have understood the part of speech. You can give an example to start the activity: <i>Sails help a boat to move in the wind.</i>4. Now invite learners to come out and label the <i>sail</i>, <i>mast</i> and <i>hull</i> of the drawing on the board. Ask if anyone can add <i>rope</i> and <i>plank</i>. <p>CORE</p>
Coursebook page 27 Audio Track 11	<p>Listening: Activity 2</p> <ol style="list-style-type: none">1. Check that learners understand the gist question: they need to listen for whether traditional boat-building techniques are still used today.2. Refer learners to the <i>Listening strategy</i> box and reassure them that if they find this text difficult, there are ways to approach a text with lots of new vocabulary.3. Play the audio. Ask learners to listen the first time to get an overall understanding of the text and to start thinking about what techniques are used in modern times.4. Play the audio again, pausing in regular places to give learners time to write down any words they don't understand. Put learners in pairs to compare their lists of words and see if they can help each other with the meaning.5. Discuss what words they might expect to hear in a presentation on this topic. Go through these as a class and write up their suggestions on the board. Provide translations, and find out if any of these words match the unknown words in the audio.6. Revisit the gist question. Ask the question in open-class, and elicit ideas. (<i>Yes, people do still use traditional techniques.</i>) <p>CORE</p>
Coursebook page 27 Audio Track 11	<p>Listening: Activity 3</p> <ol style="list-style-type: none">1. Tell learners that they are now going to listen to the text again, for more detailed understanding. Remind them to read the sentence halves first, in order to prepare. Advise learners that the sentences are not worded exactly as they are in the audio, so they need to listen for sense.2. Play the audio again. Learners listen, then match the parts of the sentences to check comprehension.

	<p>CORE</p> <p>Feedback Read out the first half of the sentences to the class and encourage learners to complete them.</p> <p>Answers</p> <p>1 a; 2 c; 3 e; 4 b; 5 f; 6 d</p> <p>Differentiation activities (Support):</p> <p>1. Remind learners that it is important to read through all the options before they listen. Encourage them to think of possible answers and to eliminate any answers that aren't possible before they listen a second time.</p> <p>Differentiation activities (Stretch):</p> <p>1. When learners have completed this activity, ask if they can prepare any similar sentences about the script to swap with a partner.</p>
Workbook page 27	<p>Workbook: Activity 1</p> <p>1. Explain that this extract is from the text. Learners may find it helpful to see the written form.</p> <p>2. Ask learners to read through the words in the box and think about what part of speech they are. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box.</p> <p>3. Learners can work in pairs or individually to complete the text.</p> <p>CORE</p> <p>Feedback Ask learners to take turns to read out completed sentences from the text.</p> <p>Answers</p> <p>1 masts; 2 sails; 3 Boat building; 4 seafarers; 5 navigate; 6 planks; 7 hull; 8 rope</p>
Workbook page 27	<p>Workbook: Activity 2</p> <p>1. Model the first sentence. Say <i>Number 1. Dhows are interesting ...</i> Elicit <i>Since</i>.</p> <p>2. Learners complete the activity individually.</p> <p>CORE</p> <p>Feedback Ask individual learners to read out the completed sentences.</p> <p>Answers</p> <p>1 since; 2 since; 3 although; 4 as; 5 since; 6 as</p>
Resources	<p>Plenary</p> <p>1. Divide the class into two teams. Say words from Coursebook Activity 1, and challenge each team to provide a definition in English. Teams get a point for each definition. Continue until you have used all the words.</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 3 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to think about the text about Arab dhows from Lesson 1. Brainstorm ideas about this tradition, and why it is so important.
Resources	Main activity
Coursebook page 28 Audio Track 12	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Play the audio of the first sentence and ask learners to read it. Ask if they can hear the stress pattern. 2. Play it again, and ask them to clap when they hear the stressed parts of the words (<i>going, market</i>). Explain that if the word has more than one syllable, the stress will fall on one or more of these, not the whole word. Learners underline these in their books. 3. Repeat for the remaining sentences. 4. Play the audio and ask learners to listen carefully to the pronunciation. 5. Read through the <i>Speaking tip</i> with the class and check understanding. 6. Read out the example sentences, and check learners can recognise the different effects. <p>CORE</p> <p>Answers</p> <ol style="list-style-type: none"> 1 I'm <u>going</u> to the market. 2 We <u>saw</u> the <u>dhows</u> in the <u>port</u>. 3 They <u>went</u> on a <u>floating</u> <u>restaurant</u>. 4 <u>Lots</u> of <u>people</u> <u>watched</u> the <u>boat</u> race.
Coursebook page 28 Audio Track 12	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Read the question with the class. Write the words <i>to, the, in, on</i> and <i>of</i> on the board. Play the audio and ask learners to listen carefully for the words. 2. If necessary, model the sentences again, emphasising the weak forms of <i>to, the, in, on</i> and <i>of</i>. Clarify that these words aren't stressed, and appear in a weaker form within the sentence. 3. If necessary, give more examples, and encourage learners to repeat the sentences in pairs. <p>DESIRABLE</p>
Coursebook page 28 Audio Track 13	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Read the question and check learners understand what is meant by <i>intonation</i>. 2. Play the audio, and elicit responses from the class. 3. Read through the <i>Speaking tip</i>, either individually or as a class, and check understanding. <p>DESIRABLE</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If it is useful, model the conversation yourself, emphasising the different kinds of intonation. Give further examples, and ask learners to say <i>fact</i> or <i>opinion</i>, based on your intonation. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Put learners in pairs to practise saying sentences with either a flat intonation for facts, or an emotive intonation for opinions. They can read sentences from the Coursebook pages, or think of their own.

Coursebook page 28 Audio Track 13	Speaking: Activity 7 1. Put learners in pairs to practise the conversation. Monitor as they work, to ensure they are using the correct stress and intonation. DESIRABLE
Coursebook page 28	Speaking: Activity 8 1. Put learners in mixed-ability groups of six or more. Read through the task and check understanding. Ask each group to choose a tradition which they will discuss. 2. Focus on the key details: the importance of the tradition within their community, how to keep the tradition alive, and what people can learn about their country. 3. Within the groups, ask learners to get into pairs or smaller groups, and take one of the points each to research. 4. Refer learners to the <i>Speaking tip</i> . Explain that these phrases can be used to structure a discussion, to help them give and ask for opinions. Ideally, model the phrases and let learners practise them in pairs. 5. If necessary, write a list of useful words on the board, or provide the English for any words requested by the class. 6. If appropriate, let learners have access to the Internet for the research stage of this activity. If this isn't possible, they can do their research outside the lesson, and bring their ideas to class. 7. When they are happy that they have enough material to base their discussion on, put them back into the original larger groups to discuss what they have found. CORE
Workbook page 28	Workbook: Activity 3 1. Check understanding of the pronunciation point by asking learners to circle the word they think will be stressed. 2. Learners can work in pairs or individually to complete the activity. DESIRABLE Feedback Ask learners to take turns to read out the phrases with the correct stress. <div data-bbox="376 1346 1423 1391" style="background-color: #f2f2f2; padding: 2px;">Answers</div> 1 meeting, friends, lunch; 2 going, library, afternoon; 3 parents, at, shopping; 4 isn't, fishing; 5 buying, new, computer; 6 uncle, pictures, boats
Workbook page 28	Workbook: Activity 4 1. This activity checks learners' understanding of when different kinds of intonation are used. Ask learners to say the sentences to themselves if this helps them to decide the intonation. DESIRABLE Feedback Ask learners to take turns to read out the sentences correctly. <div data-bbox="376 1771 1423 1816" style="background-color: #f2f2f2; padding: 2px;">Answers</div> 2 and 5 will have rising intonation; 3 and 6 will have falling intonation

Workbook page 28	Workbook: Activity 5 1. Clarify that some of the sentences won't have rising or falling intonation. Ask why this is (<i>they are opinions</i>). 2. Ask what kind of intonation they might have (enthusiastic or emotive). 3. Ask learners which sentences these are, then ask them to repeat the sentences with suitable intonation. <div>Answers</div> 1 and 7 give the speaker's opinion.		
Workbook page 28	Workbook: Activity 6 1. Encourage learners to think about the topic and make notes about the question before they start to write. Encourage them to be imaginative, and to try to describe the scene in as much detail as possible. 2. Learners work individually to write a text with their ideas. DESIRABLE Feedback Learners can swap their work with a partner to peer correct. Then, if there is time, they can read out their texts.		
Resources	Plenary		
	1. Read out sentences from this lesson or earlier ones, and ask learners to clap the stress pattern as you speak. Encourage the class to repeat the sentences in chorus.		
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 3 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 29	<ol style="list-style-type: none"> 1. Read the first opening question with the class. Elicit the names of some traditional musical instruments and write them on the board. 2. Use the pictures of instruments you have brought in as flash cards to see if any match the words on the board. 3. Read the second opening question with the class. Do a hands-up survey to see who can play a musical instrument. Using the instrument words on the board, prepare a selection of 'Find someone who' statements and play as a class activity. <p>Feedback Invite learners to share their information with the class and write it on the board.</p>
Resources	Main activity
Coursebook page 29	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Before learners read the article, refer them to the <i>Reading strategy</i> box. Read through the information and check comprehension. Remind them that they are looking for instruments like those they have been talking about in the Starter activity. 2. Give the class 60 seconds to scan the article and find the names of the instruments. <p>CORE</p> <p>Feedback Elicit answers as a cloze activity on the board. Invite individual learners to come to the board and complete the words.</p> <p>Answers</p> <p>oud; tambura; rababa; Al-Ras; tabl</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Gap only one or two missing letters in each word. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Write dashes for the letters in each word so that no letters are provided.
Coursebook page 29	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Before learners read the article, refer them to the second <i>Reading strategy</i> box and read through the information. Elicit or pre-teach the meanings of the words in bold: <i>string, skin, bow</i>. 2. Allow enough time for learners to read the article in detail. Monitor and explain any other words they don't understand. 3. When they have read the article, ask some targeted questions to check comprehension, for example <i>Is a tambura a drum? Can you hold a tabl under your arm?</i> 4. Go through the questions and check comprehension. 5. Learners complete the activity individually and compare answers in pairs. <p>CORE</p> <p>Feedback Elicit answers and check as a class by reading the questions and inviting individual learners to answer.</p>

Answers

1 They are usually played at family celebrations and holidays; 2 Because fewer people are learning to play traditional instruments; 3 The oud; 4 The rababa; 5 They heard or saw traditional musical instruments on the television; 6 To help protect traditional music for future generations.

Reading: Activity 2

1. Play *Reading Race* to provide further comprehension practice. Examples of different questions could include: *Which instrument is pear-shaped? Which is larger, the tambura or the rababa? Name two types of drum, etc.*

EXTENSION

Workbook page 29

Workbook: Activity 1

1. Refer learners to the wordsearch grid and explain the task. Demonstrate by eliciting the spelling of *oud*, and then writing it horizontally and vertically on the board.
2. Learners complete the activity individually.

CORE

Feedback

Elicit answers and write them on the board. Invite individual learners to say and spell a word for the class. This activity could be set for homework.

Answers

oud; rababa; Al-Ras; tabl; tambura

I	O	U	D	M	O	R
M	L	B	B	T	U	A
R	U	T	D	A	M	S
O	K	A	O	M	E	D
R	A	B	A	B	A	O
A	B	L	M	U	T	A
D	U	K	E	R	M	B
E	A	L	R	A	S	S

Differentiation activities (Support):

1. In mixed-ability pairs, learners work together to create a new wordsearch. Working with new pairs, they solve each other's wordsearch.

