

# Bridge to Success 9

Teacher Guide  
Advanced

Dom Luis Bridge, Portugal



Grade  
**09**  
Advanced

## UNIT 5 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 1	<ol style="list-style-type: none"> <li>Write on the board: <i>I think I'm a(n) ... person.</i> Give an example for yourself orally using three adjectives.</li> <li>Read the Starter question as a class. In pairs, allow learners a minute to come up with three adjectives to describe themselves.</li> <li>Invite learners to complete the prompt with adjectives and write them on the board.</li> </ol>
Resources	Main activity
Coursebook page 1	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>Ask learners to look at the adjectives and check whether any of them are on the board.</li> <li>Pre-teach any adjectives learners don't know, for example <i>loyal, cautious, decisive, determined.</i> You might also want to drill the pronunciation.</li> <li>In pairs, learners take turns to describe a friend of theirs or someone in their family.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to raise their hands, and nominate a few to give a short description of their friend.</p> <p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>Ask the learners to find any pairs of opposite adjectives and write them in their notebooks.</li> <li>Invite learners to compare their answers in pairs before checking as a class.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Invite learners to write a pair of opposites on the board.</p> <p><b>Answers</b></p> <p>optimistic–pessimistic, patient–impatient, calm–quick-tempered, shy–sociable</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Drill the pronunciation of the adjectives. Have learners to make a note of the challenging ones in their vocabulary table (PCM 1) and encourage them to underline the stressed syllable.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Encourage learners to choose four or five different adjectives and think of synonyms for them, for example <i>calm</i> and <i>relaxed</i>. Allow them to check in dictionaries and encourage them to write them in the vocabulary table (PCM 1).</li> </ol>
Coursebook page 1	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>Nominate learners to read aloud a sentence each. Clarify any difficult or unknown vocabulary.</li> <li>In pairs, learners discuss how they are similar to Charlie.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to tell the class about how their partner is similar to Charlie – or not!</p>

<b>Coursebook page 1</b>	<p><b>Reading and speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Have learners read the personality description once and discuss in pairs, before checking with the whole class.</li> <li>2. Draw learners' attention to the <i>Use of English</i> box and have them read the text and examples.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to list the personality traits they share with Charlie.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to record adjectives and the prepositions that follow them in their notebooks. They can group them by preposition, for example <i>at</i> adjectives: <i>good at, bad at</i>.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage stronger learners to write an example of their own for each adjective and preposition.</li> </ol>
<b>Coursebook page 1</b>	<p><b>Writing: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Allow learners five minutes to write a short description of their personality, similar to the one in Activity 3. Monitor and provide help if necessary.</li> <li>2. When they finish, put learners in small groups. They take turns to read out their descriptions and discuss similarities/differences. Allocate a secretary in each group to make notes.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask the secretary from each group to explain a similarity and a difference from their group.</p>
<b>Workbook page 1</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the statements and match them to the correct adjectives.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a statement and the corresponding adjective. Point out that <i>kind</i> and <i>generous</i> are similar, so can sometimes be interchangeable, but <i>generous</i> is more usually associated with money.</p> <p><b>Answers</b></p> <p>1 easy-going; 2 patient; 3 kind; 4 independent; 5 shy; 6 optimistic; 7 modest; 8 calm; 9 generous; 10 loyal</p>
<b>Workbook page 1</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Have learners mark the adjectives P (positive) or N (negative).</li> <li>2. Ask them to compare their answers in pairs, before checking with the class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Call out the adjectives one by one and have learners stand up for 'positive' or remain seated for 'negative'. There might be different opinions so encourage discussion.</p> <p><b>Suggested answers</b></p> <p>Positive: adventurous; cautious; decisive; determined; hard-working; honest; logical; sociable; organised; spontaneous; sympathetic</p> <p>Negative: quick-tempered; pessimistic; impatient</p>

Resources	Plenary		
	<div>1. Have learners form a line down the middle of the classroom. Then read out (some of) the following statements (or have different learners read one out each). After each sentence, the learners move to the left of the line if they agree or to the right if they disagree. Have them stand on the line again before the next statement.</div> <div>Statements</div> <div><div>1 I'm a very organised person. My room is always tidy and I like to plan things carefully.</div><div>2 My biggest flaw is that I'm quick-tempered. I get angry very easily about silly things.</div><div>3 Once I've decided to do something, I never give up until I've done it. I'm really determined.</div><div>4 I always tell the truth. Sometimes, I might be too honest.</div><div>5 I'm a funny person but I find it frightening to meet new people. I'm quite shy.</div><div>6 I'm usually quite relaxed and I don't get nervous about exams.</div><div>7 People say I'm really decisive. When there's a problem or a difficult situation, I know exactly what to do.</div><div>8 I think being spontaneous is great! I love doing things without planning them.</div></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 5 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Put the learners in groups. Have them choose three adjectives from Lesson 1, Activity 1 and think of a definition for each one.</li> <li>2. Learners take turns to describe one of their adjectives for their partners to guess. Monitor and make sure adjectives aren't repeated.</li> </ol>
Resources	Main activity
Coursebook page 2	<p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners whether they like doing tests like personality tests. What kind of tests have they done?</li> <li>2. Draw their attention to the personality test in Activity 4. Ensure they understand the allocation of points in the Key, which is at the end of the test questions. Allow them a few minutes to read through the test and mark points in their notebooks according to how much they agree/disagree with each statement.</li> <li>3. When they finish, point to the Analysis box and ask them to add up their score and write down the adjectives that apply to them.</li> <li>4. Learners compare scores in pairs and discuss whether they agree/disagree with the result.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a statement they strongly agree with and ask further questions to start a class discussion.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Do the test as a class. Invite learners to read out a statement for the whole class. They add points before moving to the next statement. Check comprehension each time.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. When they finish the test, put learners in pairs and ask them to choose one of the parts (A, B, C or D). They compare their answers and discuss.</li> </ol>
Coursebook page 2	<p><b>Reading: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Give the learners time to read through the examples in the <i>Use of English</i> box. Encourage them to write the adjectives and their prepositions in their notebook record.</li> <li>2. Ask learners to discuss in pairs or small groups which statements are true for them. Then ask them to write two sentences about themselves using the language from the lesson.</li> <li>3. Learners compare their sentences in pairs before checking with the class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners raise their hands to read out a sentence. Encourage the rest of the class to agree or disagree.</p>

<b>Coursebook</b> <b>page 2</b>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Read out the prompts and give an example extending your answer. Say, for example: <i>I think I ought to be less honest because sometimes I hurt people's feelings. For example, I once told a friend of mine that I didn't like his shoes and he was upset.</i></li> <li>2. Give learners a few minutes to think about how they would like to change in the future.</li> <li>3. Put learners in small groups to have a short discussion. Monitor and collect instances of correct/incorrect use of language.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Give whole-class feedback using the language you collected while monitoring.</p>
<b>Workbook</b> <b>page 2</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners read Omar's email and complete it with the missing prepositions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read parts of the email and write the missing prepositions on the board.</p> <p><b>Answers</b></p> <p>1 to; 2 in; 3 at; 4 for; 5 of; 6 by; 7 with; 8 about</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Write the prepositions on the board that learners will need: <i>about, at, by, for, in, of, with, to.</i></li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Invite learners to look up the adjectives in a dictionary if they need to check which preposition goes with them.</li> </ol>
<b>Workbook</b> <b>page 2</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. As a class, brainstorm ideas that would help Omar.</li> <li>2. Give learners time to write a short reply to Omar. If necessary, allow them to finish their email at home.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Collect learners' emails and provide individual written feedback.</p>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Put the learners in groups of four or five with a sheet of paper and a pen per group. Call out adjectives from Lessons 1 and 2. Learners spell the adjective in groups with each person calling out a letter, for example Learner 1: <i>l</i>, Learner 2: <i>o</i>, Learner 3: <i>y</i>, Learner 1: <i>a</i>, Learner 2: <i>l</i>. Learner 4 listens and writes down the adjective <i>loyal</i>. Continue with more adjectives. Each time, a different learner can write down the adjective.</li> <li>2. At the end of the game, have groups swap their sheets and write the adjectives on the board for them to check spelling.</li> </ol>

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

## UNIT 5 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 3	<ol style="list-style-type: none"> <li>1. Write on the board: <i>Don't judge a book by its cover</i> from the Starter question.</li> <li>2. In small groups, learners discuss what the saying means.</li> <li>3. Discuss with the whole class. Is there a saying with a similar meaning in the UAE?</li> </ol> <p><b>Answer</b></p> <p>The saying refers to meeting a person for the first time and drawing conclusions about their personality based on their physical appearance. A book with a beautiful cover doesn't mean that its content is interesting, and vice versa. This also applies to people.</p>
Resources	Main activity
Coursebook page 3	<p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Give the learners a few minutes to think about their answers. Allow them to make notes if they wish.</li> <li>2. In groups, learners share their experiences. Monitor, but don't interrupt their discussions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to share their experiences with the whole class.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
Coursebook page 3 Audio Track 27	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Write <i>first impression</i> on the board and elicit what it means: the opinion people form when they meet someone for the first time. Discuss what factors influence a person's first impression, for example clothes, voice, body language.</li> <li>2. Read out the instructions and invite learners to read the statements before listening to the audio track.</li> <li>3. Play the audio track twice for the learners to match each speaker to a statement. Have them compare answers before checking as a class.</li> <li>4. After feedback, read the <i>Language tip</i> and have learners think of an example for <i>so</i> and <i>such</i> <i>alan</i>.</li> </ol> <p><b>CORE</b></p> <p><b>Answers</b></p> <p>1 D; 2 C; 3 E; 4 A</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. The first time learners listen to the audio track, encourage them to make notes. Elicit the information they heard with the whole class before they listen a second time and do the task.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to make notes of what the speakers say while they listen. They then compare notes before sharing information with the class.</li> </ol>



<b>Coursebook page 3</b> <b>Audio Track 27</b>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Read the list of ideas out loud and explain that they won't hear the exact sentence in the audio track. The speakers use other words to express the idea.</li> <li>2. Play the audio track again for the learners to check the ideas mentioned.</li> <li>3. Have learners compare answers in pairs before checking with the whole class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out an idea and if they remember, say which speaker mentioned it. Encourage them to provide as much detail as they can.</p> <p><b>Answers</b></p> <p>All ideas are mentioned except 'e'.</p>
<b>Coursebook page 3</b>	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Have learners write the letters a to f in their notebooks. These refer to the tips on making a good first impression in Activity 3.</li> <li>2. Learners think about which of these tips they think is the most important, and write 1 next to it. They continue with the rest of the tips.</li> <li>3. In pairs, learners compare their answers and explain their reasons for ordering them the way they did.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Nominate learners to justify their most/least important tip for the whole class to agree/disagree. Make a tally on the board to find out which tip most of the class thought most/least important.</p>
<b>Workbook page 4</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners circle the correct words to complete the sentences. Explain that these words/phrases were used by the speakers in the audio track.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a sentence and write the correct word on the board.</p> <p><b>Answers</b></p> <p>1 make; 2 of; 3 on; 4 Although; 5 gets; 6 makes</p>
<b>Workbook page 4</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. If necessary, remind learners of the structures with <i>so</i> and <i>such a(n)</i>. You could write them on the board for their reference.</li> <li>2. Learners complete the sentences and compare answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a sentence for the whole class.</p> <p><b>Answers</b></p> <p>1 so; 2 so; 3 such a; 4 so; 5 so; 6 such an; 7 such an; 8 so</p>