Differentiation activities (Stretch):

1. Learners create a new wordsearch individually. In pairs, they solve each other's wordsearch.

Workbook page 29	Workbook: Activity 2 1. Read through the definitions and check comprehension. 2. Model the first question. Say <i>Number 1. This is a pear-shaped instrument with eleven strings ...</i> Elicit <i>c – oud</i> . 3. Learners complete the activity in groups of five as a Jigsaw group activity, with each member being given one definition to match. DESIRABLE Feedback Invite individual learners from different groups to read a definition. Invite a ‘matching’ learner from another group to give the answer. This activity could be set for homework. Answers 1 c oud; 2 a tabl; 3 b rababa; 4 e tambura; 5 d Al-Ras		
Workbook page 29	Workbook: Activity 3 1. Point to the photo and see if anyone knows the name of the instrument. Explain that it is a traditional instrument from Europe. Model the word and write it on the board: <i>harp</i> . 2. Brainstorm some useful adjectives and descriptive words and write them on the board. Encourage learners to write as much as they can about the instrument. Ask <i>What is it made of? How is it played? How big is it?</i> 3. Learners complete the activity in pairs and compare their answers in groups of six or eight. CORE Feedback Elicit answers and check as a class. Ask individual learners to read out their descriptions for the class. Possible answer This is a large instrument. It is made of wood and it has got a lot of strings. There isn’t a bow. You play it with your fingers.		
Resources	Plenary 1. Divide the class into teams. Play a miming game to revise the different musical instruments.		
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 3 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Revise the traditional musical instruments from the previous lesson as a cloze activity on the board. 2. Invite individual learners to come to the board and complete the words.
Resources	Main activity
Coursebook page 30	<p>Language focus: Activity 3</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually and check their answers in pairs. <p>CORE</p> <p>Feedback Elicit answers and check as a class. Ask individual learners to identify answers by identifying the paragraph first and then reading the complete sentence.</p> <p>Answers</p> <p>Paragraph 2: ... the tambura player <i>isn't able to</i> hold it like an oud / ... a much smaller instrument which the player <i>is able to</i> pick up and hold. Paragraph 3: ... that the player <i>is able to</i> hold under the arm ... Paragraph 5: Students <i>would be able to</i> learn to play the instruments.</p> <ol style="list-style-type: none"> 2. Write <i>I am able to play the oud</i> on the board. Elicit the negative form and then repeat with different subject pronouns. 3. Refer learners to the <i>Language tip</i> box and have learners read an example sentence in the positive form and then the same sentence in the negative.
Coursebook page 30	<p>Language focus: Activity 4</p> <ol style="list-style-type: none"> 1. Write the first sentence on the board. Point to the prompts in brackets and model the example. 2. Drill the sentence in different tenses and both positive and negative forms. 3. Write some prompts on the board to elicit further examples, for example <i>I love sport. I'm ... (able to play football). He doesn't like music. He ... (isn't able to play an instrument).</i> 4. Go through the statements. Highlight the tense in each sentence and check comprehension. 5. Learners complete the activity individually. <p>CORE</p> <p>Feedback Elicit answers and check as a class. Invite individual learners to read out a sentence for the class. This activity could be set for homework.</p> <p>Answers</p> <p>1 isn't able to play; 2 was able to play; 3 is able to play; 4 were able to learn; 5 won't be able to practise; 6 weren't able to see</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write past, present and future forms on the board for extra support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners convert the positive sentences to negatives sentences and vice versa. Then they check their answers in pairs.

<p>Workbook page 30</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Before doing the activity, write a jumbled simple sentence on the board. Remind learners that sentences often begin with the subject (name or pronoun) followed by a verb. Give the class ten seconds to reorder the words. Elicit the answer and write the sentence on the board. 2. Allow learners time to look through the jumbled sentences, and pre-teach any words they don't know, for example <i>afford</i>. 3. Learners complete the activity individually and compare their answers in groups of four. <p>CORE</p> <p>Feedback Learners check each other's work. Invite individual learners to read a sentence to the class. This activity could be set for homework.</p> <p>Answers</p> <p>1 Rashid is able to play three instruments; 2 My family will be able to see me playing the Al-Ras; 3 The children were able to listen to the mizmar; 4 The young man won't be able to afford an oud</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide the first and last word of each sentence for extra support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write four more jumbled sentences using different forms of <i>be able to</i>. In pairs they reorder each other's sentences.
<p>Workbook page 30</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Go through the questions and check comprehension. Give learners two or three minutes to quickly scan the article and find the answers. 2. Learners complete the activity individually and compare answers in pairs. <p>CORE</p> <p>Feedback Elicit answers and check as a class. Learners play <i>Look, Say, Cover, Write, Check</i> to reinforce the spelling of the words.</p> <p>Answers</p> <p>1 a flute; 2 Liwa; 3 The Al-Ras and three smaller drums; 4 drums</p>
<p>Workbook page 30</p>	<p>Workbook: Activity 6</p> <ol style="list-style-type: none"> 1. Learners look at the photo, read the article again and locate then relevant information. <p>DESIRABLE</p> <p>Feedback The class gives the answer chorally (Al Ayyalah).</p>

Coursebook page 30	Writing: Activity 5 1. Before doing the activity, elicit from the class how to write notes (write key words not full sentences). 2. Learners close their Coursebooks. Read the second paragraph from Activity 1 aloud and ask learners to listen carefully, paying attention to your pronunciation, stress and rhythm. 3. Learners complete the activity in pairs, taking turns to either speak or listen. Remind them to speak at a normal speed – this is not a dictation activity. When they have both finished, they can compare notes with their partner. Go around the class monitoring and helping as necessary. CORE Feedback Learners check each other’s work.		
Coursebook page 30	Speaking: Activity 6 1. Write the first question on the board. Ask the class and elicit some suggestions. Write one or two suggestions on the board. 2. Go through the remaining two questions with the class and elicit some suggestions but don’t write them on the board. 3. Learners do the activity in pairs. Go around the class monitoring and helping as necessary. DESIRABLE Feedback Ask the questions in turn and elicit answers from individual learners. Write some examples on the board. Answers Learners’ own answers		
Resources	Plenary		
	1. Write this statement on the board: <i>Traditional Emirati music belongs in the past and doesn’t have a place in modern society</i> . Take a class poll to find out who agrees or disagrees. Remind them that there is no right or wrong answer. Ask individual learners to give their reasons. Take another class poll and see how many learners, if any, have changed their minds.		
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 3 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none">1. If possible, display (or draw) a map of the UAE on the board.2. Read the opening questions with the class. Ask each one in turn and elicit ideas. As learners suggest sites, see if they can locate them on the map. Note ideas and key vocabulary on the board.
Resources	Main activity
Coursebook page 31	<p>Reading: Activity 1</p> <ol style="list-style-type: none">1. Ask learners to look at the photos and read the gist question first, to help them focus on the text. Explain that there are three different parts to the text, about different places.2. Allow time for learners to read through the texts quietly.3. Learners can discuss their responses to the gist questions in pairs, then share as a class. <p>CORE</p> <p>Feedback</p> <p>Read out the gist question again and check answers.</p> <p>Answers</p> <p>All the monuments are found in Great Britain. Stonehenge is the oldest.</p>
Coursebook page 32	<p>Reading: Activity 2</p> <ol style="list-style-type: none">1. Learners complete the activity individually. <p>CORE</p> <p>Feedback</p> <p>Check answers by reading out the first part of the sentence and asking learners to say <i>true</i> or <i>false</i>.</p> <p>Answers</p> <p>1 T; 2 F; 3 F; 4 F; 5 F; 6 T</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">1. Help learners to locate the area of each text which contains the information they need. Ask them to underline it, then to re-read the statement carefully to see if it is true or false. Remind them to pay close attention to details such as dates and locations in this kind of exercise. Help them to locate the key words in the texts and in the statements. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">1. Ask learners to correct the false sentences. Then put them in pairs to write a short factfile on each of the monuments, noting the key details such as location, age, and purpose.

Workbook page 31	Workbook: Activity 1 1. This activity tests understanding of key vocabulary from the text. 2. Remind learners to eliminate options by matching more obvious pairs first. CORE Feedback Read out each word and ask the class for the correct definition. When all the words have been matched correctly, ask learners to think of new sentences using each of the words. <div>Answers</div> 1 f; 2 g; 3 c; 4 a; 5 d; 6 i; 7 b; 8 e; 9 h		
Workbook page 31	Workbook: Activity 2 1. These questions require a greater degree of engagement with the text. Ensure learners have time to read them thoroughly before reading through the text again. Remind learners to answer in full sentences and to give as much information as they can. DESIRABLE Feedback Put learners in pairs to discuss their ideas, then read out each question and elicit ideas. <div>Answers</div> 1 It was the northern border of the Roman Empire; 2 You can see the remains of the wall and sections of forts; 3 It has to be regularly cleaned so that it remains clearly visible; 4 People think it was made as the symbol of a local tribe; 5 It took hundreds of years to build Stonehenge; 6 Some people think rafts were used to transport large rocks by water.		
Resources	Plenary 1. Play a game. Say a word or phrase about one of the monuments, and ask learners to say which one you are thinking of. Repeat for each monument, mixing them up. If learners are confident, ask them to take your role.		
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 3 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to think about the texts on historical sites from Lesson 5. Ask what they can remember about each one. You could do this as a team game and award points to each team for remembered facts.
Resources	Main activity
Coursebook page 32	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Read through the <i>Use of English</i> box with the class and check understanding of the concept. Ask learners to read the examples, then ask them to look back at the text to find further uses (for example <i>absolutely fascinating</i>, <i>utterly beautiful</i>, <i>extremely ancient</i>). 2. Go through the different uses and check understanding of <i>measurable</i> and <i>subjective</i>. 3. Remind learners of the importance of recording vocabulary to refer back to in support of their learning. 4. Model the first sentence. Say <i>Number 1. I was ...</i> Elicit <i>Absolutely</i>. 5. Learners read the sentences and choose the correct words. <p>CORE</p> <p>Feedback</p> <p>Check answers by asking learners to read out the completed sentences.</p> <p>Answers</p> <p>1 absolutely; 2 very; 3 highly; 4 extremely; 5 very/completely; 6 very/extremely</p> <p>CORE</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Play a matching game to support the idea of weak and strong adjectives. Write weak adjectives on one side of the board, and the corresponding strong form on the other, for example <i>hungry – starving</i>, <i>tired – exhausted</i>. 2. Ask learners to pair the words, referring to a dictionary if necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Play the matching game as described above, then ask learners to think of sentences using each of the strong adjectives.
Coursebook page 32	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Read the task with the class. Put learners in groups of four or five. Ask them to discuss their ideas and decide on a monument together. 2. Put learners into groups with people they don't usually work with for this activity, as it may help to generate a wider range of ideas and suggestions. 3. Ask learners to think about what information is most important to include. They can refer back to the original texts to see what details were included there, and which information they thought was the most useful. 4. Let learners work in groups, then call in the class for feedback. Ask learners to report back their ideas. <p>CORE</p> <p>Feedback</p> <p>You can open this up to a class discussion after the group work. Encourage as many learners as possible to contribute.</p>

Workbook page 32	Workbook: Activity 3 1. Learners can work in pairs or individually to complete the activity, which reviews understanding of the difference between weak and strong adjectives. Advise them that there is a distractor in the word box. CORE Feedback Ask learners to take turns to read out the words for each section of the table. Answers 1 delighted; 2 fantastic; 3 boiling; 4 miserable; 5 freezing; 6 awful; 7 ancient; 8 furious		
Workbook page 32	Workbook: Activity 4 1. This activity can help develop learners’ understanding by asking them to choose an appropriate adverb to use within a given context. 2. Encourage learners to work individually, then compare their ideas in pairs. CORE		
Workbook page 32	Workbook: Activity 5 1. Look at the photo and discuss what it shows. Ask learners if they know anything about this place already, and write up any useful ideas on the board. 2. If appropriate, allow learners access to the Internet. Encourage them to think about their work from Coursebook Activity 4. This will help them decide what information to include, and why it is important. They can use the ideas generated in this activity to help them structure a piece of writing about Al Khazneh. 3. Remind them to use intensifying adverbs when they can, and to give the specified facts about the monument, as well as any other information they think is useful. This can be set for homework. EXTENSION Feedback Learners can swap their work with a partner to peer correct. Then, if there is time, they can read out their texts.		
Resources	Plenary 1. Say <i>awful</i> . Ask learners to quickly generate a sentence using <i>awful</i> and an appropriate intensifying adverb. Repeat with a different adjective. Encourage learners to think quickly and to use a variety of adverbs.		
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 3 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 33	<ol style="list-style-type: none"> 1. Point to the picture and read the opening questions to the class. 2. Brainstorm some ideas and write them on the board. 3. If learners successfully guess what the object is, ask them questions: <i>Do you know anyone who can do traditional embroidery? What items usually have embroidery on them?</i> Hand around the embroidery samples or photos as visual stimuli to help with vocabulary and content. <p>Feedback Write some ideas on the board.</p>
Resources	Main activity
Coursebook page 33	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Demonstrate the task by writing this sentence on the board and eliciting suggestions for the meaning of the underlined word: <i>A <u>panama</u> is something that some men wear on their heads in South America and Europe.</i> (a type of hat) 2. Learners complete the activity in pairs. <p>CORE</p> <p>Feedback Elicit the answers and check as a class. Encourage learners to try and describe the word or what it is used for in English, rather than translating. Help with vocabulary (<i>stitch, needle, etc.</i>) and provide clues as necessary.</p> <p>Answers</p> <p>1 a piece of clothing; 2 you use threads to stitch material together to make clothes; 3 one way of making a garment using wool; 4 a type of cloth; 5 patterns that you make with coloured threads; 6 to make clothes using needles and thread</p>
Coursebook page 33 Audio Track 14	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that learners are going to listen to a radio interview. They don't need to understand the whole exchange at this point, just tick the words they hear. 2. Play the audio. 3. Learners complete the activity individually. 4. Play the audio once more all the way through for learners to check their answers. <p>CORE</p> <p>Feedback Elicit answers and check as a class. Write the answers on the board.</p> <p>Answers</p> <p>garment, knitting, thread, clothes, embroidery, craft</p>
Coursebook page 33 Audio Track 14	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Refer learners to the rubric. Read the sentences with the class or ask individual learners to read them. 2. Play the audio again, pausing as necessary. 3. Learners complete the activity individually and check their answers in pairs. <p>DESIRABLE</p> <p>Feedback Invite individual learners to read a sentence and the answer to the class. If the answer is false, ask for volunteers to provide the correct answer.</p>

	<p>Answers</p> <p>1 T; 2 F. It was taught by mothers to their daughters; 3 T; 4 T; 5 F. It takes years to learn how to do <i>talli</i>; 6 F. Fewer young women are learning how to do <i>talli</i>; 7 T; 8 T</p> <p>4. Refer learners to the <i>Did you know?</i> box and check comprehension. Show the class the pictures of silk worms and mulberry trees to add interest and provoke questions and discussion.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners write the true sentences and corrected false sentences in their notebooks. They gap two or three words in each sentence. In pairs, they take turns to complete their partners' sentences from memory.</p>
<p>Workbook page 33 PCM 1</p>	<p>Workbook: Activity 1</p> <p>1. Explain to learners how to complete the puzzle by completing the gapped sentences first, and then writing the answers into the puzzle.</p> <p>2. Learners do the activity individually or in pairs. Give them a time limit to make it more challenging.</p> <p>3. Distribute copies of the vocabulary table (PCM 1) for learners to record new vocabulary.</p> <p>CORE</p> <p>Feedback</p> <p>Copy the puzzle onto the board and elicit the answers, including the missing word in the vertical column.</p> <p>Answers</p> <p>1 knitting; 2 garment; 3 sew; 4 embroidery; Missing word: thread</p> <p>Differentiation activities (Support):</p> <p>1. Include some of the missing letters to provide more support.</p> <p>Differentiation activities (Stretch):</p> <p>1. In pairs, learners design a new puzzle using a different vertical word, and some or all of the target vocabulary.</p>
<p>Workbook page 33 PCM 1</p>	<p>Workbook: Activity 2</p> <p>1. Refer learners to the rubric and explain the task.</p> <p>2. Allow time for learners to read the paragraph silently to themselves first.</p> <p>3. Learners complete the activity individually and check answers in pairs.</p> <p>4. Learners record new vocabulary in the vocabulary table (PCM 1).</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers and check as a class. Ask individual learners to read sentences for the class.</p> <p>Answers</p> <p>1 Embroidery; 2 garments; 3 threads; 4 silk</p>

Workbook page 33	Workbook: Activity 3 1. Model the example sentence. Exaggerate the words with weak sounds by repeating the sentence faster and faster so the words are weaker and weaker. Drill the sentence with the class. 2. Refer learners to the <i>Speaking tip</i> , read through the information and model the example. 3. Learners complete the activity in pairs and practise saying the sentences aloud for their partners to assess. DESIRABLE Feedback Check answers as a class. Ask individual learners to write a sentence on the board, underline the words with weak sounds and say the sentence for the class. <div>Answers 1 What <u>are</u> the designs like? 2 It <u>can</u> take years <u>to</u> learn this craft. 3 Thank you <u>for</u> coming onto <u>the</u> show. 4 Look <u>at</u> this piece <u>of</u> embroidery.</div>		
Resources	Plenary 1. Divide the class into two teams. Write <i>talli</i> on the board and ask learners to tell you as many facts as they can. Invite one fact from each team in turn and write them on the board. Continue until you have at least ten facts.		
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 3 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners what they can remember about the previous lesson. 2. Revise the vocabulary from the previous lesson as a cloze activity.
Resources	Main activity
Coursebook page 34	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Point to the photo and read through the questions. Tell learners to look for clues in the photo to help them answer the questions. 2. Learners do the activity in pairs. <p>CORE</p> <p>Feedback</p> <p>Read out the questions in turn and invite individual learners to answer. Elicit more than one answer where possible.</p> <p>Possible answers</p> <p>She is sewing. She is doing traditional embroidery. She is sitting down. She is doing traditional Emirati embroidery on a piece of green material. She is holding coloured thread in her hand. She is making a garment.</p>
Coursebook page 34 Audio Track 15	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Read through the rubric with the class and check comprehension. Refer learners to the first sentence and have them point to the two bold letters, and the connecting arrow. 2. Model the example sentence for the class. Exaggerate the elided words so that they run together as one word, placing emphasis on the consonant and vowel blend (<i>gooddafternoon</i>). 3. Repeat the sentence at different speeds and drill with the class. 4. Play the audio, pausing after each sentence for learners to repeat. 5. Drill as a class activity, taking care to elide the correct consonant and vowel sounds as shown in bold in each sentence. 6. Refer learners to the <i>Speaking tip</i> and read the information. Model the example sentences for the class. 7. In pairs, learners practise saying the sentences to each other. Encourage them to exaggerate the sounds and to speak quickly. <p>CORE</p> <p>Feedback</p> <p>Invite individual learners to read a sentence for the class.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Less confident learners practise together first, before practising with more able learners. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners listen and repeat the sentences with books closed.

Workbook page 34	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Allow learners enough time to read the sentences silently to themselves. 2. Model the example sentence for the class. Exaggerate the elided words. Drill the sentence with the class. 3. Now read each sentence in turn, exaggerating the elided words if necessary. Pause after each one, to allow the class to identify the elided words. 4. Learners complete the activity individually. 5. In pairs, learners compare answers and practise saying the sentences to their partner with the correct elision. <p>CORE</p> <p>Feedback</p> <p>Write the sentences on the board. Invite individual learners to come to the board. They circle the elided words, and say the sentence to the class.</p> <p>Answers</p> <p>1 Let's get in the taxi; 2 Put on the radio, please; 3 It's opposite the square; 4 Look at him; 5 It's an old building; 6 She bought a laptop</p>
Coursebook page 34	<p>Use of English: Activity 6</p> <ol style="list-style-type: none"> 1. Model the first sentence on the board and elicit the answer. Replace the verb <i>missed</i> with <i>loved</i> and elicit the answers. Point out that both the infinitive and <i>-ing</i> form are possible with the verb <i>love</i>. 2. Write <i>stop</i>, <i>avoid</i> and <i>decide</i> on the board. Point to each verb in turn and model the example sentence in its different forms with each verb. 3. Refer learners to the <i>Language tip</i> box and read through the information. Model the examples for the class. 4. Learners complete the activity individually. <p>CORE</p> <p>Feedback</p> <p>Elicit the answers and check as a class. Write the sentences on the board and invite individual learners to say the completed sentence.</p> <p>Answers</p> <p>1 eating; 2 getting / to get; 3 to call; 4 talking / to talk; 5 working; 6 to hand in</p>
Workbook page 34	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Model the first sentence for the class and elicit the answer. 2. Learners complete the activity individually. Remind them to eliminate options by filling in the more obvious answers first. Advise them that there is a distractor in the word box. 3. In pairs, learners compare answers and practise saying the sentences. <p>DESIRABLE</p> <p>Feedback</p> <p>Check answers as a class. This activity could be set for homework.</p> <p>Answers</p> <p>1 arriving; 2 to learn / learning; 3 getting; 4; to call; 5 to go / going 6; to help</p>

Coursebook page 34	Speaking: Activity 7 1. Refer learners to the <i>Speaking tip</i> and model the expressions. Go around the class and elicit different endings for the first four expressions from individual learners. Say <i>Oh, and I forgot to say ...</i> and elicit, for example <i>I'll be late home</i> . Learners practise them in pairs. 2. Refer learners to the rubric. Go through the questions and check comprehension. 3. Allow learners a few minutes to think about the questions and prepare their thoughts. If necessary, they may make a few notes. 4. In small groups of four or five, learners take turns to discuss one of the questions with their group. Remind them to use the expressions in the <i>Language tip</i> box to enable them to talk fluently and naturally. DESIRABLE Feedback Invite three learners to discuss one question each for the class.		
Workbook page 34	Workbook: Activity 6 1. Learners complete the activity individually. 2. In pairs, learners compare their answers and practise reading the expressions to each other. DESIRABLE Feedback Check answers as a class. This activity could be set for homework. <div>Answers</div> 1 forgot; 2 was saying; 3 forgot; 4 earlier; 5 forgot; 6 before		
Resources	Plenary		
	1. Choose one of the questions from Coursebook Activity 7 and write it on the board. Discuss the question 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 3 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 35	<p>1. In pairs, learners discuss the opening questions.</p> <p>Feedback</p> <p>Invite learners to share some of the stories they were told (very briefly, or by title, if well-known), giving examples from your own childhood to encourage learners to share their ideas.</p>
Resources	Main activity
Coursebook page 35	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Describe an animal for the class to guess: <i>This animal is grey. It's got four legs and a large body. It has one horn in the middle of its head. It's got two small eyes on the side of its head. It can be very dangerous. What is it? (rhinoceros/rhino)</i> Invite learners to describe different animals for the class to guess. Encourage them to describe different types of animals from different countries. Refer learners to the photo. Nominate a learner to describe the animal. Elicit or teach <i>stripes, pattern, unique, make up</i> and <i>features</i> but do not say the word <i>zebra</i>. (You could note that the noun <i>make-up</i> (cosmetics) usually has a hyphen, and is pronounced differently to the phrasal verb <i>make up</i>.) Read the rubric aloud. Ask learners to read aloud one sentence each. <p>CORE</p> <p>Feedback</p> <p>Elicit the name of the animal (<i>zebra</i>).</p>
Coursebook page 35 PCM 8 PCM 9 PCM 1	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> Ask learners to close their Coursebooks. Stick the cut-out text (PCM 8) in different places around the room. Distribute one copy of the true/false statements (PCM 9) per pair. In pairs, learners take turns to go and look at the text around the room for the answer to each statement (i.e. whether it is true or false) and report back to their partner. The first pair to complete the activity wins. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class. Distribute copies of the vocabulary table (PCM 1). Learners open their Coursebooks and fill in the table with the words in bold from Activities 1 and 2. They should first try to do this from context, and then refer to dictionaries if necessary.</p> <p>Answers</p> <p>1 T; 2 T; 3 T; 4 F; 5 T; 6 F</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> In pairs, learners take one paragraph each and read it. Then one learner mimes the story while the other one reads the text. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners write four more true/false statements in pairs. Then they swap them with another pair to answer.

Coursebook page 35	Reading: Activity 3 1. In pairs, learners re-read the story and predict what will happen next. 2. Learners share their ideas with another pair. DESIRABLE Feedback Elicit ideas and make notes on the board.		
Workbook page 35	Workbook: Activity 1 1. Nominate learners to read out a different paragraph each. CORE Feedback Did anybody correctly predict the rest of the story? If time allows, have learners fill in their vocabulary tables with words in bold in the text.		
Workbook page 35 PCM 10	Workbook: Activity 2 1. Distribute copies of the storyboard template (PCM 10). 2. Read through the <i>Writing tip</i> so that learners understand the concept. You could draw one or two frames on the board as an example. 3. If completed in class, learners work in pairs to plan the storyboard. If completed at home, encourage the learners to think about the main theme of each paragraph. They can use drawings and speech bubbles to tell the story, if they prefer. 4. Learners peer check their work and make suggestions/give ideas. DESIRABLE		
Resources	Plenary		
	1. Review the story of the zebra. Ask the class questions about it: <i>Who or what were the main characters? What was the problem?</i> (NB This plenary is aimed at revising the first part of the story but also acts as preparation for the next lesson where the learners will be looking at what makes a good story and then writing one.)		
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 3 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play <i>Twenty Questions</i>. Tell the class you are thinking about something they studied in the last class. They have to guess what it is by asking questions. Tell them that you can only answer <i>Yes</i> or <i>No</i>. 2. Choose a word (grass). Invite learners to ask questions: <i>Is it an animal?</i> (No) <i>Is it living?</i> (Yes) <i>Can animals eat it?</i> (Yes). When someone guesses correctly, invite that learner to choose a new word for the class to guess.
Resources	Main activity
Coursebook page 36	<p>Language focus: Activity 4</p> <ol style="list-style-type: none"> 1. Look at your watch and say <i>I'll be going home / having lunch</i> (depending on the time of day) <i>at x o'clock</i>. Then shake your head and say <i>I won't be going home / having lunch</i> (depending on the time of day) <i>at x o'clock</i>. 2. Read through the <i>Language tip</i> box. 3. Write the negative form on the board: <i>will not (won't) + be + -ing</i>, and drill pronunciation. Elicit further example sentences using the structure (not necessarily from the text). 4. Ask a learner the question: <i>What will you be doing this afternoon / evening?</i> Elicit an answer in the negative, for example <i>I won't be listening to music / playing football / working hard!</i> This can be turned into a chain game: Each learner asks the learner next to them a question in the future continuous form. This learner answers their question in the future continuous negative form and then asks the next learner a question (they can use the same question or they can change it). Model the game with four or five learners. 5. In pairs, learners complete Activity 4. <p>CORE</p> <p>Feedback Learners compare their answers with another pair. Elicit answers from the class.</p> <p>Answers</p> <p>1 won't be walking; 2 won't be watching; 3 won't be going; 4 won't be doing; 5 won't be helping; 6 won't be coming</p>
Workbook page 36	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners choose their own endings for these sentences using the future continuous negative, choosing a different activity for each. 2. In pairs, learners take turns to ask and answer the open question <i>What will you be doing this evening?</i> Alternative: Learners ask a specific question <i>Will you be (doing your homework) this evening?</i> when it's their turn to ask. <p>DESIRABLE</p> <p>Feedback Ask the questions one by one and nominate different learners to answer.</p>

Workbook page 36	Workbook: Activity 4 1. Learners complete this activity individually. DESIRABLE Feedback Elicit answers and check as a class. <div style="background-color: #f2f2f2; padding: 5px; margin-top: 10px;"> Answers 1 No, I won't be playing golf, I'll be playing tennis; 2 No, I won't be going to the library, I'll be going to the beach; 3 No, I won't be taking them this year, I'll be taking them next year; 4 No, I won't be watching the football match, I'll be watching a new film </div>
Coursebook page 36	Writing: Activity 5 1. Say <i>A zebra has stripes. A camel has ...</i> and elicit <i>A hump</i> . Ask learners what distinguishing features other animals have got, for example elephant – trunk, giraffe – long neck. 2. In pairs, learners discuss how different creatures could have got those features. Encourage them to use their imagination. They copy the mind map into their notebook and use it to brainstorm their ideas. CORE Feedback Learners share their mind maps with other pairs. Invite some pairs to share their ideas with the class.
Coursebook page 36	Writing: Activity 6 1. Refer learners to the <i>Writing tip</i> box. Learners read the box individually. 2. In pairs, learners use their mind maps to think about the opening paragraph of the story. Encourage them to use the prompts in the tip box. Monitor and support as required. CORE Feedback Invite learners to share their opening paragraphs with another pair. Each pair gives constructive feedback to each other. Pairs then edit their introductions in light of the feedback. 3. Learners write their introductory paragraphs in their notebooks. If time is short, allow learners to complete their paragraphs for homework. <div style="background-color: #f2f2f2; padding: 5px; margin-top: 10px;"> Differentiation activities (Support): 1. Supported learners work in pairs. They write two short sentences to introduce their story. </div> <div style="background-color: #f2f2f2; padding: 5px; margin-top: 10px;"> Differentiation activities (Stretch): 1. Learners write a more complex introduction using longer sentences. </div>
Workbook page 36	Workbook: Activity 5 1. Learners use the organiser to plan their story then write their stories in their notebooks. These activities can be completed at home. DESIRABLE
Resources	Plenary 1. Review what makes a good story. Then invite some learners to read out their edited introductory paragraphs to the class.