Resources	Plenary		
	<div>1. Play a game of <i>Change seats</i>. Say: <i>If you are a confident and independent person, change seats</i>. Allow learners to stand up and change seats with someone else if they agree with the statement. To ensure comprehension, ask one of the learners to give an example of a time when they felt confident and independent.</div> <div>2. Continue playing the game with more statements related to the unit’s topic, for example: <i>If you always try hard to make a good impression ... / If you think the way you talk to people helps you make a good impression ... / If you usually get the right impression about people the first time you meet them ... change seats</i>.</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 5 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>Put learners in small groups. Have them talk about a time when they had to make a good impression on someone. Monitor and encourage learners to ask for further details.</li> <li>Invite learners to report what they discussed in their groups.</li> </ol>
Resources	Main activity
Coursebook page 4	<b>Speaking: Activity 5</b> <ol style="list-style-type: none"> <li>Draw learners' attention to the task. Read it out loud and have them think about whether they agree or not and why.</li> <li>Learners discuss in pairs.</li> </ol> <b>CORE</b> <b>Feedback</b> Invite learners to share their ideas with the class.
	<b>Differentiation activities (Support):</b> <ol style="list-style-type: none"> <li>Encourage learners to make a note of the ideas that come up in class. They can use their notes when they write their opinion essay.</li> </ol>
	<b>Differentiation activities (Stretch):</b> <ol style="list-style-type: none"> <li>Have learners draw up a plan for an essay on the task in Activity 5. They compare their plans and ideas in groups.</li> </ol>
Coursebook page 4	<b>Reading: Activity 6</b> <ol style="list-style-type: none"> <li>Remind learners of the structure of an opinion text: Paragraph 1 = introduction, Paragraph 2 = first argument for/against, Paragraph 3 = second argument for/against, Paragraph 4 = conclusion/personal opinion.</li> <li>Draw learners' attention to the <i>Language tip</i>. Elicit any other linkers the learners know and encourage them to note them down, for example <i>firstly</i>, <i>lastly</i>, <i>moreover</i>, <i>however</i>, <i>all in all</i>, <i>to sum up</i>.</li> <li>Give learners a minute or two to read through the text individually and choose the missing linkers. Advise them that there is more than one way of completing the text.</li> </ol> <b>CORE</b> <b>Feedback</b> Invite different learners to read out a section each, supplying the linker they have chosen each time. Encourage the class to peer-correct. If anyone disagrees with a choice, have them justify themselves.
	<b>Possible answers</b> <ol style="list-style-type: none"> <li>For example; 2 first of all; 3 Also/Secondly; 4 Secondly/Also; 5 In my opinion</li> <li>After you check answers, give learners a few minutes to re-read the essay and notice the writer's ideas/arguments.</li> <li>Invite learners to say which ideas/arguments they share with the writer.</li> </ol>
	<b>Differentiation activities (Support):</b> <ol style="list-style-type: none"> <li>Point out that when we talk about people in general using <i>everyone</i> or <i>everybody</i>, we use the plural form. For example, ... <i>everyone</i> should try to make a good first impression no matter how old <u>they</u> are.</li> </ol>
	<b>Differentiation activities (Stretch):</b> <ol style="list-style-type: none"> <li>Have learners think of a new introduction and/or conclusion for the model essay. Encourage them to use linkers.</li> </ol>

<b>Coursebook</b> <b>page 4</b>	<b>Speaking: Activity 7</b> 1. Have learners read the situations and choose one or two they'd like to talk about. 2. Put the learners in pairs to share their advice. Monitor and make notes of language use. <b>DESIRABLE</b> <b>Feedback</b> Invite learners to explain their advice for one of the situations to the whole class. They could do this as a role-play.
<b>Workbook</b> <b>page 4</b>	<b>Workbook: Activity 3</b> 1. Read out the task and have learners refer to the essay plan. Remind them that the introduction should present the topic briefly. Ideally, they shouldn't include their opinion in the introduction, rather save it for the conclusion. 2. Allow learners a few minutes to complete their essay plans. Encourage them to note down interesting words/phrases that come to mind so that they remember to use them. Monitor and provide help if necessary. <b>CORE</b> <b>Feedback</b> Provide individual feedback orally as you monitor learners.
<b>Workbook</b> <b>page 4</b>	<b>Workbook: Activity 4</b> 1. Learners write their opinion essay using their plan. Remind them to use linkers to provide cohesion to their text. <b>CORE</b> <b>Feedback</b> Provide written feedback on each learners' essay.
	<b>Differentiation activities (Support):</b> 1. Allow learners to finish their essays at home and bring them to the next class.
	<b>Differentiation activities (Stretch):</b> 1. Have learners exchange essays with a partner. They read each other's essay and make suggestions to improve it, for example correcting language errors, spelling mistakes, rephrasing an idea.
<b>Resources</b>	<b>Plenary</b> 1. Write one of the sentences from the essay in the Coursebook on the board, for example: <i>If you go to a new school, you will need to make new friends.</i> 2. Put learners in small groups and explain the game: they take turns removing words from the sentence making sure it still makes sense. Do the first one for them as an example: <i>If you go to a <del>new</del> school, you will need to make new friends.</i> The game could continue as follows: <i>If you go to a new school, you will <del>need to</del> make friends.</i> <i>If you go to <del>a new</del> school, you will make friends.</i> <i>If you go to school, <del>you will</del> make friends!</i> No more words/phrases can be removed, so the team that deleted <del>you will</del> wins the game or a point. Continue with more sentences from the Coursebook if there's time.



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

## UNIT 5 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 5	<ol style="list-style-type: none"> <li>1. Write <i>app</i> on the board (you could explain that the word is an abbreviation of <i>application</i>, but is now used as a word in its own right).</li> <li>2. In pairs, learners discuss the Starter questions.</li> <li>3. Elicit ideas in open class and allow learners to use their phones to show the apps they have.</li> </ol>
Resources	Main activity
Coursebook page 5	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Explain to the class that the reading text they are going to read will have something to do with apps. Draw learners' attention to the title of the article.</li> <li>2. Learners skim read the article to understand what it's about.</li> <li>3. Have learners answer the question in pairs before eliciting the answer as a whole class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to explain the title of the article.</p> <p><b>Possible answer</b></p> <p>The title 'App-solutely amazing!' is a game with words which combines <i>app</i> and <i>absolutely</i>.</p>
Coursebook page 5	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners try to work out the meaning of the words in bold. Encourage them to make a table in their notebooks listing the word, the part of speech and their definition. Allow learners to consult a dictionary to check their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out each word and nominate a pair of learners to give their definition. The rest of the class can raise their hands if they disagree or if they have a better definition.</p> <p><b>Possible answers</b></p> <p><b>summarise:</b> bring together the main points; <b>news:</b> report of current events; <b>download:</b> copy from the Internet; <b>giant:</b> large company; <b>proud:</b> feeling of satisfaction in your own or someone else's achievements; <b>inspire:</b> to cause someone to want to do something; <b>worried:</b> anxious; <b>model:</b> representation of something, usually on a smaller scale; <b>arrogant:</b> feeling self-important; <b>genius:</b> unusually intelligent or gifted person; <b>polite:</b> having good manners; <b>humanities:</b> studies concerned with human culture; <b>invest in:</b> dedicate money to something expecting to receive a profit; <b>lucky:</b> fortunate; <b>risk:</b> possibility of failure</p>

<b>Coursebook page 5</b>	<p><b>Vocabulary: Activity 3</b></p> <p>1. Have learners find all the adjectives which describe personality in the article. Advise them that these are NOT all the words in bold in the text, although two of them are. Do this as a class by inviting learners to call out the adjectives in order.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Nominate learners to call out the adjectives one by one in order. If learners provide adjectives which aren't strictly about personality (<i>new, young</i>) don't say that it's wrong, just remind them that they're looking just for ones related to personality.</p> <p><b>Answers</b></p> <p>excited, worried, arrogant, self-centred, polite, likeable, enthusiastic, self-aware, lucky</p> <p>2. Write two headings on the board: <i>Positive</i> and <i>Negative</i>. Invite learners to come out and write an adjective under the appropriate heading. Check if the rest of the class agrees and have a discussion if there is disagreement.</p> <p><b>Answers</b></p> <p>Positive: excited, polite, likeable, enthusiastic, self-aware, lucky Negative: worried, arrogant, self-centred</p>
<b>Workbook page 5</b>	<p><b>Workbook: Activity 1</b></p> <p>1. Draw learners' attention to the words which appeared in bold in the article about Nick D'Aloisio. Explain that they will now need to match some of them to their definitions.</p> <p>2. Allow one or two minutes for learners to match the words to the definitions.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a word or phrase and its definition.</p> <p><b>Answers</b></p> <p>1 f; 2 e; 3 d; 4 a; 5 b; 6 c</p>
<b>Workbook page 5</b>	<p><b>Workbook: Activity 2</b></p> <p>1. Learners read the clues to complete the crossword. Point out that the words were in bold in the article and that the first letter is given.</p> <p>2. Have learners compare the completed crosswords in pairs before checking with the class.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out the clues and invite learners to write the word on the board.</p> <p><b>Answers</b></p> <p>Across: 1 giant; 2 news; 5 proud; 6 inspire; 7 humanities Down: 1 genius; 3 arrogant; 4 risk; 5 polite</p>
<b>Workbook page 5</b>	<p><b>Workbook: Activity 3</b></p> <p>1. Give the learners a few minutes to write their sentences. You could set a limit of minimum words per sentence, for example eight words.</p> <p>2. In pairs, learners read out their sentences and make any corrections.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a sentence for the whole class. Encourage class feedback.</p>

Resources	Plenary		
	<div>1. Write £1,000,000 on the board. Nominate a learner to read out what the figure represents (one million pounds).</div> <div>1. Play a game. Say: <i>If I were a millionaire, I would buy my own helicopter</i>. Nominate a learner to repeat your sentence and add something of their own, for example <i>If I were a millionaire, I would buy my own helicopter and travel around the world</i>. Continue with learners remembering the order and adding a sentence as time allows.</div> <div><b>Note:</b> You might like to have learners prepare for the Coursebook presentation in the next lesson (Lesson 6) beforehand. Ask them to look at the list of names in Activity 8 (Coursebook page 81) and do some research on one of the people.</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 5 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<p>1. Play <i>Finish my sentence</i>. Put learners in groups with books closed. Read out a sentence from the article about Nick D'Aloisio on page 80, pausing in places for learners to supply the missing word(s). For example, say: <i>Nick D'Aloisio got his first laptop when he was ...</i> Encourage learners to shout out the correct missing word (nine). The first team to give the answer wins a point. Continue with more sentences from the article, for example: <i>He might buy some ... (clothes), he says, and maybe a new ... (computer).</i></p>
Resources	Main activity
Coursebook page 6	<p><b>Speaking: Activity 4</b></p> <p>1. Read the questions out loud.</p> <p>2. In pairs, learners read the article again and discuss the answers.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a question and answer it for the whole class to check.</p>
	<p><b>Possible answers</b></p> <p>1 He launched his app 'Summly' for iPhones.</p> <p>2 An app which summarises the news stories.</p> <p>3 Yes, because nearly a million people have downloaded it.</p> <p>4 He's pleased that he has inspired other teenagers.</p> <p>5 He's polite, likeable, enthusiastic and self-aware.</p> <p>6 He'd like to use his money to support small companies.</p>
	<p><b>Differentiation activities (Support):</b></p> <p>1. Divide the class in two. One group works on questions 1–3 and the other group on questions 4–6. Check all questions with the class.</p>
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Have learners skim read the text once and then discuss the questions without referring to the article. Challenge them to remember as much as they can.</p>
Coursebook page 6	<p><b>Use of English: Activity 5</b></p> <p>1. Read out the information in the <i>Use of English</i> box.</p> <p>2. Learners find the preposition and noun phrases in the article. Encourage them to write down the phrases in their notebooks.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out the section of the article that contains each phrase.</p>
	<p><b>Differentiation activities (Support):</b></p> <p>1. Learners work in pairs to find the preposition and noun phrases in the newspaper story.</p>
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners think of four preposition + noun phrases of their own, or ones that they find in their Coursebook, and quiz their partner by giving them the noun and eliciting the preposition, for example: <i>Television ... on television.</i></p>