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

UNIT 3 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 37	<ol style="list-style-type: none"> 1. Play <i>Backs to the board</i>. Model an example. Invite one learner (or pair) to sit with their back to the board. Write <i>horse</i> on the board. The learner asks questions to guess the word. Repeat with <i>camel</i>. 2. In pairs, learners discuss the opening questions. <p>Feedback Elicit ideas and make notes on the board.</p>
Resources	Main activity
Coursebook page 37	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Before they read, ask learners to look at the photos and discuss what they can see. Elicit or input vocabulary as needed (<i>whip, race course, jockey, etc.</i>). 2. Read the rubric. Give the class one minute to scan the text for the answer. <p>CORE</p> <p>Feedback Elicit answer from the class.</p> <p>Answers</p> <p>The jockeys aren't people, they are robots/dummies.</p>
Workbook page 37	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. In pairs, learners read the words and definitions then try to match them. Remind them to eliminate options by matching more obvious pairs first. 2. Learners check their ideas using a dictionary, if necessary. <p>CORE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers:</p> <p>1 c; 2 d; 3 f; 4 a; 5 e; 6 b</p>
Coursebook page 37 PCM 11 PCM 12	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Divide the class into small groups. In their groups, ask learners to think of a suitable heading or title for each paragraph. Remind them about topic sentences (which are missing from the text). Elicit some ideas from each group. 2. Learners read the topic sentences and decide where they should go in the text. <p>CORE</p> <p>Feedback Elicit answers and check as a class. Encourage learners to give reasons for their answers.</p> <p>Answers</p> <p>1 f; 2 g; 3 c; 4 h; 5 e; 6 a; 7 d; 8 b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Distribute cut-up differentiated text (PCM 12). 2. Learners work in pairs or groups to put text into the right order. <p>Answers</p> <p>1 F; 2 E; 3 C; 4 A; 5 B; 6 H; 7 G; 8 D</p>

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners use the cut-up paragraphs from PCM 11. Learners work in pairs or groups to put text into the right order. <p>Answers</p> <p>1 F; 2 E; 3 C; 4 A; 5 B; 6 H; 7 G; 8 D</p>
Coursebook page 37	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> In pairs, learners write eight questions about the text on a piece of paper – one question per paragraph – and the answers. Monitor and check the question form. Support as needed. Collect in the question sheets. Then draw a noughts and crosses grid on the board. Divide the class into two teams and decide which team is O and which is X. Explain the rules. Tell them you will read out a question to each team in turn and they have to answer the question without referring back to their Coursebooks. If they answer correctly, they decide where to put their O or X. The first team to get three Os or Xs in a row wins. Repeat with further questions. In pairs, learners answer the questions in Activity 3. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers as a class.</p> <p>Possible answers</p> <p>1 So that it doesn't get too hot; 2 A non-human jockey operated by remote control; 3 By the trainer's voice; 4 To activate the whip; 5 Because it wasn't safe; 6 Shock absorbers and GPS trackers</p>
Workbook page 37 PCM 10	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Read the rubric as a class. Learners have to imagine they are at a race and are explaining what is happening to people who can't see the race. Review what tenses are used to talk about something in progress (continuous forms) and elicit some examples, for example <i>And they're off to a good start. All the jockeys are pushing their camels hard. Camel X is running faster than ... Camel X is now overtaking Camel Y. Now they are getting closer to the finishing line, etc.</i> Learners work in pairs or small groups. If the activity is completed at home, learners write their own ideas using the storyboard (PCM 10). Alternatively, learners can do the commentary in the style of a cartoon with the text of the commentary underneath. <p>DESIRABLE</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners describe a racing event using the storyboard template. They don't need to write a commentary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners write more detailed commentaries describing the different camels, facts about the owners, where they come from, etc.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> Play <i>Hangman</i> using the words from the text. Do an example. Draw dashes on the board, one per letter in the word: _ _ _ _ _ (<i>races</i>). Elicit letters from learners, one at a time until the word is guessed. Invite other learners to come to the board and choose the words.

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 3 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Say a riddle to the class. For example <i>I am yellow but I'm not the sun. I have four legs but I'm not a table. I store my food in my back. What am I?</i> (a camel); or <i>I'm soft to stand on but I'm not fur. I can move long distances but not on my own. I can be by the sea or inland. What am I?</i> (sand). 2. Invite learners to make up their own riddles using vocabulary from the previous lesson.
Resources	Main activity
Coursebook page 38	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Dictate some questions to the class, for example <i>What have you been doing this morning? How long have you been sitting on your chair? Have you been listening to my instructions? What have you been thinking about?</i> 2. Elicit answers as a class. At this stage it's not important if the class don't use the full form. This is more to check understanding. 3. Then ask learners to work in pairs and to think what structures are being used in the questions. <p>Feedback Elicit answers as a class. Hopefully they will have noticed the structure <i>have + been + -ing</i>.</p> <ol style="list-style-type: none"> 4. Direct the learners' attention to the <i>Use of English</i> box. Learners read through the text. Elicit further examples of the present perfect continuous. The affirmative and negative forms of this tense should already be familiar. 5. Go through the questions in Activity 4 and drill pronunciation. Highlight the pronunciation of <i>have you been</i> in connected speech. 6. In pairs, learners complete the activity. 7. Learners compare their answers with another pair. <p>CORE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers</p> <p>1 e; 2 g; 3 a; 4 h; 5 c; 6 b; 7 d; 8 f</p>
Workbook page 38 PCM 13	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners work in groups of three or four. Put the envelopes with the split sentence word cards (PCM 13) on a table. Make sure the envelopes are labelled 1 to 6. 2. Explain the activity. Learners write 1 to 6 in a column in their notebooks. One learner from each group takes one of the envelopes back to their group. Together they order the words to make a question. 3. When they are satisfied they have the words in the correct order, they write the question next to the number in their notebooks. Then they put the words back into the envelope, and exchange it for another set of words. Remind learners to put the envelopes back. They should only have one envelope at one time. 4. If this activity is done at home, learners unjumble the sentences and write them in the Workbook. <p>DESIRABLE</p> <p>Feedback Learners from each group take turns to read out their answers.</p>

	<p>Answers</p> <p>1 How long have you been living in your house?; 2 What have you been doing today?; 3 Have you been travelling a lot recently?; 4 What countries have you visited?</p>
<p>Coursebook page 38 PCM 14</p>	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Distribute copies of the questionnaire (PCM 14). Learners either write the questions using the ideas in the text box or copy the questions from the previous Workbook activity, plus two more they think of themselves. 2. Drill pronunciation and review the contracted (weak) forms of <i>have been</i>. 3. Learners answer the questions for themselves first under <i>Me</i>. Then they do a <i>Find someone who ...</i> activity, mingling with the other learners finding someone who has done each of the activities. When they find someone, they write their name next to the question. They need to find three people who have been doing each of the activities. Monitor the learners as they are asking and answering the questions and correct pronunciation as appropriate. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask learners if there were any questions that weren't answered. Then ask them about their questionnaires and elicit answers: <i>Who has been ...?</i></p>
<p>Workbook page 38</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners complete the activity in pairs, if completed in class. Otherwise, this activity could be completed at home. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Possible answers</p> <p>1 How long have you been living here?; 2 What have you been visiting?; 3 What have you been doing all/this morning?; 4 What have they been watching?</p>
<p>Workbook page 38</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Learners complete this activity in pairs, if completed in class. Otherwise, this activity can be completed at home. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>present perfect simple: a, b; present perfect continuous: c, d</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Play <i>Charades</i>. Act out an action that you have just finished doing. For example looking at your watch and looking to see if something's coming. Ask: <i>What have I been doing?</i> Elicit ideas from the class: <i>Have you been watching something?</i> (No) <i>Have you been waiting for something or someone?</i> (Yes) <i>Have you been waiting for long?</i> (Yes) <i>Have you been waiting for a train/bus?</i> (Yes) 2. Alternatively, have situations written out for learners to act out: <i>You are looking at your nails.</i> (You've been biting your nails) <i>You are breathing heavily.</i> (You've been running.) <i>You are shivering.</i> (It has been snowing!) <i>You are holding an umbrella.</i> (It's been raining.) etc. Learners ask the questions: <i>Have you been ...?</i> <i>Has it been ...?</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 3 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> Write on the board the words which appear in bold in the text of Activity 1: <i>souvenir, organic, unique, iconic, landmark, intricate, cuisine</i>, and any other vocabulary you think will be useful to know before reading. In groups, learners look up each word in a dictionary and write a sentence. Monitor groups and assist where necessary. Elicit a few sentences, write them on the board and discuss their meaning as a class.
Resources	Main activity
Coursebook page 39	<p>Reading: Activity 1</p> <p>Tell learners they are going to read a text about Dubai and they should skim the text for gist, i.e. to get the general idea. Learners skim the text and answer the question. Set learners a one-minute time limit.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class (<i>a Dubai is an amazing city</i>).</p>
Coursebook page 39	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> Tell learners they will have to scan for specific words within the paragraphs to complete the matching activity. Explain that they may need to look for synonyms (different words that mean the same or nearly the same) and paraphrases from the question statements, for example <i>A Dubai's climate: ... the weather is pleasant ...</i>, <i>temperatures ...</i> Refer learners to the matching activity example and check comprehension of the activity. Ask learners to underline the key information that they think leads them to the answer, for example <i>the <u>weather is pleasant</u> ..., <u>temperatures</u> = climate</i> Learners complete the activity individually. In pairs, learners compare answers. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class. Ask learners to specify the key information that lead them to their answer.</p> <p>Answers</p> <p>A 2; B 3; C 1; D 5; E –, F 4</p>
Coursebook page 39	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> Tell learners they do not have to go into great detail, the focus is on them speaking in general terms about what they have learned about Dubai. Give learners five minutes to make notes in their notebook to scaffold the speaking activity. Remind learners that they should only write down key words and phrases, not whole sentences. In pairs, learners talk for one to two minutes using the prompts. Monitor learners and assist if necessary. <p>CORE</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Less able learners may refer to their notes, but ideally use the prompt card only.