<b>Coursebook page 6</b>	<p><b>Use of English: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Learners choose the correct prepositions to complete the questions.</li> <li>2. In pairs, learners compare answers, before checking with the class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read a question out loud and write the missing preposition on the board.</p> <p><b>Answers</b></p> <p>1 at; 2 on; 3 at; 4 on; 5 on; 6 In; 7 on; 8 in</p>
<b>Coursebook page 6</b>	<p><b>Speaking: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. Still in their pairs, learners take turns to ask a question for their partner to answer. Encourage them to do this orally and monitor to make sure learners are giving full answers.</li> <li>2. When they finish, have them scan the article in Lesson 5 (Coursebook page 80) to check their answers to questions 1 to 5.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out the questions one by one and invite learners to provide an answer.</p> <p><b>Answers</b></p> <p>1 Chinese and Russian; 2 Yes, a number of times; 3 Yes, he was; 4 No because he would always show them what he was doing; 5 Yes, it does; 6–7 Learners' own answers</p>
<b>Coursebook page 6</b>	<p><b>Speaking: Activity 8</b></p> <ol style="list-style-type: none"> <li>1. If the learners have already prepared some information, put them in pairs or groups depending on which 'genius' they have chosen to talk about. In their pairs/groups, learners share the information they have found.</li> <li>2. Give learners time to organise the information and prepare a short (under five minutes) presentation for the class. Monitor and provide help.</li> <li>3. Invite pairs/groups to give their presentation to the whole class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>During the presentations make a note of correct/incorrect language use. Go over the language points you've collected with the whole class.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to read out the information if they don't feel confident enough to speak without notes.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to talk about another genius they know about.</li> </ol>

<b>Workbook page 6</b>	<b>Workbook: Activity 4</b> 1. Give the learners a few minutes to complete the article with the missing prepositions individually. 2. In pairs, learners compare their answers before checking with the class. <b>CORE</b> <b>Feedback</b> Invite learners to read out parts of the text. <div><b>Answers</b></div> 1 At; 2 in; 3 at; 4 for; 5 from; 6 at; 7 to; 8 in; 9 to; 10 at; 11 in; 12 in.		
<b>Workbook page 6</b>	<b>Workbook: Activity 5</b> 1. Learners decide which of the geniuses they have learned about in this lesson is the cleverest and summarise the reasons for their choice. <b>DESIRABLE</b> <b>Feedback</b> Depending on how many different geniuses have been chosen, nominate learners to read out a summary for each.		
<b>Resources</b>	<b>Plenary</b> 1. Have a class vote with a show of hands to find out who the majority think is the cleverest genius.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## UNIT 5 PRACTICE AND PREPARE TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. In small groups, ask learners to note down as many personality adjectives as they can in a minute.</li> <li>2. Invite learners to write an adjective on the board. Correct spelling and drill the pronunciation.</li> <li>3. Read out the Starter question. In pairs or small groups, learners try to remember how Nick D'Aloisio was described (not arrogant or self-centred; polite, likeable, enthusiastic, self-aware).</li> </ol>
Resources	Main activity
Coursebook page 7	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the texts once for gist.</li> <li>2. Then give them a couple of minutes to complete the texts with the missing adjectives.</li> <li>3. Have learners compare their answers before checking as a class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out part of the text and spell out the missing adjective. Write the adjectives on the board as the learners spell them out.</p> <p><b>Answers</b></p> <p>1 generous; 2 hard-working; 3 organised; 4 shy; 5 honest; 6 quick-tempered; 7 kind; 8 sociable; 9 calm; 10 patient; 11 adventurous; 12 cautious</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to look back to Lessons 1 and 2 if they need to check the spelling or meaning of the adjectives.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have learners explain in their own words what each adjective means. They can do this by giving an example.</li> </ol>
Coursebook page 7	<p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Read out the questions and check for comprehension. If necessary, invite learners to give an example answer.</li> <li>2. In pairs or small groups, learners discuss the questions, referring back to the personality descriptions. Monitor and make note of correct/incorrect language.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write the language you noted down on the board and go over it with the class.</p>
Coursebook page 7	<p><b>Use of English: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that prepositions come before nouns and after adjectives.</li> <li>2. Learners complete the activity individually and then compare answers in pairs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>1 on; 2 at; 3 in; 4 with; 5 at; 6 in</p>



<b>Workbook page 7</b>	<p><b>Workbook: Activity 1</b></p> <p>1. Ask learners to complete the adjectives with the correct ending and write them in the table. Point out that the adjectives must have the same ending in each column.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a row of adjectives. Write the endings on the board.</p> <p><b>Answers</b></p> <p>-ic: optimistic, sympathetic, pessimistic  -ous: generous, cautious, spontaneous  -ent: independent, different, impatient  -ed: determined, interested, organised  -al: logical, loyal, practical</p>
<b>Workbook page 7</b>	<p><b>Workbook: Activity 2</b></p> <p>1. Do the first item as an example with the whole class. Point out where <i>that</i> needs to be placed.</p> <p>2. Monitor while learners are writing the sentences and provide help.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a sentence.</p> <p><b>Answers</b></p> <p>1 Nadia is such a lovely girl that everyone wants to meet her.  2 The other team are playing so well that I'm sure we're going to lose.  3 Faisal is so disorganised that he always forgets something.  4 It's such nice weather that they're going to the beach.  5 I had such a big lunch that I didn't want to eat anything for dinner.  6 Nayef runs so fast that he's going to join the athletics team.</p>
<b>Workbook page 7</b>	<p><b>Workbook: Self-assessment</b></p> <p>1. Have learners read through the list and check the tasks they can do.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a class discussion about how learners feel about each task. How confident do they feel about each one?</p>
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Write on the board: <i>In this unit so far, I have learned ...</i> Give learners some time to look back through Lessons 1 to 6 and think about what new things they have learned.</p> <p>2. Invite learners to share their thoughts.</p>

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

## UNIT 5 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 8	<ol style="list-style-type: none"> <li>1. Stick the picture of Albert Einstein on the board. Do any of the learners recognise who it is? What do learners know about Einstein? (physicist, born in Germany, <math>E = mc^2</math>, theory of relativity). Explain that Einstein is considered a <i>genius</i> (someone who is extremely intelligent or talented). Write <i>genius</i> on the board.</li> <li>2. Refer learners to the Starter question. Write on the board: <i>IQ</i> Ask learners if they know what this stands for and what it means. (Intelligence Quotient; it refers to a number which shows how intelligent a person is. This number is based on specific tests. An average IQ score is 70–115. Einstein's IQ is said to have been above 160.)</li> </ol>
Resources	Main activity
Coursebook page 8	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Refer learners to the <i>Vocabulary</i> box. Understanding these words will help them understand the text.</li> <li>2. Ask learners to read the text once and find the answer to the question. When they think they know it, they should raise their hands.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the answer. The answer doesn't have to be identical to the answer below as long as it means the same.</p> <p><b>Possible answer</b></p> <p>The winner must use the prize money to pay university or college fees.</p>
Coursebook page 8	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Point out the words in bold in the text and refer learners to the <i>Language tip</i>.</li> <li>2. Learners read the article again and decide if the statements are true or false. Encourage them to find the answers in the text. You might like to point out that the relevant information doesn't appear in the same order in the text.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a statement and say whether it's true or false. If it's false, they should give the correct information.</p> <p><b>Answers</b></p> <p>1 F (they <i>must</i> spend it on their education); 2 T; 3 T; 4 F (it's a TV show); 5 T</p>
Workbook page 8	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Elicit from learners what a summary is (a short version of a text containing all the most important points). Read aloud the <i>Writing tip</i> and check for comprehension.</li> <li>2. Learners read the text once more and find the main ideas and facts.</li> <li>3. Give learners five minutes to write their summary. Monitor and provide help if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out their summary. Discuss differences in summaries.</p>

Workbook page 8	Workbook: Activity 2		
	1. Write <i>should</i> and <i>must</i> on the board. Ask which word is used for advice ( <i>should</i> ) and which word is stronger and used for things you have to do ( <i>must</i> ).		
	2. Learners complete the activity individually.		
	CORE Feedback Invite learners to read out a complete sentence.		
	Answers		
	1 shouldn't; 2 must; 3 mustn't; 4 must; 5 should; 6 should		
Resources	Plenary		
	1. Play a version of <i>Simon says</i> . Ask the class to stand up. When you use <i>must</i> , the learners should do the action you say. If you say <i>should</i> , they don't do it. For example: <i>You must sit down. You must stand up. You must turn around. You should sit down.</i> Any learner who sits down at this point is out of the game as you didn't say <i>must</i> . Continue as time allows. Other actions could be: <i>walk to the window, walk to the door, go back to your desk, open your book, close your book.</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 5 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Make the following statements about everyday life. Have learners stand up if they think you should use <i>must/mustn't</i> (obligation) and sit down/stay seated if they think you should use <i>should/shouldn't</i> (advice):</li> <li>1 Shout in class. (mustn't)</li> <li>2 Have breakfast in the morning. (should)</li> <li>3 Stop at a red traffic light. (must)</li> <li>4 Go to bed early before an exam. (should)</li> <li>5 Be friendly to people. (should)</li> <li>6 Get stressed about exams. (shouldn't)</li> </ol>
Resources	Main activity
<b>Coursebook</b> <b>page 9</b> <b>Audio Track 28</b>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Read the rubric aloud and refer learners to the two photos. Elicit the contestants' names (Alex and May).</li> <li>2. Before they listen, refer learners to the <i>Vocabulary</i> box. Understanding these words will help them understand the audio track better.</li> <li>3. Play the audio track and have learners make notes about Alex and May as they listen. These notes are general points of information that they have heard. There is not a specific question.</li> <li>4. Learners compare notes in pairs before discussing in class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to raise their hands, and nominate a few to share what they heard about Alex and May.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Coursebook</b> <b>page 9</b> <b>Audio Track 28</b>	<p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Read the <i>Listening strategy</i>. Then allow learners a minute or so to read the questions and options and underline the key words.</li> <li>2. Play the audio track again for learners to choose the correct option.</li> <li>3. Have them compare answers in pairs, before checking as a class. If necessary, play the audio track one more time.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out an answer. Elicit opinions and details from the rest of the class.</p> <p><b>Answers</b></p> <p>1 c; 2 b; 3 a; 4 b; 5 a; 6 c</p>
<b>Workbook</b> <b>page 9</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the statements and write <i>Alex</i> or <i>May</i> in the gaps.</li> <li>2. Have them compare answers in pairs, before checking with the class.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a statement each and ask the other learners if they agree.</p>

	<p><b>Answers</b></p> <p>1 May; 2 May; 3 Alex; 4 May; 5 May; 6 Alex</p>
<p><b>Workbook page 9</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>Put the learners in groups of four and divide them into pairs: A and B (agree), C and D (disagree). Allow them a few minutes to brainstorm ideas for/against the argument in pairs. Ask them to note their ideas down in the diagram.</li> <li>Monitor and help learners who are struggling to come up with ideas.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>A and B pairs swap their notes with C and D pairs. This will allow learners to refine their ideas and think of counter arguments for the debate to follow.</p>
<p><b>Coursebook page 9</b></p>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>Read the instructions for the debate and the information in the <i>Speaking tip</i>.</li> <li>In groups of four, learners have the debate using their ideas in the diagram. Allow about three minutes for this. Make sure they understand that they need to try to convince each other and reach a conclusion.</li> <li>If necessary, write useful language on the board for giving opinion, asking for opinion, agreeing/disagreeing, for example: <i>I think/believe that ... In my opinion, ... What do you think? Do you agree? Yes, but ... You may be right, but ...</i></li> <li>Encourage learners to follow the rules of courteous debate by allowing their opponents to finish speaking before they give their counter argument.</li> <li>Monitor and provide help only if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>After the debate, have learners come to a consensus conclusion. Do a hands-up survey of who agrees with the statement and who disagrees. Remind learners that debate allows for change of opinion, so they can vote differently from their previous arguments.</p> <p><b>Possible answers</b></p> <p>For: exams/competitions are stressful; makes children competitive; no time to play with friends; children are tired and unhappy</p> <p>Against: exams help children be organised; they make them responsible; children learn new things in competitions; they become more independent</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Allow learners to read from complete sentences in the debate.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Encourage stronger learners to read from brief notes (or from no notes at all).</li> </ol>