	Differentiation activities (Stretch): 1. Able learners may refer to the prompt card or may speak with no prompts.
Workbook page 39	Workbook: Activity 1 1. Write on the board <i>the verb be + able to + base form to express ability</i> . Introduce the activity by telling learners a few things you <i>were able to</i> do and <i>weren't able to</i> do last weekend and give a reason, for example <i>I wasn't able to go shopping as I was too busy marking your homework</i> . 2. Remind learners that they studied <i>to be able to</i> in Lessons 3–4 and refer them to the <i>Language tip</i> to remind them how to form it. 3. Learners complete the activity individually. 4. In pairs, learners compare answers. CORE Feedback Elicit answers and check as a class. <div> Answers 1 weren't able to; 2 were able to; 3 wasn't able to; 4 wasn't able to; 5 will be able to </div>
Workbook page 39	Workbook: Activity 2 1. Ask learners to close their eyes and think of the first thing that comes to mind when you say <i>England</i> . Elicit ideas, for example <i>the Queen, red buses, fish and chips, football</i> , etc. 2. Learners read the text and answer the question (<i>false</i>). CORE Feedback Ask for a show of hands from those who think the statement is true. Repeat with false.
Workbook page 65	Workbook: Activity 3 1. Remind learners it is important to read the instructions carefully. 2. Ask learners how many different types of questions they have to complete. Answer <i>Three</i> : choose the correct option, answer questions and complete a statement. They will also have to scan for key information within the paragraphs. 3. Learners complete the activity individually. 4. In pairs, learners compare answers. CORE Feedback Elicit answers and check as a class. Ask learners to specify the key information that led them to their answer. <div> Answers 1 True; 2 traditional Arabian music versus classical and pop / spicy food and rice versus roast beef and potatoes (or spicy versus non-spicy food); 3 people like to eat out / love to celebrate holidays; 4 learners' own answers </div>
Resources	Plenary 1. Invite some learners to present their description of Dubai to the whole 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 4 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 40	<ol style="list-style-type: none"> 1. Write <i>Health</i> in the centre of the board. Ask learners to give you their thoughts on what this means to them and create a mind map. If learners do not suggest <i>relaxation</i>, finish with the question <i>What about relaxation?</i> and add it to the mind map. 2. In pairs, learners discuss the opening questions. <p>Feedback</p> <p>Ask each question in turn and elicit ideas.</p>
Resources	Main activity
Coursebook page 40 PCM 1	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Model the words for the class, then ask individual learners to read the words aloud. 2. Distribute dictionaries and copies of the vocabulary table (PCM 1) and allow time for learners to look up the words and record the meanings. 3. Ask learners to think of sentences using these words, to check they have understood the part of speech. You can give an example to start the activity: <i>Relaxation is an important part of the day.</i> <p>CORE</p>
Coursebook page 40 Audio Track 16	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the question. Check they understand the gist activity. They need to listen out to see what the two speakers agree and disagree on. 2. Play the audio. Ask learners to listen the first time to get an overall understanding of the text and to start thinking about how each speaker likes to relax. 3. Remind learners of the techniques for understanding new vocabulary from earlier units. Play the audio again, pausing in regular places to give learners time to write down any words they don't understand. Put learners in pairs to compare their lists of words and see if they can help each other with the meaning. 4. Revisit the gist question. 5. You should draw attention to some of the phrases for developing an argument which are used in the conversation (<i>As far as running is concerned ... Well, for a start ...</i>) Explain that these kinds of phrases can help you develop your point of view, and you will cover them more in the next lesson. <p>CORE</p> <p>Feedback</p> <p>Ask the question in open class, and elicit ideas.</p> <p>Answers</p> <p>The speakers agree that herbal tea can be relaxing. They don't agree about exercise or visualisation.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Play the audio up to '<i>Well, yes – but that is relaxing!</i>' Pause it and check understanding of the situation so far. Identify each speaker and write their names on the board as headings. Play a further section of the audio, up to '<i>like when I'm going to the gym next.</i>' Review what each speaker has said, and make notes under each name to cover what they say about relaxation. Repeat with the rest of the conversation. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Write up each speaker's name on the board, and play the audio. Encourage learners to say key words relating to each speaker.

<p>Coursebook page 40 Audio Track 16</p>	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners that they are now going to listen to the audio again, for more detailed understanding. Remind them to read the statements carefully first. They may be able to make guesses about some of the answers based on their understanding so far. 2. Refer learners to the <i>Listening strategy</i> and explain that they may hear different words from those in the statements. 3. Play the audio again. Learners listen and mark the sentences according to whether they are true or false or the information is not given. <p>CORE</p> <p>Feedback</p> <p>Read out each statement and encourage the class to answer. Alternatively, you could have learners write <i>true</i> on one side of an A4 piece of paper (or individual whiteboard) and <i>false</i> on the other side. Introduce the activity by making statements and asking the learners to raise the appropriate side. If they answer <i>false</i>, ask them to correct the statement.</p> <p>Answers</p> <p>1 F; 2 T; 3 T; 4 F; 5 F; 6 NG; 7 NG; 8 T</p>
<p>Workbook page 40</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Explain that this extract is from the audio. Learners may find it helpful to see the written form. 2. Ask learners to read through the words in the box and think about what part of speech they are. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. 3. Learners complete the text individually and then check answers in pairs. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask learners to take turns to read out completed sentences from the text.</p> <p>Answers</p> <p>1 downtime; 2 visualisation; 3 anxious; 4 herbal teas; 5 calm; 6 triathlon</p>
<p>Workbook page 40</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners consolidate understanding by looking at the two pictures and deciding which speaker suggests each item. <p>DESIRABLE</p> <p>Feedback</p> <p>Point to each picture and ask the class to name the speaker.</p> <p>Answers</p> <p>Anna suggests herbal tea; Kate suggests visualisation</p>
<p>Workbook page 40</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read each part of the sentence and choose the correct ending. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask individual learners to read out the completed sentences.</p> <p>Answers</p> <p>1 c; 2 a; 3 d; 4 b; 5 f; 6 e</p>

Workbook page 41	Workbook: Activity 4 1. Recap synonyms from the <i>Listening strategy</i> box and explain that they can be used to avoid repetition, and to make text more interesting. 2. Learners read the words in the box and write them next to their synonyms. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. CORE Feedback Say a word and ask learners to say the corresponding word.		
	Answers		
	1 calm; 2 stress; 3 grades; 4 worried; 5 beautiful		
Resources	Plenary 1. Divide the class into two teams. Ask learners to think of as many different ways of relaxation as they can. After two minutes, ask each team to make a suggestion in turn, without using the same ones as the other team. Give a point for each idea. The team with the most points wins.		
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 4 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	1. Ask learners to recall the text about relaxation from Lesson 1. Brainstorm ideas about why it is so important, and what different methods of relaxation were discussed.
Resources	Main activity
Coursebook page 41	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> Go through the first <i>Speaking tip</i> with the class and explain the purpose of this type of phrase – they are used to develop an argument. Explain that the examples are all phrases from the audio. Learners read the sentences complete the activity individually. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to read out the functional phrase within each sentence.</p> <p>Answers</p> <p>1 It could be argued that; 2 As far as ... is concerned; 3 To begin with; 4 There are several reasons why ...; 5 The result of ... is ...</p>
Coursebook page 41	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> Learners work in pairs to read out the sentences. As a class, teacher elicits two to three new arguments and writes them on the board. Teacher should model the argument strategies with a stronger learner. In groups, learners brainstorm more arguments and practise putting forward these arguments using the expressions. <p>CORE</p> <p>Feedback</p> <p>Ask some learners to model the argument.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> As this is an open activity, if it is useful, write a selection of topics on the board for learners to choose from, and supply key words for each one. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> If time allows, let learners spend some time developing their arguments at this point. They could revisit material covered in earlier units, or stay on the topic of health.
Coursebook page 41 Audio Track 17	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> Read through the second <i>Speaking tip</i> and check learners understand what is meant by <i>elision</i>. Give a few examples, such as <i>I'm going to buy a hat</i>, with 'going to' said quickly as 'gonna'. Play the audio and check learners can hear the shortened forms. Play the audio again for learners to match the two forms of each phrase. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>A 4; B 3; C 1; D 2</p>

Coursebook page 41 Audio Track 17	Speaking: Activity 7 1. Play the audio again, pausing after each sentence for learners to practise saying the sentences in pairs. Monitor as they work, to ensure they are using elision correctly. DESIRABLE
Workbook page 41	Workbook: Activity 5 1. This activity checks understanding of the ways to develop an argument. 2. Learners can work in pairs or individually to complete the activity. Ensure learners understand that more than one answer may be possible. CORE Feedback Ask learners to take turns to read out their complete sentences.
Workbook page 41	Workbook: Activity 6 1. This activity checks learners' understanding of when and why elision is used in speech. 2. Ask learners to first read and underline the correct parts, then practise saying the sentences with the correct elision. CORE Feedback Ask learners to take turns to read out the sentences correctly. <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> Answers 1 I eat lots of fruit <u>and</u> vegetables. 2 I'm <u>going to go</u> for a run. 3 I <u>don't know</u> why I feel so stressed. 4 I enjoy cycling <u>and</u> swimming. 5 We aren't <u>going to</u> stay up late. </div>
Workbook page 41	Workbook: Activity 7 1. Encourage learners to think about the topic and make notes about the question before they start to write. Encourage them to think about their ideas about a healthy lifestyle and try to explain how they relax and why their method is a good idea. 2. Learners work individually to write a text with their ideas. DESIRABLE Feedback Learners can swap their work with a partner to peer correct. Then, if there is time, they can read out their texts.
Coursebook page 41	Speaking: Activity 8 1. Put learners in groups of three or four. Read through the task and check understanding. Ask each person within the group to choose a different method of relaxation. 2. Allow time for each learner to make notes on their chosen type. 3. Ask learners to present their ideas within their groups, using the phrases to develop an argument. CORE Feedback When learners are happy with their discussion in groups, they can present their work to the class.

Resources	Plenary		
	1. Have learners write <i>Kate</i> on one side of an A4 piece of paper (or individual whiteboard) and Anna on the other side. Read some of the statements from Audio Track 28 and have learners raise the appropriate name to identify who is speaking.		
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 4 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 42	<ol style="list-style-type: none"> 1. Refer the learners to the photo but don't elicit any answers. 2. In pairs, learners discuss the opening questions. <p>Feedback</p> <p>Ask learners to share their ideas and write ideas on the board.</p>
Resources	Main activity
Coursebook page 42	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Refer to the rubric and the interview and ask the class to remind you what skim-reading is. Remind them of this strategy if necessary: read quickly to get a general idea of what the text is about; you don't need to understand every word. 2. Give the class 30 to 60 seconds to skim-read the article and identify the outdoor activities. 3. Use pictures from magazines or the Internet as visual stimuli to teach or revise the vocabulary. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class. Ask learners which activities they have tried and which they haven't. Take a class poll and find out the activity most learners would like to try.</p> <p>Answers</p> <p>jogging, running, cycling, hiking, surfing, kitesurfing</p>
Coursebook page 42	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Have learners write <i>true</i> on one side of an A4 piece of paper (or individual whiteboard) and <i>false</i> on the other side. Introduce the activity by making statements about Luke and asking the learners to raise the appropriate side (<i>true</i> or <i>false</i>), for example <i>Luke is from Australia and he's a sports teacher.</i> (<i>false</i>). 2. Learners read the article again. They complete the activity individually and check their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class. Read each sentence and invite individual learners to say <i>true</i> or <i>false</i>. If they say <i>false</i>, they must give the correct information.</p> <p>Answers</p> <p>1 F He thinks running is the best way to get fit; 2 F He goes running at 5 am before it gets too hot; 3 T; 4 T; 5 F He'll try kitesurfing if he finds the right instructor; 6 F He thinks you should improve your diet and stop eating fast food as well as doing exercise.</p>

<p>Coursebook page 42</p>	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Read through the expressions in the <i>Reading strategy</i> with the class. 2. Learners go back and underline the expressions individually. <p>Feedback</p> <p>Elicit answers and check as a class. Ask individual learners to read out the sentences to the class.</p> <p>Answers</p> <p><u>I think</u> it's the best exercise you can do; <u>Believe me</u>, if you go jogging or running regularly, you'll get fit; <u>I believe</u> the Emirates have some of the best hiking in the Middle East; <u>In my opinion</u>, the best way to get fit is to improve diet and do some exercise</p> <ol style="list-style-type: none"> 3. Before learners read the interview again, read the statements and check comprehension and highlight key words. 4. Learners read the interview again in groups of six to eight. 5. As a guided reading activity, learners read the article to identify the opinions expressed in the text. Together they discuss their ideas until they are all agreed on the answer. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class. Read each of the statements in turn and invite learners to raise their hands when you read what they think is the correct answer. Ask individual learners to give the reason for their answer.</p> <p>Answer</p> <p>If you improve your diet and do more exercise, you'll be healthier.</p>
<p>Workbook page 42 PCM 1</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Refer learners to the wordsnake. Give them a time limit of one minute to find the six outdoor activities and write them in the correct column. 2. Learners complete the activity individually and compare their answers in pairs. 3. Distribute copies of the vocabulary table (PCM 1) for learners to record new vocabulary. Use the pictures you have brought in to drill the vocabulary. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and write the words in a two-column table on the board.</p> <p>Answers</p> <p>in-nogrunningcyclingf-usurfingitjoggingunkitesurfingikcyclingng Land: running, hiking, jogging, cycling; On the water: surfing, kitesurfing</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Revise the vocabulary as a cloze activity. Use the pictures you have brought in as visual stimuli to provide further support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners think of six different outdoor activities and write their own wordsnakes. 2. In pairs, they find the activities in each other's wordsnake.
<p>Workbook page 42</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Read the rubric for the class. 2. Learners complete the activity individually and compare their answers in pairs. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers and check as a class. Write the new words on the board and see how many different activities you get.</p>