Resources	Plenary		
	<div>1. Write <i>Class contract</i> on the board and discuss what a contract is and who might sign it.</div> <div>2. As a class, brainstorm rules/agreements that could be included in your English class contract. These can refer to students and teachers. For example: <b>Students</b> <i>We must speak in English as much as we can.</i> <i>We will try to read books or articles in English.</i> <i>We mustn't laugh at our classmates' mistakes.</i> <b>Teacher</b> <i>I will prepare a game at the end of each class.</i> <i>I must try to answer my students' questions.</i> <i>I will explain what words mean in English.</i></div> <div>3. Have your students create a big poster with the rules/agreements. Then everyone signs it at the bottom</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 5 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 10	<ol style="list-style-type: none"> <li>1. Write <i>child prodigy</i> on the board and ask: <i>Do you know anyone who's really, really clever?</i> Elicit answers from the class.</li> <li>2. Elicit what <i>child prodigy</i> means (a child who's really intelligent and can be as good at something as adults).</li> <li>3. In pairs, learners discuss the Starter question. Give them two or three minutes and then elicit answers. Make notes on the board. Is there something that lots of learners would like to be good at?</li> </ol>
Resources	Main activity
Coursebook page 10	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the title of the interview.</li> <li>2. Learners read what the interviewer asks and predict what Melanie will say, without looking at her answers. They can do this in pairs or small groups.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Discuss learners' ideas as a class.</p>
Coursebook page 10	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners read the whole interview and decide which statements are true and which are false.</li> <li>2. Learners compare answers in pairs before checking as a class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read a true statement and say where the information is in the interview. When these have been identified, invite learners to correct the false statements.</p> <p><b>Answers</b></p> <p>1 T; 2 F (She was surprised when her paintings sold.); 3 T; 4 T; 5 T; 6 F (She's working on the pictures for his book.)</p>
Coursebook page 10	<p><b>Vocabulary: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to read the words before and after the underlined words/phrases to help them understand meaning.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a word/phrase and its definition.</p> <p><b>Answers</b></p> <p>1 for ages; 2 decade; 3 exhibition; 4 in charge of; 5 gallery; 6 opportunities</p>



<b>Coursebook page 10</b>	<p><b>Vocabulary: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the <i>Language tip</i>. Elicit another pair of example sentences with <i>surprised/surprising</i> and <i>interested/interesting</i> from the class.</li> <li>2. Ask the learners to underline the <i>-ed/-ing</i> adjectives in the interview. Elicit and write the adjectives on the board. Point out that some adjectives don't have an <i>-ed</i> or <i>-ing</i> equivalent. For example, we say <i>talented</i> but not <i>talenting</i>.</li> <li>3. Give learners a few minutes to say or write sentences with the adjectives.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Invite learners to say or read out a sentence.</p> <p><b>Answers</b></p> <p>talented; surprised; interested; organised; interesting; boring</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners write the sentences in their notebooks. Monitor and support learners as they write.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write sentences for <i>surprising</i> and <i>bored</i> as well.</li> </ol>
<b>Workbook page 10</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the sentences with the words/phrases. Remind them to eliminate options by filling in more obvious gaps first.</li> <li>2. Learners compare answers in pairs before checking as a class.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a complete sentence.</p> <p><b>Answers</b></p> <p>1 opportunity, galleries; 2 exhibition; 3 in charge of; 4 for ages; 5 decades; 6 invest</p>
<b>Workbook page 10</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Read out the pairs of adjectives and have the learners repeat them.</li> <li>2. Ask learners to complete the pairs of sentences with the adjectives.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read a set of sentences.</p> <p><b>Suggested answers</b></p> <p>1 a tiring, b tired; 2 a interesting, b interested; 3 a surprised, b surprising; 4 a annoying, b annoyed; 5 a excited, b exciting</p>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs and think of two questions they'd like to ask Melanie.</li> <li>2. Put the learners in new pairs. They take turns asking and answering the questions as if they were Melanie.</li> </ol>

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

## UNIT 5 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 11	<ol style="list-style-type: none"> <li>1. Have learners form a line down the centre of the classroom. Say that those who prefer to work alone should step to the right, and those who prefer to work in a team should step to the left. Those with no strong preference can stay in the middle. Is there a majority one way or the other?</li> <li>2. Ideally, pair a learner with different preferences and have them explain to each other the reasons for their preferences.</li> </ol>
Resources	Main activity
Coursebook page 11	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Write on the board: <i>Clever Teens</i>. Explain that <i>teens</i> is short for <i>teenagers</i>. Before they read, have learners guess what the competition is about.</li> <li>2. Ask learners to read the information on the website and make brief notes (20 words).</li> <li>3. Put the learners in pairs. One of them explains what the competition is about. Tell them to imagine their partner hasn't read the text. The learner who is listening refers to their notes and adds to them or underlines anything their partner missed.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite a learner to explain what <i>Clever Teens</i> is. Encourage the rest of the class to add to the explanation.</p> <p><b>Answer</b></p> <p>Learners' own answers</p>
Coursebook page 11	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the questions and write the answers in their notebooks, referring to the website.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a question and answer.</p> <p><b>Possible answers</b></p> <ol style="list-style-type: none"> <li>1 There are four different categories: business, environment, writing and art.</li> <li>2 It's 5,000 AED and it's for the finalist who comes third.</li> <li>3 It should be no more than 5,000 words.</li> <li>4 Learners can present a video in the category of Art.</li> <li>5 The presentations will take place the first week of June.</li> <li>6 The last day for applications in the end of December.</li> </ol>
Coursebook page 11	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Put the learners in pairs or small groups. Read out the stages of the task.</li> <li>2. Give them a few minutes to choose a category from the competition and brainstorm ideas.</li> <li>3. Then have them write brief notes about their project. Monitor and make sure they aren't writing too much.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor and provide help while the learners are working on the outline of their project.</p>

<b>Coursebook</b> <b>page 11</b>	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Pairs and groups of learners take turns to present their idea for the <i>Clever Teens</i> competition. While they are listening, have learners make brief notes about each project.</li> <li>2. After the presentations, allow a few minutes for learners to discuss in their pairs/ groups which they think is the best idea. They can't vote for their own.</li> <li>3. Elicit from each pair/group their decision and reasons. Announce the winner, but praise all efforts.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a class discussion on whether they would really like to take part in a similar competition. Would they like to take part on their own or as part of a team?</p>
<b>Workbook</b> <b>page 11</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Read the <i>Language tip</i>. Explain that learners have to form a noun or adjective to complete each sentence. You could read the sentences once and elicit whether it's a noun or adjective that's needed in each case.</li> <li>2. Learners complete the sentences individually or in pairs. Point out that the words they need appeared in the website on Coursebook page 86.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a sentence and write the missing noun or adjective on the board.</p> <div data-bbox="376 1025 1428 1070" style="background-color: #f2f2f2; padding: 5px;"> <p><b>Possible answers</b></p> </div> <p>1 environmental; 2 application; 3 scientific; 4 creative; 5 information; 6 solution</p>
	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Point to the online form and explain that whoever wants to take part in <i>Clever Teens</i> needs to fill this in.</li> <li>2. Ask learners to complete the form with their personal details and information on the project they worked on in Coursebook Activity 3.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Invite learners to exchange books with a partner and read the information.</p>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Have a spelling race. Divide the learners into two or three groups. Call out key words from the lesson. Each time, a learner from each group races to the board to write the word. They win a point for each word spelled correctly.</li> </ol>

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

## UNIT 5 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Write the Starter question on the board: <i>What would you do if you won first prize in Clever Teens?</i></li> <li>2. Elicit from the class what <i>Clever Teens</i> is (a competition) and what the first prize was (10 000 AED).</li> <li>3. Have learners discuss the questions in groups. Elicit a few ideas as a class.</li> </ol>
Resources	Main activity
<b>Coursebook page 12</b> <b>Audio Track 29</b>	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Read out the instructions. Play the audio track once for the learners to answer the questions.</li> <li>2. Have them discuss their answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to raise their hands, and nominate a few to answer the questions.</p> <p><b>Answers</b></p> <p>They won a prize for Writing. Dalal wrote the story and Ibrahim drew pictures for it.</p>
<b>Coursebook page 12</b> <b>Audio Track 29</b>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Allow learners a minute to read the six statements.</li> <li>2. Play the audio track once more for the learners to do the task.</li> <li>3. Encourage them to compare answers in pairs and discuss.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a statement and explain why it's true or false.</p> <p><b>Answers</b></p> <p>1 T; 2 T; 3 F (he'll be too busy); 4 T; 5 F (she thinks they already have a lot to do); 6 T</p>
<b>Coursebook page 12</b>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Read the <i>Language tip</i> as a class, and elicit a few examples with second conditional from the learners.</li> <li>2. Have learners read the questions individually and think about their answers.</li> <li>3. In pairs, learners discuss their answers. Monitor and check the correct use of the second conditional.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit a few answers for each question. Write on the board a few second conditional sentences that came up in the learners' discussions.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write their answers to the questions. Monitor and make sure they are using the second conditional correctly.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have learners act out the situation in question 3. One learner is the famous person from the past and the other learner interviews him/her.</li> </ol>

Workbook page 12	<b>Workbook: Activity 1</b> 1. Read the instructions. Allow learners a few minutes to complete Ibrahim’s email. <b>CORE</b> <b>Feedback</b> Invite learners to read out a few sentences each from the email. <div>Answers</div> 1 b; 2 c; 3 b; 4 a; 5 a; 6 c; 7 b; 8 a		
Workbook page 12	<b>Workbook: Activity 2</b> 1. Discuss with the class what Mr Al Blooshi might write in reply to Ibrahim’s email. 2. Ask learners to write Mr Al Blooshi’s reply to Ibrahim. Monitor and provide support. Make a note of correct/incorrect use of language. <b>DESIRABLE</b> <b>Feedback</b> Invite learners to read out their email to the whole class. Go over the language points you made a note of.		
Resources	<b>Plenary</b>		
	1. Write on the board: <i>If I was a millionaire, I’d ...</i> . 2. Put the learners in small groups and have them play a memory game. Learners take turns completing the prompt sentence. Every time a learner takes a turn, they have to repeat the previous ideas before adding their own. For example: L1: <i>If I was a millionaire, I’d buy a Ferrari.</i> L2: <i>If I was a millionaire, I’d buy a Ferrari and go on holiday to Paris.</i> L3: <i>If I was a millionaire, I’d buy a Ferrari, go on holiday to Paris and go scuba-diving.</i>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
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 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Write <i>Ibrahim and Dalal</i> on the board.</li> <li>2. Have learners work in pairs to remember information about the brother and sister.</li> <li>3. Elicit ideas from the whole class.</li> </ol>
Resources	Main activity
Coursebook page 13	<p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to Ibrahim's drawing. Elicit what they can see.</li> <li>2. In pairs, ask learners to discuss what the story could be about.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to share their ideas with the class.</p>
Coursebook page 13	<p><b>Reading: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Hand out the story extract (PCM 7) and allow learners a few minutes to read it. Direct learners' attention to the information in the <i>Language tip</i>.</li> <li>2. In pairs, learners answer the questions orally.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out a questions and nominate learners to give an answer.</p> <p><b>Possible answers</b></p> <ol style="list-style-type: none"> <li>1 The story is set in a desert in the Middle East.</li> <li>2 He had an accident. He has a mother and a brother. His brother lives in a village. He's lost in the desert.</li> <li>3 He's happy because he realised he can see.</li> <li>4 Learners' own ideas.</li> <li>5 At first, he feels lonely and small, possibly afraid. When he sees the riders, he feels more optimistic and determined.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Read out the story in class. Discuss the questions as a class.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have learners explain why they like/dislike the story.</li> </ol>
Coursebook page 13	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to think of a title for the story in pairs or small groups.</li> <li>2. Elicit ideas in class and write them on the board.</li> <li>3. Then give them time to brainstorm ideas on how to continue the story. Encourage them to take notes which they can use later in Workbook Activity 4.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit learners' predictions on how the story will continue. Ask further questions if appropriate.</p>



Workbook page 13	<p><b>Workbook: Activity 3</b></p> <p>1. Remind learners of the use of the infinitive in reported orders/commands. Refer back to the <i>Language tip</i> on page 13 of the Coursebook if necessary.</p> <p>2. Learners rewrite the orders in direct or indirect speech.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a direct and indirect order.</p> <p><b>Answers</b></p> <p>1 Asma’s mum told her not to forget the money for the school trip.</p> <p>2 Omar’s mum asked him to take the rubbish out.</p> <p>3 “Please turn off the TV,” said Hamad’s dad.</p> <p>4 Abeer’s dad told her not to talk on the phone so much.</p> <p>5 “Buy some bread and coffee,” said Sami’s mum.</p> <p>6 “Don’t be late for school,” said Haleema’s dad.</p>		
Workbook page 13	<p><b>Workbook: Activity 4</b></p> <p>1. Read the <i>Writing tip</i> and point out examples of direct speech in the story extract.</p> <p>2. Allow about five minutes for learners to write their paragraph. They can do this individually or in their pairs/groups. Monitor and provide help as necessary.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Read out a few paragraphs in class. Highlight correct/incorrect use of language on the board. Collect the paragraphs and provide written feedback.</p>		
Resources	<p><b>Plenary</b></p> <p>1. Before you collect learners’ writings, display them in class. Have learners walk around in pairs and read. They must discuss what they like about each paragraph. Monitor and participate if necessary.</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## UNIT 5 PRACTICE AND PREPARE TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners what they remember so far from the lessons they have covered. First ask for topics and write these in a cloud on the board. Then ask for words related to these topics and write them in the appropriate cloud. Finally, see if learners can remember any of the grammar points that have been covered – you can write these in a list to one side of the board.</li> <li>2. Explain to the class that this lesson is a revision of what they have learned so far and not a test. Learners should work at their own pace.</li> </ol>
Resources	Main activity
Coursebook page 14	<p><b>Use of English: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Have learners read the text once for gist. Then they choose the correct words.</li> <li>2. In pairs, learners discuss why the other options would be incorrect.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read a few sentences from the text. Write the correct words on the board as they are mentioned.</p> <p><b>Answers</b></p> <p>1 talented; 2 creative; 3 should; 4 amazing; 5 so; 6 at; 7 prize; 8 marks; 9 intelligent; 10 an author</p>
Coursebook page 14	<p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Read out the question at the end of the text in Activity 1: <i>Who's special in your family and why?</i></li> <li>2. In pairs, learners take turns to answer the question.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to report to the class what their partner said.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
Coursebook page 14	<p><b>Writing: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Read the sentence prompts and draw learners' attention to the language point in each one: 1 second conditional, 2 first conditional, 3 <i>must</i>, 4 first conditional, 5 second conditional, 6 <i>should</i></li> <li>2. Learners complete the sentences in their notebooks with their own ideas. Monitor and provide help if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to raise their hands if they'd like to share their answers and choose a few to read out a sentence.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

<b>Workbook page 14</b>	<p><b>Workbook: Activity 1</b></p> <p>1. Have learners read the definitions and write the words. The words can be found in lessons throughout the unit so far. Allow learners to look back to find the definitions.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a definition and say/spell the word.</p> <p><b>Answers</b></p> <p>1 winner; 2 judge; 3 genius; 4 stressed; 5 prize; 6 mark; 7 creative; 8 skill</p>
<b>Workbook page 14</b>	<p><b>Workbook: Activity 2</b></p> <p>1. Discuss with learners what Ibrahim and Dalal agreed at the end of their conversation (to help other classmates with the competition).</p> <p>2. Read out the instructions and check comprehension.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Invite learners to exchange emails with a partner. Collect emails and provide individual, written feedback.</p>
<b>Workbook page 14</b>	<p><b>Workbook: Self-assessment</b></p> <p>1. Have learners read through the list and check the tasks they can do.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a class discussion about how learners feel about each task. How confident do they feel about each one?</p>
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Play a vocabulary game on the board. Divide the learners into groups of four to six. Have learners in Group 1 look through the unit and write a word on the board. Explain that each letter in the word counts for a point, so the longer the word the better.</p> <p>2. Group 1 writes their word on the board, for example <i>amazed</i>. Keep count of score, so for <i>amazed</i>, Group 1 gets six points. The next group must find a word starting with <i>d</i> (i.e. the last letter of the word on the board) from the unit and write it on the board. Groups continue adding words to the chain and adding up points.</p> <p>3. Continue until a group reaches 20 points, or as time allows. Then have groups think of an example sentence for each word. Award ten points for each plausible sentence.</p>

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

## UNIT 5 REVIEW TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Tell learners that they are going to do some exercises to see how well they have learned some of the vocabulary and grammar in the unit.</li> <li>2. Give them the opportunity to look back over the unit to prepare.</li> </ol>
Resources	Main activity
Coursebook page 15	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Read out the words in the box. Remind learners that they encountered these words in Unit 5.</li> <li>2. Learners complete the activity in their notebooks referring back to the unit if necessary.</li> <li>3. After you check answers, have learners say or write a sentence for three of the words.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to raise their hands, and nominate them to read a word and definition. Then do the same for the example sentences.</p> <p><b>Answers</b></p> <p>1 logical; 2 cautious; 3 inspire; 4 genius; 5 arrogant; 6 quick-tempered; 7 sympathetic; 8 invest</p>
Coursebook page 15	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Explain that the missing words are prepositions, and there's only one possible answer in each case.</li> <li>2. Have learners do the task. They can work in pairs or small groups if they wish.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a statement and write the missing word on the board.</p> <p><b>Answers</b></p> <p>1 of; 2 about; 3 in; 4 For; 5 of; 6 at</p>
Coursebook page 15	<p><b>Use of English: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Do one or two examples with the whole class.</li> <li>2. Give learners a few minutes to complete the sentences in their notebooks. They can do this with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate learners to read out the completed sentence.</p> <p><b>Answers</b></p> <p>1 unless you go; 2 such a great; 3 not interested in; 4 mustn't ask questions; 5 not to use; 6 If it wasn't</p>

Coursebook page 15	<b>Speaking: Activity 4</b> 1. Read out the words. At this point, don't check comprehension. 2. Put the learners in small groups. They take turns to call out a word. Then they spend a few seconds talking about what the word makes them think of or feel. Encourage them to make notes. <b>CORE</b> <b>Feedback</b> Call out a word and invite learners to share what they discussed in groups with the whole class. <div>Answers</div> Learners' own answers			
	<b>Resources</b>			
	<b>Plenary</b>			
	1. Play <i>Hot Seat</i> . Learners take turns to sit in front of the class and ask the other learners five questions from the unit. They can nominate specific learners to answer or ask open questions to the class. 2. Monitor and provide support as necessary.			
<b>Learning styles catered for (✓):</b>				
Visual ✓		Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>				
Observation		Student self-assessment	Oral questioning	Peer assessment
Quiz		Student presentation	Written work and feedback	Verbal feedback

## UNIT 5 PROJECT TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	1. Ask learners: <i>What makes a good app?</i> Elicit ideas from the class and write them on the board. For example <i>It must be simple/easy to use, practical, fun</i> , etc.
Resources	Main activity
Coursebook page 16	<p><b>Preparation: Activity 1</b></p> <p>1. Have learners read the information in the leaflet and identify what's important.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to explain what the competition is about, and which pieces of information are important.</p> <p><b>Possible answers</b></p> <p>Age range; idea for a problem and its solution in app form; word limits; form of presentation (poster); entry date; winner announcement date; prizes</p>
Coursebook page 16	<p><b>Preparation: Activity 2</b></p> <p>1. Draw learners' attention to the example entry. Read it out loud for the class using a convincing tone.</p> <p>2. Have learners talk about the app in pairs or small groups.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Do a hands-up survey of who would use <i>TeenOrganiser</i> and who would not. Ask learners to justify their answers.</p>
Coursebook page 16	<p><b>Preparation: Activity 3</b></p> <p>1. Ask learners to choose their partner or divide learners into pairs or small groups. Allow enough time for learners to think of a problem and come up with an idea for an app. Distribute copies of PCM 2 (one per group) to help them with their research. Monitor and provide support.</p> <p>2. Have learners prepare their presentation by creating a poster as a visual aid to an oral presentation. Walk around and make sure everyone is helping with the writing/images. Ensure that every member of the group is contributing.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor providing feedback and support.</p>
Coursebook page 16	<p><b>Preparation: Activity 4</b></p> <p>1. Allow time for learners to practise their presentation in their pairs or groups. Monitor and provide individual feedback. Provide learners with ideas on how to improve their presentation.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor providing feedback and support.</p>
Resources	Plenary
	1. Have the learners look at the list of prizes on the leaflet. Which one would they like to win? Why?

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



## UNIT 5 PROJECT TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Have learners display their posters around the room. Invite them to circulate and look at each others' posters before the presentations start.</li> <li>2. Explain to learners how the lesson will proceed: <ul style="list-style-type: none"> <li>• First there will be a presentation during which the class will take notes on what they liked or disliked about it, and note any questions they have.</li> <li>• Then there will be a question and answer session.</li> <li>• Finally, they will discuss what they liked /didn't like about each presentation, which one they thought was the best, and make recommendations.</li> </ul> </li> </ol>
Resources	Main activity
Coursebook page 17	<p><b>Presentation: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Learners sit in their pairs or groups.</li> <li>2. Explain that they will need their notebooks to make notes about their classmates' presentations.</li> <li>3. Invite pairs or groups to present their projects. Walk around and make sure learners are taking notes.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Praise learners when they finish their presentations, but don't make any corrections and don't give your opinion.</p>
Coursebook page 17	<p><b>Presentation: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. As learners listen, they make notes in their notebooks following the example in the Coursebook.</li> <li>2. At the end of each presentation, allow members of the class to ask questions and the presenting group to answer.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Assist with language as necessary.</p>
Coursebook page 17	<p><b>Presentation: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. Learners spend a few minutes discussing the apps that were presented, referring to their notes. They decide on the 'best app'.</li> <li>2. Have a class vote on the best app. Invite each pair/team to explain their vote.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Congratulate the winners and all the participants for their efforts.</p>
Coursebook page 17	<p><b>Presentation: Activity 8</b></p> <ol style="list-style-type: none"> <li>1. In their pairs or groups, learners discuss which presentation was the most convincing and why. Clarify that they should talk about how the presentation was given, for example tone of voice, body language. Think of how each group could improve their presentation. Decide on one positive point to praise and one suggestion for improvement. Refer learners to the sentence prompts in their Coursebooks.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>One learner from each group acts as spokesperson and gives feedback to each of the other groups, giving one positive point and one suggestion for improvement.</p>

Resources	Plenary		
	1. Praise learners on their hard work during Unit 5 and give them a quick overview of all the things they have learned, and the skills they've been practising.		
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 6 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 18	<ol style="list-style-type: none"> <li>1. Review the job vocabulary that learners have already met in previous grades by organising a job alphabet race. In small groups, learners have three minutes to think of one job for every letter of the alphabet. Learners should skip difficult letters and come back to them if time allows.</li> <li>2. Ask learners to share answers at the end of the three minutes. Award one point for each job, and two points if no one else thought of this job.</li> <li>3. Look at the Starter question and clarify the meaning of <i>ideal job</i> if necessary (<i>dream job</i>). Encourage learners to justify their choices. Refer learners to the <i>Language Tip</i> to ensure they understand how to use <i>work</i> (as verb or noun) and <i>job</i> (only as a noun) in the correct way.</li> </ol>
Resources	Main Activity
Coursebook page 18	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Write across the board: <i>-er, -ant, -or, -ian, -ic, -ist</i> (keep these on the board for Workbook Activity 1). Explain that these are suffixes, in other words a group of letters added to the end of a word to change its meaning. Explain that all of these suffixes are used to mean <i>a person who does ...</i> so are used in job titles.</li> <li>2. Read through the <i>Use of English</i> box and check that learners understand all the jobs listed and emphasise the connection with the first word, for example say <i>Drive. A person who drives a taxi is called a ...</i> and elicit <i>taxi driver</i>.</li> <li>3. Have learners look at the list of jobs they wrote down for the Starter activity and underline the suffixes.</li> <li>4. Allow learners to use dictionaries to look up any unfamiliar words. Distribute copies of the vocabulary table (PCM 1). In pairs, learners fill in the table with the words they didn't already know, grouping together words with the same suffix. Explain that grouping words in 'families' like this will help them to remember the correct suffixes.</li> <li>5. You might want to point out that some jobs don't fit into these families: <i>nurse, pilot, chef</i>. Also, some jobs have an extra letter with their suffix: <i>engineer, lawyer</i>. Learners need to commit these exceptions to memory. <i>Vet</i> is actually an abbreviation of <i>veterinarian</i>, but is mostly commonly used in the abbreviated form.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate learners to read out a different definition each – the rest of the class call out the job title in each case.</p> <p><b>Possible answers</b></p> <p>driving instructor: a person who teaches you how to drive  actor: a person who acts in films, plays or tv programmes  accountant: a person who works with financial records  assistant: a person who helps other people (<i>personal assistant, shop assistant</i>)  flight attendant: a person who serves passengers on an aircraft  journalist: a person who writes for a newspaper, magazine or web news site  pharmacist: a person who prepares and distributes medicine  physiotherapist: a person who treats physical injury through exercise  receptionist: a person who receives visitors in an office  electrician: a person who works with electrical equipment  optician: a person who checks eyes and recommends glasses</p>