Workbook page 42	Workbook: Activity 3		
	1. Divide the class into groups of four. Explain that they are going to do a quiz on outdoor pursuits. If they aren't sure of some of the vocabulary, encourage them to work out the meaning from the context.		
	2. Learners complete the activity within a given time limit.		
	3. At the end of the activity, explain and teach new words as necessary.		
	CORE		
	Feedback		
	Read the questions in turn and invite individual learners to read their answers.		
	Answers		
	1 running; 2 jogging; 3 hiking; 4 on the water; 5 running; 6 cycling; 7 kitesurfing; 8 sailing		
Resources	Plenary		
	1. Ask learners what they can remember about the interview with Luke in this lesson. Ask questions: <i>What was his job? Where was he from? What outdoor activities did he like doing?</i>		
	2. Play <i>Backs to the board</i> to revise the key vocabulary from the 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 4 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Revise some of the key vocabulary from the previous lesson. Brainstorm a list of ten outdoor activities on the board. Write a table with headings: <i>The most dangerous / The most fun / The most boring</i>. 2. In pairs, learners categorise them under the three headings. 3. Compare results and see if the class can reach a consensus.
Resources	Main activity
Coursebook page 43	<p>Language focus: Activity 4</p> <ol style="list-style-type: none"> 1. Write the first sentence on the board and elicit the correct form of the verb in brackets. 2. Point to the sentence on the board and highlight the two clauses. Elicit the grammar rule for the two clauses in the first conditional tense: the <i>if</i> clause can be the first or second clause in the sentence. Revise the punctuation rule for the <i>if</i> clause: if the <i>if</i> clause is the first clause, it ends with a comma. 3. Refer learners to the <i>Language tip</i>. Read the information and model the examples. 4. Learners complete the activity individually and check answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Invite individual learners to read a sentence for the class. Write them on the board and ask learners to identify the two clauses in each sentence as outlined in the <i>Language tip</i>.</p> <p>Answers</p> <p>1 'll get; 2 'll feel; 3 doesn't do; 4 'll see; 5 won't lose; 6 walks; 7 'll lose; 8 go</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work in groups of four for extra support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. In pairs, learners write as many different second clauses as they can for the two example sentences in the <i>Language tip</i> box.
Coursebook page 43	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> 1. Draw a blank mind map on the board as a prompt, with a central bubble and two secondary bubbles. Elicit 'health' for the central bubble, and 'diet' and 'exercise' for the two secondary bubbles. 2. Learners complete the activity individually and check each other's work in groups of four. <p>CORE</p> <p>Feedback</p> <p>Draw a mind map on the board and elicit ideas to complete it.</p>
Coursebook page 43	<p>Writing: Activity 6</p> <ol style="list-style-type: none"> 1. Read the example summary to the class and check comprehension. 2. Learners complete the activity individually and check each other's work in small groups. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read their summaries to the class.</p>

Workbook pages 42–43	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Demonstrate the activity by writing the first item on the board to model the example sentence. 2. Remind learners that the <i>if</i> clause can be the first or second clause in the sentence; if it is the first clause, it ends with a comma. 3. Learners complete the activity individually. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class. In open pairs, ask one learner to give the first clause and a second learner to give the second clause of each sentence.</p> <p>Answers</p> <p>1 If Shamsa goes running, she'll get fit; 2 If we keep jogging, we'll stay healthy; 3 Faisal will lose weight if he stops eating chocolate; 4 If I eat more fruit, I'll improve my diet; 5 If everyone does more exercise, the nation will be healthier; 6 We'll be able to cycle safely if we use the cycle path; 7 They'll go jogging on Jumeirah beach if they go to Dubai; 8 You'll see a beautiful sunrise if you go running at 5 am</p>
Workbook page 43	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Explain that the text is about an unusual form of exercise. Read the first sentence to the class and elicit the correct answer (<i>exercise</i>). 2. Learners read the article and complete the activity individually. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class. Ask individual learners to give the answer for each gapped word.</p> <p>Answers</p> <p>1 exercise; 2 drive; 3 jogging; 4 activity; 5 temperatures; 6 power walk; 7 kilometres; 8 healthy</p> <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners what they think of 'mall walking'? Write <i>For</i> and <i>Against</i> in a two-column table on the board and elicit some ideas for each heading. <p>EXTENSION</p>
Workbook page 43	<p>Workbook: Activity 6</p> <ol style="list-style-type: none"> 1. Learners read the text again. Go through the questions and check comprehension. 2. Learners complete the activity individually and compare their answers in pairs. <p>DESIRABLE</p> <p>Feedback</p> <p>Read out each question and invite individual learners to read their answers to the class. This activity could be set for homework.</p> <p>Answers</p> <p>1 They drive to work and sit at computers all day; 2 Because of the high temperatures / It's too hot; 3 It's walking fast; 4 It measures the distance you walk</p>

Workbook page 43	Workbook: Activity 7 1. Write <i>hiking</i> and <i>mall walking</i> on the board and draw a two-column table. Elicit some ideas and write them on the board. Ask learners to think about the factors that might affect their opinion when writing their comparison, for example <i>age, expense, weather, temperature, location</i> , etc. 2. Learners complete the activity individually and check their answers with a partner. DESIRABLE Feedback Ask individual learners to share their ideas with the class. Write some examples on the board.		
Resources	Plenary		
	1. Ask learners to discuss the difference between ‘getting outdoors’ compared to exercising indoors in gyms and sports centres. 2. Take a class vote to see which is more popular and why. Write some ideas and conclusions on the board.		
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 4 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 44	<ol style="list-style-type: none"> Before learners open their books, play a vocabulary/spelling game to reveal the word water, write five dashes on the board: _ _ _ _ _ . Have learners suggest letters, and add correct letters to the underlined spaces. Write incorrect guesses on one side the board. The game ends when either the word has been guessed correctly or the number of incorrect letters has reached 10, whichever comes first. Learners open their Coursebooks and, in pairs, discuss the opening questions. <p>Feedback Elicit ideas.</p>
Resources	Main activity
Coursebook page 44	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Ask learners to look at the photo and read the gist question first, to help them focus on the text. Allow one to two minutes for learners to read through the text quietly. Learners can discuss their responses to the gist question in pairs, then share as a class. <p>CORE</p> <p>Feedback Read out the gist question again and elicit answers.</p> <p>Answer</p> <p>Water can help with memory and concentration, so it is useful for students.</p>
Coursebook page 44	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> Check initial comprehension by asking learners to complete the sentences. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. <p>CORE</p> <p>Feedback Check answers by asking learners to read out the completed sentences.</p> <p>Answers</p> <p>1 exercise; 2 bottled water; 3 hydrated; 4 fluid; 5 kidneys; 6 memory; 7 tired; 8 skin</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Tell learners to look at the words in the word box carefully and to think about what part of speech they are. Encourage them to use dictionaries to help with this. Help learners to locate the area of each text which contains the vocabulary they need. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to look at other words in the text which they found difficult. They can make a note of these and check the definition in a dictionary, then write a new sentence for each word.
Coursebook page 44	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> Read through the statements and ask the class to think about each one. They can discuss in pairs whether each one is true or false. Remind learners to give reasons for their answers, to demonstrate their understanding. <p>CORE</p> <p>Feedback Read out each statement and have learners stand up if they think it's true.</p> <p>Answers</p> <p>1, 3 and 4 are true</p>

Workbook page 44	<p>Workbook: Activity 1</p> <p>1. This activity tests overall understanding of the text. Look at the headings and ask learners make notes from memory on the health benefits of water for each category. If learners find this difficult alone, allow them to work in pairs.</p> <p>CORE</p> <p>Feedback</p> <p>Read out each heading and ask the class for the health benefits. For <i>General health</i>, ask if learners have any other suggestions they would like to add.</p> <p>Answers</p> <p>Brain: good for memory, helps us think and focus; Skin: keep skin clear and fresh; Teeth: no sugar, so better than fizzy drinks; Weight: helps you feel full so you eat less; General health: helps your kidneys work well, allows muscles to work properly, prevents headaches</p>
Workbook page 44	<p>Workbook: Activity 2</p> <p>1. These questions require a greater degree of engagement with the text. Remind learners to answer in full sentences and to give as much information as they can.</p> <p>2. Put learners in pairs to discuss their ideas.</p> <p>CORE</p> <p>Feedback</p> <p>Read out each question and elicit ideas.</p> <p>Possible answers</p> <p>1 Our brain is mostly made of water, so we need plenty of water for our brain to work well; 2 Our kidneys get rid of harmful substances from our bodies; 3 Water can make you feel full, so you eat less. It also helps you digest your food; 4 You lose water as sweat on a hot day, so you have to replace this; 6 Signs of dehydration include headaches, feeling tired and forgetful, and having dry mouth, skin and eyes.</p>
Workbook page 71	<p>Workbook: Activity 3</p> <p>1. This activity shows how different points of view can be expressed by an author, and asks learners to think about purpose.</p> <p>2. Read the sentences out loud to give learners the context of intonation to help them.</p> <p>3. Do the first example together. Focus on how we know that ‘b’ is the correct answer: <i>The author gives two reasons why they are good for you.</i></p> <p>CORE</p> <p>Feedback</p> <p>Nominate three learners to read out a text each along with the correct answer.</p> <p>Possible answers</p> <p>1 b; 2 a; 3 c</p>
Resources	<p>Plenary</p> <p>1. Say one of the health benefits of water, for example <i>There is no sugar</i>. Ask learners to say which part of the body this benefits (<i>teeth</i>). If learners are confident, ask them to take your role.</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 4 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Divide the class into two teams. Ask groups to recall the text on water from Lesson 5, page 82. Give them a few minutes to brainstorm. 2. As a relay (i.e. only one at a time), have team members come to the board and write a fact about water. 3. Allow the race to continue for a few minutes. The team with most points wins.
Resources	Main activity
Coursebook page 45	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Say <i>Do you have any idea how important water is for us?</i> Then write on the board <i>How important is water for us?</i> Write <i>direct</i>. Say <i>Do you know if you are drinking enough?</i> Point to <i>direct</i> and elicit <i>Are you drinking enough?</i> 2. Read through the <i>Use of English</i> box with the class and check understanding of the concept. Ask learners to read the examples, and check that they can see the difference between the direct and indirect form. 3. Model the first sentence. Say <i>Number 1. Where is the sports centre?</i> Nominate a learner to read one example answer and another to read the other. 4. Learners complete the activity individually. Ensure they understand there are a variety of ways they can alter the sentences, and that the phrases in the box could go with more than one sentence. 5. They can discuss their ideas in pairs. Remind them to think about the word order in indirect questions. <p>CORE</p> <p>Feedback</p> <p>Read out the direct form and invite learners to suggest an indirect form.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Less able learners only need supply one indirect question of whichever form they like.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. More able learners think of two more direct questions, and swap them with their partner to produce an indirect question of each kind for each.
Coursebook page 45	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Divide class into groups of interviewers and interviewees. 2. Interviewers look at the reading text and note down questions they could ask, focusing on indirect questions. Interviewees look at the reading and note down key points. 3. Pair off interviewers and interviewees and conduct interviews. <p>CORE</p> <p>Feedback</p> <p>Monitor interviews and assist where necessary.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work in pairs as interviewers and interviewees. Perhaps prepare a script ahead of the interview.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can ask and prepare questions from texts from previous lessons.

Workbook page 45	Workbook: Activity 4 1. This activity helps develop learners’ understanding of the form of indirect/direct questions by asking them to transform back to the direct form. 2. Learners to work individually, then compare their answers in pairs. CORE Feedback Elicit answers and check as a class.		
	Answers 1 What time does the train leave?; 2 Does this shop sell vitamins?; 3 Is it going to rain today?; 4 Can I take photos in the museum?; 5 Can/Could I ask you some questions?; 6 Can/Could I get a drink of water?		
Workbook page 45	Workbook: Activity 5 1. Read through the task. Remind learners that there are parts of the world which don’t have easy access to water. 2. Encourage learners to carry out research into the effect this has on people’s lives, and what help they need. 3. Remind them to think about how they present their own point of view when they are writing. This can be set for homework. EXTENSION Feedback Learners can swap their work with a partner to peer correct. Then, if there is time, they can read out their texts.		
Resources	Plenary 1. Play a chain game. Ask a direct question. Nominate a learner to quickly transform it into an indirect one, using one of the phrases from the lesson. In turn, this learner asks a direct question and nominates another learner to continue.		
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 4 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 46	<ol style="list-style-type: none"> 1. Introduce the topic of sleep and generate discussion by asking questions: <i>How many hours a night do you sleep? What time do you wake up / go to bed? Who dreams in colour? Does anyone talk in their sleep?</i> 2. Learners discuss the opening questions in pairs. <p>Feedback Elicit ideas in open class.</p>
Resources	Main activity
Coursebook page 46	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners they are going to look at a graph about sleep. 2. In small groups, learners work together to try and work out the information. Explain that more information on REM and non-REM sleep will be given in the two following activities. 3. As this is a collaborative learning strategy, try not to offer support, to allow learners time to support and help each other. <p>CORE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers</p> <p>1 Five; 2 Three non-REM, and one REM; 3 1–1 ½ hours</p>
Coursebook page 46 Audio Track 18	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Play the audio, pausing after each sentence to give learners time to listen and check the information. <p>CORE</p> <p>Feedback Do a hands-up poll to find out who had the correct information.</p>
Coursebook page 46 Audio Track 19	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Explain that you are going to play a longer recording of a presentation about sleep. 2. Refer to the gist question. Then play the audio, pausing as necessary to give learners time to listen and understand. 3. Learners complete the activity in pairs. <p>CORE</p> <p>Feedback Elicit the answer and check as a class. Write the answer on the board.</p> <p>Answers</p> <p>REM is short for rapid eye movement. Non-REM sleep is when your brain is less active; REM sleep is when your brain is more active/when you dream.</p>