	<p>politician: an elected government official</p> <p>carpenter: a person who makes things with wood</p> <p>cleaner: a person who cleans</p> <p>designer: a person who designs (<i>fashion designer, graphic designer, interior designer</i>)</p> <p>engineer: a person who designs engines and structures</p> <p>lawyer: a person qualified to give legal advice or represent someone in court</p> <p>photographer: a person who takes photographs</p> <p>plumber: a person who installs or mends water pipes and equipment in buildings</p> <p>programmer: a person who writes computer programmes develops software (<i>computer programmer</i>)</p> <p>manager: a person who organises a team of other workers</p> <p>taxi driver: a person who drives members of the public</p> <p>waiter: a person who serves you in a restaurant</p> <p>writer: a person who writes books or articles</p> <p>mechanic: a person who works with machines</p> <p>paramedic: a person who looks after people who have been hurt in an emergency</p>
Coursebook page 18	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Refer learners to the three pictures of jobs and explain that they have to read the paragraph and work out which of the three jobs is being described.</li> <li>2. Encourage learners to get the sense of the paragraph and not to worry about words they do not know, unless this stops them from understanding the gist.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate learners for answers and ask them to justify their answers. What words helped them understand the job?</p> <p><b>Answer</b></p> <p>Paramedic (the middle picture)</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to use their dictionaries to find the meaning of words they do not know.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners describe the other two jobs pictured.</li> </ol>

<p><b>Coursebook</b> page 19</p>	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Refer learners to the two pictures and explain that they have to read the sentences and assign them to each of the two jobs. The sentences should form a paragraph describing the job, just as in the previous activity. Two of the sentences can apply to either job.</li> <li>2. Set this as a pair/group competition.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Allow fast finishers to write their answers on the board and read out the paragraph. Do the others agree that the order of the sentences make a coherent paragraph and match the picture?</p> <p><b>Answer</b></p> <p>Waiter: a, h, c, e, f  Taxi driver: a, g, d, b, f  <u>Could be either: a, f</u></p> <p>Taxi driver: <u>You have to like people to do the job I do.</u> You also have to be very patient because sometimes the traffic is quite heavy and it can take a long time to get to your destination. It can be tiring at times, especially if I'm on the road early in the morning, <u>but you can meet some very interesting people.</u></p> <p>Waiter: <u>You have to like people to do the job I do.</u> Most customers are really nice, but some are just so difficult to please. They say, "This isn't what I ordered," but you know it was what they ordered. I'm on my feet all day so I'm very tired when I go home, <u>but you can meet some very interesting people.</u></p>
<p><b>Workbook</b> page 15</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners fill in the table by deciding which suffix would complete each of the torn-off words .</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>You should still have the suffixes on the board from earlier. Have learners come out and write an answer in the correct column.</p> <p><b>Answers</b></p> <p>-er: carpenter, plumber, cleaner  -ant: accountant, assistant  -or: instructor, actor  -ian: electrician, optician  -ic: mechanic, paramedic  -ist: journalist, receptionist, pharmacist</p>
<p><b>Workbook</b> page 15</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Model the activity by miming a tooth ache and saying <i>Quick! I need a ...</i> . Elicit <i>dentist</i> from the learners.</li> <li>2. Refer learners to the example sentence and set the task in pairs. Point out that questions 2 and 8 could have more than one correct answer. Accept any sensible answer.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have learners write the answers on the board and check for accurate spelling.</p> <p><b>Answers</b></p> <p>1 carpenter; 2 flight attendant, pilot; 3 instructor; 4 cleaner; 5 plumber; 6 mechanic; 7 electrician; 8 engineer, architect</p>

	<b>Differentiation activities (Support):</b> 1. Provide learners with the first letter of each word.		
	<b>Differentiation activities (Stretch):</b> 1. Learners write similar sentences for other jobs and have their partners write the job.		
<b>Resources</b>	<b>Plenary</b>  1. Distribute copies of PCM 8. Learners will have met all the job names in a previous grade or in this lesson. 2. In pairs or small groups match all the words and pictures. 3. Nominate pairs of learners to ask and answer, for example Learner A: <i>What’s number 1?</i> Learner B: <i>Dentist</i> .  <div><b>Answers</b> 1 dentist; 2 doctor; 3 nurse; 4 paramedic; 5 cleaner; 6 receptionist; 7 optician; 8 physiotherapist; 9 pharmacist; 10 chef; 11 waiter; 12 waitress; 13 car mechanic; 14 manager; 15 shop assistant; 16 electrician; 17 carpenter; 18 plumber; 19 engineer; 20 driving instructor; 21 traffic warden; 22 firefighter; 23 police officer; 24 taxi driver</div>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## UNIT 6 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Play a miming game with the class. Divide the class into two teams.</li> <li>2. Model the game by miming a job, for example <i>driver</i>. The first team to shout out <i>a driver</i> scores a point.</li> <li>3. In turn, have one learner from each team come to the front. Show them a word for a job they have to mime.</li> </ol>
Resources	Main Activity
<b>Coursebook</b> page 19 <b>Audio Track 30</b>	<b>Listening: Activity 4</b> <ol style="list-style-type: none"> <li>1. Tell the class they are going to listen to three people talking about their work.</li> <li>2. Play the audio track once. Ask <i>What jobs do you think they do?</i></li> <li>3. Learners listen again and write down their answers in their notebooks.</li> </ol> <b>CORE</b> <b>Feedback</b> Check the answers in pairs, then as a class. Encourage learners to say what key words helped them decide and write these on the board.
	<b>Answers</b> 1 engineer; 2 physiotherapist; 3 mechanic
	<b>Differentiation activities (Support):</b> <ol style="list-style-type: none"> <li>1. Play the audio track more times if necessary.</li> </ol>
	<b>Differentiation activities (Stretch):</b> <ol style="list-style-type: none"> <li>1. Ask learners to describe one of the other jobs and have peers guess the job.</li> </ol>
<b>Coursebook</b> page 19 <b>Audio Track 30</b>	<b>Listening: Activity 5</b> <ol style="list-style-type: none"> <li>1. Before learners listen again, ask them to look at the prompts and guess which of the jobs these could apply to.</li> <li>2. Play the audio again. Learners listen and check who said what.</li> <li>3. Play the audio track once more if necessary.</li> </ol> <b>CORE</b> <b>Feedback</b> Check the answers in pairs, then as a class. Were any of their guesses right?
	<b>Answers</b> 1 physiotherapist; 2 engineer; 3 mechanic
	<b>Differentiation activities (Support):</b> <ol style="list-style-type: none"> <li>1. Provide learners with the audioscript.</li> </ol>
	<b>Differentiation activities (Stretch):</b> <ol style="list-style-type: none"> <li>1. Ask learners what other information they heard.</li> </ol>
<b>Workbook</b> page 16	<b>Workbook: Activity 3</b> <ol style="list-style-type: none"> <li>1. Write on the board <i>WHAT?</i> and <i>WHERE?</i></li> <li>2. Then write <i>physiotherapist</i> on the board and ask learners to tell you <b>what</b> a physiotherapist does and <b>where</b> they work.</li> <li>3. Refer learners to the example.</li> <li>4. Pair or group learners and have them describe the jobs the people do and where they work. Then ask them to work alone to complete the sentences in their Workbooks.</li> </ol>

	<p><b>CORE</b>  <b>Feedback</b>  Monitor and support as needed. If possible, post learners' sentences around the room and have them do a gallery walk to see what their peers have written.</p> <p><b>Possible answers</b></p> <p>1 A physiotherapist uses special exercises, heat or massage to help people recover from an injury. A physiotherapist works in a hospital.</p> <p>2 A receptionist answers the phone and welcomes visitors. A receptionist works in an office or a hotel.</p> <p>3 A taxi driver takes passengers in his car. The passengers pay for the journey. A taxi driver works in his own car or in an official taxi company car.</p> <p>4 A waiter takes orders for food and serves food in a restaurant.</p> <p>5 A shop assistant helps people in a shop.</p> <p>6 A paramedic helps people who have had an accident or are ill, before they go to hospital.</p> <p>7 An optician examines and measures people's eyes. An optician works in a clinic.</p> <p>8 A journalist writes news stories for a newspaper or magazine.</p> <p>9 A driving instructor teaches people how to drive. A driving instructor works in his own car or in an official driving school car.</p> <p>10 A flight attendant helps passengers and serves food and drink on a plane.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Allow learners to describe only the job or the place of work.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to choose other jobs and write similar sentences.</p>
<p><b>Coursebook</b>  <b>page 19</b></p>	<p><b>Speaking: Activity 6</b></p> <p>1. Read through the <i>Language tip</i> as a class. Ensure learners understand the difference between <i>works in a</i> and <i>works in</i>. Elicit or teach the meaning of any unfamiliar words in the examples.</p> <p>2. Model the task by giving an example of your own using both <i>work in a</i> (specific building), <i>work in + -ing</i> and <i>work for a + (company)</i> and ask learners if they can see the difference. Elicit further examples.</p> <p>3. Nominate two learners to model the speech bubbles.</p> <p>4. In small groups, learners can make some notes first and then talk about the people they know and the jobs they do.</p> <p><b>CORE</b>  <b>Feedback</b>  Circulate, listening to learners' interactions. Make notes of recurrent mistakes for remedial work. Have a few learners tell the rest of the class about the people they know.</p> <p><b>Answers</b></p> <p>Learner's own answers</p>
<p><b>Workbook</b>  <b>page 16</b></p>	<p><b>Workbook: Activity 4</b></p> <p>1. Write a sentence on the board and have learners find the mistake, for example <i>Teachers job at school every day from 8am until 4pm</i>. Erase <i>job</i> and replace it with <i>work</i>.</p> <p>2. Explain that learners will now read and find mistakes in five sentences.</p> <p>3. Learners complete the activity individually and check answers in pairs.</p>



	<b>EXTENSION</b>			
	<b>Feedback</b> Write the sentences on the board and have learners come to the board to correct them.			
	<b>Answers</b>			
	1 My father works <b>in</b> a-banking. 2 My mother works <del>for</del> <b>in</b> publishing 3 A receptionist works <del>for</del> <b>in</b> a reception area. 4 Would you like to work <del>for</del> <b>in</b> finance? 5 I don't want to work in <b>an</b> office.			
	<b>Differentiation activities (Support):</b> 1. Underline or circle where the mistakes are.			
<b>Resources</b>	<b>Differentiation activities (Stretch):</b> 1. Ask learners to write similar 'wrong' sentences for their partners to correct.			
	<b>Plenary</b>			
	1. Ask learners to vote for the most and least popular of the jobs they have learned in these two lessons. Is there a clear winner? Ask learners to give reasons for their choices.			
<b>Learning styles catered for (✓):</b>				
Visual ✓		Auditory ✓		Read/Write ✓
Kinaesthetic ✓				
<b>Assessment for learning opportunities (✓):</b>				
Observation		Student self-assessment		Oral questioning
				Peer assessment
Quiz		Student presentation		Written work and feedback
				Verbal feedback

## UNIT 6 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 20	<ol style="list-style-type: none"> <li>1. Make some statements about skills you have, for example <i>I can drive a car. I can play the oud. I can speak English.</i> Explain that the things you know how to do are your <i>skills</i> and write it on the board.</li> <li>2. Go through the Starter questions as a class.</li> <li>3. In pairs, learners tell each other about the skills they have.</li> <li>4. Nominate a few learners to report back to the class what skill their partner has. Write these on the board.</li> </ol>
Resources	Main Activity
Coursebook page 20	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners what year and century we are in. Clarify the meaning of <i>century</i> (100 years) if necessary.</li> <li>2. Read out the title of the quiz. Ask learners to predict what '21<sup>st</sup> century skills' might be. Ask <i>What is very different about this century?</i> Elicit ideas around the fact that we live in an "information age" – it is increasingly important to be able to access and make use of information, especially via computers and the Internet. Write <i>information age</i> on the board. Encourage learners to think beyond the notion of skills as purely something you can do manually. Elicit or explain that 21<sup>st</sup> century skills often involve interaction and communication.</li> <li>3. Refer learners to the <i>Language tip</i> and clarify when articles are used, and when not.</li> <li>4. Learners complete the quiz individually, making notes of their answers to each question in their notebooks.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check the answers in pairs, then pairs report back which skills they have in common and which are different. Are the 21<sup>st</sup> century skills they read about the same as those they had predicted? Refer learners to the photo on page 96 and ask which of the 21<sup>st</sup> century skills they think it represents (team player).</p> <p><b>Answers</b></p> <p>Learner' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to use their dictionaries to look up any new words.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners give specific examples of a time when they displayed a specific 21<sup>st</sup> century skill.</li> </ol>
Coursebook page 21	<p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the different 21<sup>st</sup> century skills and ask learners to put their hand up if they answered 'yes' in the quiz. Is there a skill that everyone has? Is there a skill that no-one has?</li> <li>2. Nominate a few learners to tell the class why they answered 'yes'. Refer to the 'proactive' speech bubble as a further example.</li> <li>3. Choose one of the skills and ask learners to put their hand up if they answered 'no'. Ask them why and ask <i>Can you change this? How?</i> Refer to the 'communication' speech bubble for an example.</li> <li>4. Allow learners to look at their quiz answers and make notes on their ideas before starting small group discussions.</li> </ol>

	<p><b>CORE</b>  <b>Feedback</b>  Monitor and support as needed. Make a note of any errors and examples of good language for delayed feedback. In whole class feedback, ask learners if anyone has similar answers. Also, compare suggestions for improving the skills and discuss as a class which is the best suggestion.</p> <p><b>Answers</b></p> <p>Learner' own answers</p> <p><b>Differentiation activities (Support):</b>  1. Learners only say which skills they have and why.</p> <p><b>Differentiation activities (Stretch):</b>  1. Learners give each other suggestions on how they can improve their skills.</p>
<p><b>Workbook</b>  <b>page 17</b></p>	<p><b>Workbook: Activity 1</b>  1. Learners complete the task individually.</p> <p><b>CORE</b>  <b>Feedback</b>  Check as a class. Ask learners what helped them decide.</p> <p><b>Answers</b></p> <p>1 creativity; 2 proactive; 3 leadership; 4 communication; 5 problem solving; 6 team player</p> <p><b>Differentiation activities (Support):</b>  1. Circle key words in the examples to help learners find the answer, for example, <i>interesting ideas</i> and <i>unusual subjects</i>.</p> <p><b>Differentiation activities (Stretch):</b>  1. Ask learners to think of other possible examples for each skill.</p>
<p><b>Workbook</b>  <b>page 17</b></p>	<p><b>Workbook: Activity 2</b>  1. Refer learners to the 21<sup>st</sup> century skills written on the board. Point out that they are different parts of speech: abstract noun (<i>creativity</i>), concrete noun (<i>team player</i>), plural nouns (<i>leadership skills, communication skills</i>) and an adjective (<i>proactive</i>). We can derive associated words from these: <i>creative</i> (from <i>creativity</i>) and <i>leader</i> (from <i>leadership</i>). Some of these words will use the verb <i>to be</i>: <i>creative, proactive, leader, team player</i>; some will use the verb <i>to have</i>: <i>leadership skills, communication skills, creativity</i>. Some will need an article: <i>leader, team player</i> and the rest will not.</p> <p>2. Learners complete the activity individually and compare answers in pairs.</p> <p><b>DESIRABLE</b>  <b>Feedback</b>  Check as a class.</p> <p><b>Answers</b></p> <p>1 creative; 2 leadership; 3 be; d has; 4 has; 5 creativity; 6 leader</p> <p><b>Differentiation activities (Support):</b>  1. Direct learners to work in pairs for this activity.</p> <p><b>Differentiation activities (Stretch):</b>  1. Ask learners to write similar sentences for their peers.</p>

Workbook page 18	<b>Workbook: Activity 3</b>		
	1. This activity is to check that learners have understood the difference between these similar words.		
	2. Learners complete the task individually.		
	<b>EXTENSION</b>		
Resources	<b>Feedback</b>		
	Learners share their sentences in small groups and peer correct. Then have each group choose the best sentences and nominate one writer from each group to write these on the board.		
	<b>Answers</b>		
	Learners' own answers		
<b>Plenary</b>			
	1. Ask learners which words were new in today's lesson and which words they already knew.		
	2. Which words do they find difficult to spell, say or remember? Make a note of these on the board and drill them as appropriate.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## UNIT 6 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners how many 21<sup>st</sup> century skills they can remember. Write them on the board.</li> <li>2. Nominate one learner and ask the others to guess which skill they answered 'yes' to in the quiz. Ask the learner in question to confirm.</li> </ol>
Resources	Main Activity
Coursebook page 21	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the task by describing a skill you have (without saying that you're talking about yourself). Say <i>This person ...</i> Ideally, choose a skill that only you (out of the people in the classroom) have so that it isn't too difficult for learners to guess.</li> <li>2. Allow learners some time to think about the person they will describe and make notes as needed. Then set the task in pairs or small groups.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Nominate learners to share their description with the rest of the class.</p> <p><b>Answers</b></p> <p>Learner' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners can describe 21<sup>st</sup> century or 'traditional' skills.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners describe more than one person.</li> </ol>
Coursebook page 21	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Refer to the list of 21<sup>st</sup> century skills in the reading text and have learners discuss the answers to their questions in small groups and then as whole class feedback.</li> <li>2. Give learners time to think about their answers and make notes before speaking.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Help learners differentiate between the two types of skills by writing <i>Traditional skills</i> and <i>21<sup>st</sup> century skills</i> on the board. Then choose one of the jobs seen in Lesson 1 (for example, firefighter) and ask learners to list skills under each heading.</p> <p><b>Possible answers</b></p> <p>They are called 21<sup>st</sup> century skills because nowadays machines are doing the work than humans did in the past, so now we need people with 'thinking' skills that machines can't have.</p> <p>'Traditional' skills: what you can physically do, for example a firefighter must be able to check a fire hydrant and use special equipment; 21<sup>st</sup> century skills: the personal qualities and abilities you have for example a firefighter must be a good team player because he must work with colleagues in dangerous situations.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Help learners formulate and express their ideas by asking prompt questions such as: <i>Is typing a 21<sup>st</sup> century skill? Why not? What can machines do? What can't they do?</i></li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Can learners think of any other 21<sup>st</sup> century skill?</li> </ol>

<b>Coursebook</b> <b>page 21</b>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Write <i>I AGREE</i> and <i>I DISAGREE</i> on the board. Elicit ways of expressing each. Refer learners to the <i>Speaking tip</i> for alternative expressions.</li> <li>2. Have learners stand according to which 21<sup>st</sup> century skill they believe is the most important: proactive, problem solving, leadership, communication, creativity, team player.</li> <li>3. Choose the two most popular skills. Divide the class into two groups. If there is an uneven number, balance out the groups by assigning skills to learners who have no strong opinion. Space permitting, have learners stand in their ‘skills’ groups on different sides of the classroom.</li> <li>4. Stand in the middle of the room and lead this activity as a debate with members of each group expressing their view in turn.</li> <li>5. Encourage learners to follow the rules of courteous debate by allowing their opponents to finish speaking before they give their counter argument.</li> <li>6. Take on the role of moderator and ensure that every learner has a chance to express their view. Also refer to the phrases on the board and remind learners to use these when agreeing/disagreeing. Tick off the phrases and award a point to a group every time you hear someone using them. Award two points if someone uses a phrase which is not on the board. At the end of the debate, see which group has the most points and take a vote on which group was the most convincing and why.</li> </ol> <p><b>CORE</b></p>
<b>Workbook</b> <b>page 18</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners complete the activity.</li> </ol> <p><b>DESIRABLE</b>  <b>Feedback</b></p> <p>Write <i>I agree</i> and <i>I disagree</i> as headings on the board. Have one learner from each pair come out and write a phrase under the correct heading. Remind learners that when we disagree, we must do so in a polite way and use appropriate language. Point out that the longer the phrase, the more polite the language. Have learners compare these examples: <i>I don’t agree</i>, <i>I’m afraid I don’t agree</i>, <i>I’m sorry but I’m afraid I can’t really agree</i>.</p> <p><b>Answers</b></p> <p><b>I agree:</b> I’m with you on that.; Absolutely; That’s true.; You’re absolutely right.</p> <p><b>I disagree:</b> You have a point, but ... ; I don’t think so, because ... ; I’m sorry but that’s not right ...; That’s not really true.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Tell learners in advance how many phrases there are in each category.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners if they know any other ways of disagreeing/agreeing and to add them to the table.</li> </ol>

Workbook page 18	Workbook: Activity 5		
	1. Refer learners to the example sentence and remind them that they are only using phrases to disagree.		
	2. Go through the statements and elicit a few ideas from learners before setting this as an individual task.		
	EXTENSION		
	Feedback		
	If there is limited time to do this task, consider setting it as pairs/group work or as homework.		
	Answers		
	Learner' own answers		
Resources	Plenary		
	1. Play <i>Backs to the board</i> with the vocabulary from lessons 3 and 4.		
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 6 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 22	<ol style="list-style-type: none"> <li>1. Remind the class of the jobs they said they would like to do in the future.</li> <li>2. Ask them what kind of person they need to be.</li> <li>3. Refer learners to the picture and elicit the job (firefighter).</li> <li>4. Refer to the Starter questions and elicit possible answers (for example <i>you must be a team player, brave, calm, you must know how to put out a fire</i>).</li> </ol>
Resources	Main Activity
Coursebook page 22	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they will read about a day in the life of a firefighter.</li> <li>2. Before they read, ask learners to close their books and make predictions about what a firefighter does each day. Write their ideas on the board.</li> <li>3. Have learners read the text but only allow a short time (three minutes maximum) to check their predictions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Whole class feedback on whether learners' predictions were correct. Is there anything that surprises them in a day in the life of a firefighter? Why?</p> <p><b>Answers</b></p> <p>Learner' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to look only at the content words and/or topic sentences to get the gist of the text.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners share their strategies for 'speed reading' with the rest of the class.</li> </ol>
Coursebook page 23	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Explain that learners will read the text again but this time more slowly and they will focus on finding new words.</li> <li>2. Refer learners to the <i>Reading strategy</i> and do the example together. Point out that the clue words <i>normal</i> and <i>routine</i> are adjectives so the word they are looking for is an adjective too (<i>typical</i>).</li> <li>3. Set this task in pairs and encourage pairs to share answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check as a class. Can learners think of other words which could match the descriptions?</p> <p><b>Answers</b></p> <p>1 typical; 2 shift; 3 emergency; 4 duties; 5 fire hydrant; 6 inspect; 7 equipment; 8 technology; 9 volunteers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Tell learners in which paragraph or line they can find each answer.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write similar descriptions for other new or challenging words in the text.</li> </ol>