<p>Coursebook page 46 Audio Track 19</p>	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Refer learners to the rubric and check that they understand the task. 2. Read the sentences with the class or ask individual learners to read them. 3. Play the audio again pausing as necessary. 4. Learners complete the activity in pairs. 5. Play the audio again once all the way through to give learners time to check their answers. 6. Refer learners to the <i>Did you know?</i> box and check comprehension. <p>CORE</p> <p>Feedback</p> <p>Invite individual learners to read a sentence and the answer to the class. Alternatively, you could have learners write <i>true</i> on one side of an A4 piece of paper (or individual whiteboard) and <i>false</i> on the other side. Introduce the activity by making statements and asking the learners to raise the appropriate side. If they answer <i>false</i>, ask them to correct the statement.</p> <p>Answers</p> <p>1 F. We spend a third of our lives asleep; 2 T; 3 F. Stage 3 and 4 are when we enter deep sleep; 4 F. They have a lot of dreams because they spend 50% of sleep in REM sleep; 5 T; 6 F. It's more difficult and you may feel confused</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work in mixed-ability pairs for extra support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. In pairs, learners take notes while they listen. Then they compare notes and share information before completing the task.
<p>Coursebook page 46 PCM 1</p>	<p>Language focus: Activity 5</p> <ol style="list-style-type: none"> 1. Write these words randomly on the board: <i>activity, asleep, brain, cycle, fall, sleep, up, wake</i>. Then circle <i>fall</i> and <i>asleep</i> and say <i>Fall asleep</i>. Then circle <i>wake</i> and elicit <i>Up</i>. Continue with <i>sleep (cycle)</i> and <i>brain (activity)</i>. Have learners identify the parts of speech in each pair: <i>wake up</i> (verb + preposition), <i>sleep cycle</i> (noun + noun) etc. 2. Explain that these pairs of words often occur together and are called collocations. Read through the <i>Language tip</i>. Ask if learners can think of any other collocations. Write some on the board. 3. Learners complete the activity in pairs. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>heavy sleeper, fall asleep, light sleep, deep sleep, restless sleeper</p> <ol style="list-style-type: none"> 1. Distribute copies of the vocabulary table (PCM 1) for learners to record new vocabulary.
<p>Workbook page 46</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners circle the correct options individually or in pairs. Give them a time limit of two minutes to make it more challenging. <p>CORE</p> <p>Feedback</p> <p>Invite individual learners to read the sentence with the correct word to the class.</p> <p>Answers</p> <p>1 cycles; 2 stages; 3 non-REM; 4 light; 5 deep; 6 REM; 7 disorder</p>

Workbook page 46	Workbook: Activity 2 1. Refer learners to the diagram and give them a few minutes to study it. 2. Point to the line of brainwave patterns at the top and elicit where they are faster or slower. Ask questions to revise the different stages, for example <i>Is non-REM sleep stage 1 or stage 5?</i> 3. Learners complete the activity individually. Advise them that there's a distractor in the word box. CORE Feedback Nominate individual learners to read the missing words for the class. Answers 1 light; 2 decrease; 3 deep; 4 muscles; 5 repair; 6 REM; 7 dreaming		
Workbook page 46	Workbook: Activity 3 1. Give learners time to read the sentences silently to themselves. 2. Learners complete the activity individually. DESIRABLE Feedback Write the sentences on the board. Invite individual learners to come to the board. They circle the correct word and say the sentence to the class. Answers 1 asleep; 2 deep; 3 cycles; 4 little; 5 heavy; 6 disorder		
Resources	Plenary 1. Ask the class some sleep-related questions, for example <i>Who uses an alarm clock? Who has more than eight hours' sleep a night? Who doesn't remember their dreams?</i> 2. Learners ask each other questions in open pairs.		
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 4 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter												
	<div>1. Ask learners what they can remember about the previous lesson.</div> <div>2. Draw a blank version of the graph from Activity 1 on the board. With books closed elicit the missing information and label the graph.</div> <div>3. Ask questions to revise the information and vocabulary from the previous lesson.</div>												
Resources	Main activity												
Coursebook page 47 Audio Track 20	<div>Listening and speaking: Activity 6</div> <div>1. Model the example question for the class. Write <i>im-por-tant</i> as separate syllables on the board. Model the word and elicit the stressed syllable (<i>por</i>). Indicate stressed and unstressed syllables, by drawing small and large dots over the word ●●●.</div> <div>2. Refer learners to the <i>Speaking tip</i> on stress and read the information.</div> <div>3. Model the bold words in each sentence for the class to repeat.</div> <div>4. Play the audio, pausing after each sentence for learners to mark the stressed syllable on each bold word.</div>												
	<div>Feedback</div> <div>Invite individual learners to come to the board. They write the word from each sentence and draw small or large dots over it to indicate the stressed syllables.</div>												
	<div>Answers</div> <table><tr><td>●●●</td><td>●●●</td><td>●●</td><td>●●●</td><td>●●●</td><td>●●</td></tr><tr><td>im-por-tant</td><td>com-pu-ter</td><td>win-dow</td><td>Sa-tur-days</td><td>dis-or-der</td><td>slee-per</td></tr></table>	●●●	●●●	●●	●●●	●●●	●●	im-por-tant	com-pu-ter	win-dow	Sa-tur-days	dis-or-der	slee-per
	●●●	●●●	●●	●●●	●●●	●●							
	im-por-tant	com-pu-ter	win-dow	Sa-tur-days	dis-or-der	slee-per							
<div>5. Refer learners to the <i>Speaking tip</i> on intonation and read the information. Model the example dialogue for the class.</div> <div>6. Model the first three sentences of Activity 6. These all have rising intonation. Raise your head as you speak to indicate rising intonation. Drill and encourage learners to raise their heads as they speak.</div> <div>7. Repeat with the second three sentences. These all have falling intonation. This time lower your head as you speak. Drill and encourage learners to lower their heads as they speak. This TPR activity will help to reinforce the learning process.</div> <div>8. Play the audio again. Drill as a class activity, taking care with stress and intonation.</div> <div>9. In pairs, learners practise saying the sentences to each other.</div>													
<div>CORE</div> <div>Differentiation activities (Support):</div> <div>1. Learners practise saying the short dialogue in the <i>Speaking tip</i> in mixed-ability pairs.</div>													
	<div>Differentiation activities (Stretch):</div> <div>1. In pairs, learners write a short dialogue like the one in the <i>Speaking tip</i>.</div>												

Workbook page 47	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Write two questions on the board: <i>When do you go to sleep? Did you sleep well last night?</i> Model the questions with the correct intonation. 2. Invite two learners to come to the board and draw a falling or rising arrow on each question. 3. Learners complete the activity individually. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and write the completed sentences on the board.</p> <p>Answers</p> <p>rising; falling</p>
Workbook page 47	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Point to the word <i>understand</i> in the example sentence and write it on the board. Clap the three syllables as you say the word, clapping louder and longer on the stressed syllable. Invite a learner to write the stress dots over the word <i>understand</i> ●●●. 2. Read the words in bold in each sentence in turn and clap the syllables. Encourage the class to say the words and clap with you. 3. Model the example sentence with the class. Add a rising arrow to the word on the board. 4. Learners complete the activity in pairs, checking each other's work and taking turns to read the sentences. <p>DESIRABLE</p> <p>Feedback</p> <p>Write the sentences on the board. Invite learners to come to the board and draw the intonation arrow and the stress dots.</p> <p>Answers</p> <p>1 rising arrow ●●●; 2 falling arrow ●●●●; 3 falling arrow ●●●; 4 rising arrow ●●●●; 5 rising arrow ●●●; 6 falling arrow ●●</p>
Workbook page 47	<p>Workbook: Activity 6</p> <ol style="list-style-type: none"> 1. Model the expressions for the class and explain the task. 2. Learners complete the activity individually. 3. In pairs, learners compare their answers and read the expressions to each other. <p>CORE</p> <p>Feedback</p> <p>Check answers as a class. This activity could be set for homework.</p> <p>Answers</p> <p>1 I totally agree; 2 I agree; 3 I see your point, but ...; 4 I don't agree; 5 I disagree; 6 I totally disagree</p>

Workbook page 47	<p>Workbook: Activity 7</p> <ol style="list-style-type: none"> 1. Read through the sentences with the class and check comprehension. 2. Learners complete the activity in pairs. 3. In groups of three, learners compare their answers. Encourage them to help each other with spelling and to correct and improve their work. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite individual learners to read their sentences to the class. If some answers are surprising, you can open it up to a class discussion.</p> <p>Workbook: Activity 7</p> <ol style="list-style-type: none"> 1. In pairs, learners work in new groups of four. One pair writes a new sentence. The other pair decides whether to agree or disagree and then writes a response. 2. Encourage learners to talk quietly and write secretly so that the questions and answers are a surprise. <p>EXTENSION</p> <p>Feedback</p> <p>Invite pairs to read their sentences and answers to the class.</p>
Coursebook page 47	<p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1. Refer learners to the rubric. Go through the prompts and check comprehension. 2. Refer learners to the <i>Speaking tip</i> and model the examples. Drill until learners are confident with the expressions. 3. Allow learners a few minutes to think about the task and prepare their thoughts. If necessary they may make a few notes. 4. In small groups of three or four, learners take turns to discuss the topic. Monitor and assist where necessary. <p>CORE</p>
Coursebook page 47	<p>Speaking: Activity 8</p> <ol style="list-style-type: none"> 1. Model the speech bubbles with a confident learner. 2. Write <i>Everyone needs eight hours' sleep a night</i> on the board. Say <i>I totally agree. I think (that's right)</i> and nod your head to show agreement. Then say <i>I totally disagree ...</i> and shake your head to indicate disagreement. 3. Refer learners to the <i>Speaking tip</i>. As an open class activity, repeat the first speech bubble and point to each of the expressions in turn. Invite learners to say the expression and nod or shake their heads as appropriate. 4. In pairs, learners discuss their point of view. Remind them to use the expressions in the two <i>Speaking tip</i> boxes to put forward their argument, and to agree or disagree with their group members as appropriate. <p>CORE</p> <p>Feedback</p> <p>Invite three confident learners to demonstrate discussing the question for the class.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Play <i>Round Table</i> to revise the lesson. Divide the class into four groups. Write <i>What is the difference between REM sleep and non-REM sleep?</i> at the top of four sheets of a paper and give one to each group. 2. Individual learners write an answer at the bottom of the page, then fold the paper over so that their answer can't be seen. They repeat around the group until everyone has written an answer. 3. Invite groups to share some of the best answers with 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 4 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 48	<ol style="list-style-type: none"> 1. Play a miming game to review different physical activities learners can remember. Mime <i>swimming</i> or <i>playing tennis</i> and elicit guesses. Learners take turns to mime an activity. You could do this as a team game. 2. Read out the opening question. Learners discuss their ideas in pairs or small groups. Elicit a few answers and write them on the board. It's not important if learners don't get the right answers at this point. Find out if any learners have tried any of these sports (mountain biking, scuba diving, paddleboarding).
Resources	Main activity
Coursebook page 48	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. In pairs, learners read the gist question and make their predictions. Give them one minute to do this. Elicit some ideas but don't say whether they are right or wrong. 2. Before they read, draw learners attention to the words in bold. In pairs, learners try to work out the meaning of the words from the co-text. Allow them to use dictionaries if necessary. Learners enter the words in their vocabulary tables (PCM 1). 3. Learners read the text and check their predictions. <p>CORE</p> <p>Feedback</p> <p>Stop the class and elicit answers.</p> <p>Possible answer</p> <p>Find the right activity for you and decide whether you prefer to exercise on your own or with other people.</p>
Coursebook page 48	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Ask a question about the text as a class: <i>How do most people feel about exercising, according to the writer? (They find it boring.)</i> 2. In pairs, learners ask and answer the questions. <p>CORE</p> <p>Feedback</p> <p>Elicit answers as a class.</p> <p>Possible answers</p> <ol style="list-style-type: none"> 1 He's an Olympic medalist who's written a book about fitness. 2 Whether you like to exercise on your own or with other people. 3 It's more adventurous, faster and more dangerous. 4 It can be quite expensive. 5 You get a full-body workout, it's safe, calming and it helps you improve your balance. 6 Scuba diving.

Workbook page 48	Workbook: Activity 1 1. Learners complete the activity individually. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. CORE Feedback Nominate six learners to read out a completed sentence each. <div>Answers</div> 1 can't stand; 2 workout; 3 hanging out; 4 fit; 5 loads of; 6 blow off steam		
Workbook page 48	Workbook: Activity 2 1. Read the rubric as a class and ensure learners understand the task. 2. Learners choose which sport to write about and complete the task individually or in pairs. CORE Feedback Invite learners to read out their recommendations.		
Workbook pages 48–49	Workbook: Activity 3 1. Tell the class they are going to conduct a survey about which sports are best for someone who wants to get fit. They will then write a short summary of their results. 2. Learners pose the question to two learners, two teachers and two family members. The latter will be done outside of class time and at home. Encourage the learners to ask different teachers and learners from another class, if possible. (NB Inform other teachers of the activity.) 3. When the survey is completed, learners write a short summary with the results. CORE Feedback Invite learners to read out their results in the next lesson.		
Resources	Plenary 1. Using the information from the reading text in Coursebook Activity 1, read out some sentences and have learners call out whether the fact relates to mountain biking, scuba diving or paddleboarding. 2. Do a hands-up survey of which sport learners would most like to try. Is there a majority preference?		
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 4 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> Put learners in small groups. Give each group a sheet of paper and a marker. Tell learners they have three minutes to remember all the different activities they can do to get fitter. After three minutes, stop the class. Learners count up the number of different ideas they have come up with. <p>Feedback</p> <p>Each group takes turns to give one of their ideas. The rest of the class listen and tick (✓) if they have the same idea. Continue until all the ideas have been said.</p>
Resources	Main activity
Coursebook pages 48–49	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> Ask learners to remember everything they can about the three sports they read about in the previous lesson. In their notebooks, learners complete the table with notes about each sport. They can refer back to the article if necessary. In pairs, learners compare their notes. <p>CORE</p> <p>Feedback</p> <p>Elicit information about each sport from the class.</p>
Coursebook page 49	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> Refer learners to the <i>Writing tip</i> and read through. Nominate learners to model the example sentences. Explain that when we write academic texts it is important to cite the person who put forward the idea/theory, etc. We do this to give credit to the person whose idea or theory we are using and to show that we have not stolen their words. This is very important in all writing, but especially in academic writing. Ask learners to go through the text to find the phrases (<i>According to Olympic medalist, Jamie Fadden; Jamie recommends that; Here are some ideas proposed by; In my opinion, ...</i>). Read through the rubric of Activity 4 as a class. Then copy the mind map on the board. Elicit reasons for and against the topic. Make notes in the mind map. Rub the ideas off the board. In pairs, learners play <i>Ideas Tennis</i>. They decide who is giving reasons for exercising and who is giving reasons against. They make a ball out of a piece of paper. Then they take turns to hit the ball over an imaginary net. With each hit/throw, they give a reason for their side of the argument. Learners can then swap arguments and play again. The aim is to say as many different reasons as possible. (NB This could be done in groups of three with the third person acting as referee and deciding how valid the reasons are.) <p>CORE</p> <p>Feedback</p> <p>Learners compare their ideas with another pair. Elicit ideas from the class.</p> <ol style="list-style-type: none"> Learners work either in pairs or individually to complete the mind map. If working individually, when they've completed the mind map, ask them to compare their ideas with a partner. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Supported learners use a couple of prepositional phrases, for example <i>According to ... and Y suggests that ...</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners try to use further prepositional phrases in their texts, for example <i>Thanks to ..., With regard to ...</i>

Workbook page 49	Workbook: Activity 4 1. Read the instructions and the email as a class. 2. In pairs, learners discuss what they are going to write in their email. Remind learners to give supporting reasons for their points of view. These can be made-up but still need to be cited. Monitor and support as required. 3. Learners can write their reply in class or at home. CORE Feedback Invite some learners to read out their emails to the class.		
Workbook page 49	Workbook: Activity 5 1. Read the rubric as a class. 2. Encourage learners to write their essay from the notes in their mind maps and using complex prepositional phrases. 3. They can write their essay in class or at home. CORE Feedback Collect the learners’ essays and provide individual, written feedback.		
Resources	Plenary		
	1. Do a hands-up poll of who thinks exercising is fun. Of those who agree, find out which activity the majority of learners prefer. Has this lesson persuaded any learners to try new sports or exercise?		
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 4 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 50	<ol style="list-style-type: none"> 1. Tell the class your earliest memory. Invite two or three learners to share their earliest memories. Say <i>Do you think you actually remembered this, or do you think someone told you about it later? Or perhaps you saw a photograph of this?</i> 2. In pairs, learners discuss the opening questions. <p>Feedback</p> <p>Take a hands-up poll of who thinks they do/don't have a good memory. Elicit the names of any memory games learners thought of and write on the board.</p>
Resources	Main activity
Coursebook page 50	<p>Speaking: Activity 1</p> <ol style="list-style-type: none"> 1. Either project the words on a slide, or ask learners to read them in the Coursebook. Give them 30 seconds and then tell them to close their books and to write down as many as they can remember. (Ideally, they should spell the words correctly, but remembering the words is more important for this activity.) 2. Learners compare their ideas in pairs and amend as necessary. <p>CORE</p> <p>Feedback</p> <p>Elicit the words from the class. Then read out or show the words again for learners to compare.</p> <p>Answers</p> <p>attitude, mental health, brain, happiness, lifestyle, energy, positive thinking, relaxation</p>
Coursebook page 50	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Repeat the procedure with the second memory game. This time tell learners to try and remember the objects and draw them. 2. To make it harder, learners draw the objects in the same location as in the picture. <p>CORE</p> <p>Feedback</p> <p>Invite learners to recreate the pictures on the board before comparing with the original.</p>
Coursebook page 50	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. In pairs, learners discuss the questions and discuss the techniques they used. Were any better for them than others? <p>CORE</p> <p>Feedback</p> <p>Invite learners to share the techniques that they found the most effective. Encourage them to give reasons why they were more effective for them than other techniques. Refer them back to earlier units on how we learn.</p>
Coursebook page 50	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Read the rubric as a class. 2. Learners read the text individually and follow the instructions. They can make notes or write the story in full. <p>CORE</p>

Coursebook page 50	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. In pairs, learners share the story they invented. <p>CORE</p> <p>Feedback</p> <p>Invite confident learners to share their story with the class.</p> <ol style="list-style-type: none"> 2. Ask <i>Who found it effective? Who didn't?</i> 3. Read through the <i>Did you know?</i> box which explains how the method is supposed to work.
Workbook page 50	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Explain that another way to remember a list or important lexis is to use a <i>mnemonic</i>. Explain that to create a mnemonic we take the first letter of the words in the list we need to remember and make a new sentence starting with those letters. The sentence needs to be memorable itself. Use the first question as an example. The common mnemonic used in the UK is <i>Richard of York Gave Battle In Vain</i>. Learners come up with their own mnemonic for the sequence. 2. In pairs, learners complete the activity. 3. If completed at home, tell learners they need to try different strategies to remember the parts of the human brain. If completed in class, refer learners to the diagram of the human brain. Tell them they are going to learn the different parts of the brain using one of the techniques that they found worked the best for them. <p>DESIRABLE</p>
Workbook page 50	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Give learners 30 seconds to look at the diagram in Activity 1 and memorise the parts of the brain using the technique they chose. 2. Tell learners to now cover the diagram in Activity 1. 3. Learners label the diagram individually. Initially, encourage learners to try and remember the words without referring to the words in the text box. Then they can use the word prompts if necessary. 4. In pairs, learners compare their ideas. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their answers with the original diagram.</p>

Workbook page 50 PCM 16	Workbook: Activity 3		
	1. Review large numbers and percentages as a class (thousands, millions and billions) by playing this game: Divide class into two or three teams. Give each team a board marker. Call out a large number or percentage. The first member of each team goes to the board and writes the number/percentage. The first team to write the number correctly gets one point. Repeat until all team members have had a go. Encourage learners to support each other with numbers they are not sure about. They can call out but remind them the other teams will hear! Do a practise run. Say <i>Five million</i> . The first team members run to the board and write <i>5,000,000</i> . Alternative: Teams could write the answers on pieces of A4 paper and hold them up.		
	2. Clean the board. Write <i>80%</i> . Ask learners what they think that might represent in relation to the brain. Elicit ideas. At this point, accept all ideas but don't give the answer.		
	3. Put learners in pairs. One learner is A and the other B. Distribute copies the brain data table (PCM 16).		
	4. Learners take turns to ask questions to find out the missing information.		
	DESIRABLE		
	Feedback		
	Nominate learners to read out a line of the table and supply the missing data.		
	Answers		
	1 80%; 2 100 billion; 3 45 cm; 4 100,000 km; 5 60%; 6 1.4 kg		
Resources	Plenary		
	1. Elicit some words (about ten) from the class that they have used in the lesson. Write them on the board. Give learners a minute or two to memorise the words using the technique they found the most effective.		
	1. Clean the board and ask the learners to write down or draw the words they can remember in their notebooks.		
	2. Find out who remembered the most and what techniques they used.		
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 5 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter <ol style="list-style-type: none"> 1. Remind learners of the difference between countable nouns and uncountable nouns: we can put a number in front of countable nouns, for example <i>four biscuits</i>, but we can't for uncountable nouns, for example <i>water</i>. (Abstract nouns are more challenging but many of these are uncountable, for example <i>happiness, luck</i>.) Elicit some uncountable nouns: <i>water, milk, coffee, chocolate, salt</i>, etc. 2. Play a chain game using uncountable nouns. This can be done in two or three smaller circles with large classes but demonstrate as a class. You start by saying <i>I went shopping and I bought some chocolate</i>. Nominate a learner to repeat what you said and add an uncountable noun of their own: <i>I went shopping and I bought some chocolate and some water</i>. The third learner repeats the first two items and adds a third. If learners forget, the others can mime the word or mouth the word. 3. Explain to learners that this is another method for remembering a list.
Resources Coursebook page 51	Main activity <p>Language focus: Activity 6</p> <ol style="list-style-type: none"> 1. Say <i>I've got some biscuits</i>. Turn this into a question and say <i>Have you got many biscuits?</i> Say <i>I've got some water</i>. Turn it into a question and say <i>Have you got ...</i> and elicit <i>much</i> <i>water</i>. 2. Read through the <i>Use of English</i> box. Say a mixture of quantifiers and elicit suitable nouns to check learners understand, for example <i>Few ... people. A little ... time</i>. 3. Learners complete the activity individually and check answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to read out a complete sentence with the correct option.</p> <p>Answers</p> <p>1 much; 2 much; 3 small amount of ; 4 a few ; 5 plenty of ; 6 a few</p>
Workbook page 51	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. This activity consolidates learners' ability to distinguish countable from uncountable nouns, and the appropriate quantifiers for each. 2. Learners complete the activity individually. <p>CORE</p> <p>Feedback</p> <p>Draw the table on the board and nominate learners to come out and write the words in the correct columns.</p> <p>Answers</p> <p>Countable: nerve, story, memory, brain, body</p> <p>Uncountable: knowledge, advice, energy, water, happiness</p>

Coursebook page 51	<p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1. Read out the question in the rubric. Tell learners they have 30 seconds to read the first three paragraphs of the text and find the answer. 2. Stop them after 30 seconds. Learners share their ideas in pairs. 3. Learners now rank the activities according to how good they are for our mental well-being. Give an example: <i>For me, doing some gardening is the best activity for mental well-being. Because we are outside in the fresh air; we are doing exercise; we are working with nature, etc.</i> 4. Learners rank the activities individually first. Then they compare their ideas in pairs and come up with a list that they both agree on. Encourage them to give reasons for their choices. Learners write their agreed lists on a sheet of A4 paper. <p>CORE</p> <p>Feedback</p> <p>When they finish, display the lists around the classroom and have learners go round and compare them.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners choose their five top activities. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners discuss reasons why one activity is better or worse for mental well-being than another.
Workbook page 51 PCM 17	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Write on the board: <i>What is the function of our brains?</i> In small groups, learners come up with a short description. 2. Distribute copies of the jigsaw reading text (PCM 17) to each group. In their groups, learners put it in a logical order. 3. Learners re-read the text and compare their definitions with the information in the text. Learners amend their definition as necessary using their own words. <p>CORE</p> <p>Feedback</p> <p>Elicit the order by asking a group to read out the text in the correct order. Other groups put up their hands if they disagree with the order.</p> <p>Answer</p> <p>1 B; 2 D; 3 A; 4 C</p>
Workbook page 51	<p>Workbook: Activity 6</p> <ol style="list-style-type: none"> 1. Give a piece of information from the text, for example: <i>Over thousands of years.</i> Tell learners to read the text again and decide what the question might be. (<i>How long have our brains evolved?</i>) 2. In small groups, learners decide on appropriate questions for the given answers. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their ideas with another pair. Then invite some learners to read out their ideas.</p> <p>Answers</p> <p>Multiple answers are possible – accept all that are sensible and grammatically correct.</p>

	Differentiation activities (Support): 1. Learners write questions for another pair of supported learners to answer.		
	Differentiation activities (Stretch): 1. Learners write more complex questions.		
Resources	Plenary		
	<p>1. Play a game. Use this modified version of the Coursebook Activity 7 text as a <i>Liar</i> text :</p> <p><i>In order to keep unhealthy, we need to exercise both our nose and body. It's easy to think of ways to exercise our body, but what about our nose?</i></p> <p><i>Research shows that if we keep our noses healthy there are a few benefits: we usually have less energy and we can use this in the activities we are doing; we are less focused so we can't concentrate better on a task; we are more alert so we can respond more slowly to a situation; we are less excited, so we can eat better.</i></p> <p><i>If we have a healthy mind, we feel bad about ourselves. We call this mental maths. Being positive and feeling sad is part of well-being. If we are positive, the people around us are more likely to feel negative too.</i></p> <p>2. As you read the text, learners listen and call out 'No!' or 'Liar!', if they think the information is incorrect. Then they give the correct information.</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