<b>Coursebook</b> <b>page 23</b>	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. If learners are able to answer the questions without reading a third time, accept answers.</li> <li>2. If learners feel they need to read the text again, allow this but set a time limit (maximum of two minutes).</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Nominate learners to give answers.</p> <p><b>Answers</b></p> <p>He enjoys sitting down with his friends and having lunch and finding out how things work; Sometimes he's not keen on working out.</p>
<b>Workbook</b> <b>page 19</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Point out that the first letter of the missing word is given in bold.</li> <li>2. Learners complete the task individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>This task could be set as an informal test, where learners correct each other's answers.</p> <p><b>Answers</b></p> <p>1 volunteers; 2 duties; 3 emergencies; 4 equipment; 5 inspect; 6 technology 7 shift</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Tell learners the correct answers but have learners spell the words correctly.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write other sentences with the words.</li> </ol>
<b>Workbook</b> <b>page 19</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Before starting the task, choose one of the jobs in Activity 1 and write this on the board. Brainstorm the good things and bad things about this job, for example <i>firefighter +exciting –dangerous</i></li> <li>2. Have learners think about the good and bad things for each job, this can be done in pairs or small groups. Compare learners' ideas.</li> <li>3. Next, refer learners to Activity 2 and model the task by saying and writing a sentence of your own about using the example of the firefighter (for example <i>I wouldn't mind being a firefighter because the work is exciting.</i>).</li> <li>4. Set this as an individual task. This can either be done in class or as homework.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have learners show each other their work and peer correct. Which job was the most popular? Which was the least popular? Why?</p> <p><b>Answers</b></p> <p>Learner' own answers</p>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Lead a mingling yes/no game. Assign each learner a secret job to be and a different job to find. They have to mingle and ask each other questions until they find the <i>firefighter</i> (for example) and answer questions regarding their own job (<i>paramedic</i>, for example).</li> </ol>

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

## UNIT 6 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Put the pre-prepared strips of paper in a bag. Have one learner pick a strip and give a definition, the others guess what the job is.</li> <li>2. If you don't have strips of paper, write a word on an individual whiteboard and show it to the learner.</li> </ol>
Resources	Main Activity
Coursebook page 98	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Refer learners to the <i>Use of English</i> box and read as a class.</li> <li>2. Write on the board <i>I don't feel like working out</i>. Ask learners if they remember who said it and why (<i>the firefighter talking about his daily routine</i>). Underline the verbs in the sentence (<i>feel like</i> and <i>working</i>).</li> <li>3. Repeat the same steps with the second model sentence <i>We start checking the equipment as soon as we arrive</i> but nominate a learner to do the underlining.</li> <li>4. Ask learners what they notice about the second verbs in each sentence (<i>they are in the -ing form</i>).</li> <li>5. Learners complete the activity by identifying the verb + <i>-ing</i> forms in the text in Activity 1. They can keep a record of these in their notebooks.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite a learner at a time to read out a verb + <i>-ing</i> form from the text in order. Encourage peer correction if they miss one out.</p> <p><b>Answers</b></p> <p>start checking; (don't) feel like working out; include walking ... checking ... visiting ... inspecting; finished doing; practise cutting; enjoy sitting ... having; means cleaning; (don't) mind doing; keep on learning; like finding out; suggest changing; finished writing and talking</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to use boxes and different colours in their notebooks when highlighting verb forms, especially visual learners.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write sentences of their own using the verb + <i>-ing</i> form.</li> </ol>
Coursebook page 23	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Go through the questions before setting this pairwork activity.</li> <li>2. Once learners have had a chance to speak to and practise with a partner, space and time permitting, have learners mingle and ask and answer the same questions.</li> <li>3. Remind learners to use appropriate language to agree/disagree.</li> </ol> <p><b>Feedback</b></p> <p>Monitor and support as needed. Make note of any mistakes and examples of good language for delayed feedback. Ask learners if they found anyone who had the same opinion.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

<b>Workbook page 23</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the activity individually.</li> <li>2. You can use this activity as an informal assessment opportunity.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Check the answers in pairs, then as a class. Nominate learners to write the answers on the board.</p> <p><b>Answers</b></p> <p>1 giving up; 2 watching; 3 working; 4 being; 5 checking; 6 getting up; 7 doing</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Tell learners what verb to use but make sure they are producing the <i>-ing</i> form accurately.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write similar sentences or a paragraph about another job.</li> </ol>
<b>Workbook page 23</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Model the task by writing the example sentence on the board (<i>A good chef makes a new dish several times before serving it to customers.</i>)</li> <li>2. Ask learners to rewrite the sentence including the verb ‘practise’ and changing the second verb as needed. Remind learners to check for subject/verb agreement. (<i>A good chef practises making a new dish before serving it to customers</i>)</li> <li>3. Set this as an individual task. You can use this as an informal assessment opportunity as appropriate.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners exchange Workbooks and correct each other’s work. Write the correct answers on the board.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 A good chef practises making a new dish before serving it to customers.</li> <li>2 Firefighters don’t always feel like training in the gym.</li> <li>3 My sister has just finished studying at university.</li> <li>4 Being a good doctor involves listening to people.</li> <li>5 Computer programmers have to keep on staying up to date with the latest software.</li> <li>6 If you want to work in marketing, I suggest doing a business course.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Highlight which part of the original sentence needs to change.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write similar sentences for their peers to transform.</li> </ol>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into two teams. Write one of the verb + <i>-ing</i> forms from today’s lesson the board. Teams have one minute to write a sentence using the verb correctly.</li> <li>2. Award one point for every correct sentence.</li> </ol>

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

## UNIT 6 PRACTICE AND PREPARE TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Play a team relay race game to practise jobs: divide the class into two teams A and B; draw a line down the centre of the board and write A at the top of one side, B at the top of the other; a learner from each team races out and writes a job on their team's side of the board; the next learner from each team can only get up once the previous team member has sat down.</li> <li>2. Give learners two minutes and stop the game.</li> <li>3. Cancel out all jobs that both teams got, and award one point per unique job. The team with the most points wins.</li> </ol>
Resources	Main Activity
Coursebook page 24	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Choose one of the jobs on the board, give a definition and have learners guess what the job is, for example <i>This person works with students in a school. (teacher)</i></li> <li>2. Learners complete the task individually and write the jobs in their notebooks.</li> </ol> <p><b>CORE</b>  <b>Feedback</b>  Check the answers in pairs, then as a class.</p> <p><b>Answers</b></p> <p>1 shop assistant; 2 optician; 3 waiter; 4 electrician; 5 mechanic; 6 carpenter; 7 plumber; 8 receptionist</p>
Coursebook page 24	<p><b>Use of English: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Model the task by writing on the board <i>As soon as the students finish a test, I start _____ their work.</i> Ask learners to complete the sentence with a suitable verb. Remind them to use the <i>-ing</i> form (<i>correcting/marking</i>).</li> <li>2. Ensure that learners understand they have to think of a verb themselves for this activity and that the verb should be appropriate for the meaning of the sentence. Remind them they need to use the <i>-ing</i> form.</li> <li>3. Learners complete the task individually and write the full sentences in their notebooks.</li> </ol> <p><b>CORE</b>  <b>Feedback</b>  Check the answers in pairs, then as a class.</p> <p><b>Possible answers</b></p> <p>1 going; 2 listening; 3 walking; 4 spending; 5 cleaning/tidying; 6 doing</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with the missing verbs in the base form.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write similar gapped sentences for their peers.</li> </ol>

<b>Coursebook</b> <b>page 24</b>	<p><b>Speaking: Activity 3</b></p> <p>1. Play a chain game. All stand up. Nominate a learner to begin with the example. They say <i>A person with a rich imagination ...</i> and then indicate another learner to supply the 21<sup>st</sup> century skill. This learner says <i>Creative</i>. This second learner continues with a different skill, and indicates a different learner to say the corresponding 21<sup>st</sup> century skill. The game continues. Learners can repeat skills, but not the definition. If they do (or if they name the wrong skill) they are out and have to sit down. The winner is the last one standing.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>You could also do this as a team game. Divide the class into two big teams. One team provides the definition, the other says the skill, and continue as above.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Workbook</b> <b>page 21</b>	<p><b>Workbook: Activity 1</b></p> <p>1. Learners complete the crossword in pairs.</p> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Run this as a timed competition (5–10 minutes). Nominate one person from each pair to write the answers on the board after they have all finished the crossword. The pair with the most correct answers wins.</p> <p><b>Answers</b></p> <p>ACROSS: 1 physiotherapist; 3 paramedic; 6 electrician; 8 taxi driver; 9 engineer; 10 doctor; 11 mechanic 12 writer; 13 firefighter; 14 cleaner</p> <p>DOWN: 1 pharmacist; 2 plumber; 4 optician; 5 carpenter; 7 chef</p>
<b>Coursebook</b> <b>page 24</b>	<p><b>Self-assessment: Activity 4</b></p> <p>1. Learners complete the activities individually, writing the answers in their notebooks.</p> <p>2. As learners work, circulate and help as needed.</p> <p>3. Learners compare answers in pairs.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers as a class by asking volunteer pairs to read their answers to the class.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Learners work in pairs to complete the activities and refer to previous lessons for help.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners complete all the written activities on their own with no reference to previous lessons. When they have completed the activities, they refer to previous lessons to check their answers. Learners can also write similar quiz type revision questions for their peers.</p>

Resources	Plenary		
	<div>1. Organise a game of <i>Snowman</i>. Have a learner choose a word from the unit so far and write dashes on the board to represent the letters.</div> <div>2. The rest of the class takes it in turns to call out letters. If the letter is correct, the learner writes it on the appropriate dash on the board. If the word is wrong, the learner adds another body part to the snowman (head, body, two legs, two arms, two eyes, nose, mouth).</div> <div>3. If the class guesses the word correctly, they score a point. If the learner at the board completes the snowman before the class guesses the word, they win.</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 6 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 25	<ol style="list-style-type: none"> <li>1. Show learners two pictures: one of a traditional job and one of a modern job.</li> <li>2. Elicit the difference and establish the concept of jobs that have disappeared and jobs that did not exist in the past.</li> <li>3. Refer learners to the Starter questions. Discuss the first question as a whole class.</li> <li>4. Set the second and third questions as a team competition. Award one point for every acceptable answer and two points for an acceptable answer that no one else thought of.</li> </ol>
Resources	Main Activity
Coursebook page 25 Audio Track 31	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Read through the <i>Listening strategy</i> with the class. Nominate learners to name the jobs in the pictures. Elicit any relevant vocabulary that learners might already know and think they might hear. Allow learners to ask for any words they do not know yet but think they might hear. To do this, learners can paraphrase, draw or mime to explain the word they are looking for.</li> <li>2. Remind learners to focus only on the gist of what the speaker is saying. Play the audio track once.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to write the order in which they hear the speakers on pieces of paper or individual whiteboards. Everyone holds up their answers at the same time for all to see. After checking the order of the speakers, elicit or present the name of the job.</p> <p><b>Answers</b></p> <p>Speaker 1 B vet; Speaker 2 C window cleaner; Speaker 3 A pilot</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Play the audio track a second time if necessary.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners recall as much as they can of what the speaker said.</li> </ol>
Coursebook page 25 Audio Track 31	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Write on the board <i>positive</i> and <i>negative</i>. Explain that learners will listen again, but this time for specific information.</li> <li>2. Have learners predict possible answers.</li> <li>3. Refer learners to the <i>Language tip</i> then play the audio track once.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check the answers in pairs, then as a class. Write words or short notes on the board under each heading. Then ask learners to summarise orally the main advantages and disadvantages of each job.</p> <p><b>Answers</b></p> <p>1 B vet: Good thing: help falcons fly again; Bad thing: difficult job  2 C window cleaner: Good thing: beautiful view of the city; Bad thing: dangerous  3 A pilot: Good thing: flying during the day; Bad thing: flying at night</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with copies of the audioscript.</li> </ol>

	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners think of other possible positive and negative things about each job.</p>
Coursebook pages 25 and 26	<p><b>Reading and speaking: Activity 3</b></p> <p>1. Explain that learners will now read about modern day jobs, but they should only read the job assigned to them. They should make notes about the positive and negative things of the job they read about.</p> <p>2. Organise a jigsaw reading. Divide the class into three groups and assign each group a job. Have learners look at the picture and the name of their job. Have learners heard of this job before? What could be possible positive and negative things about the job?</p> <p>3. Set the task as a timed reading (five minutes). As this is a scan task, encourage learners to read quickly while they look for the words that indicate advantages or disadvantages, and not to worry about any new vocabulary.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check the answers in groups, then reform groups so that there is one person from each job in every group. Learners tell each other about the job they were assigned, highlighting the positive and negative things. Monitor and support as needed, reminding learners to use linkers when presenting their jobs.</p> <p><b>Answers</b></p> <p>A Positive: try delicious food for free; Negative: get very fat</p> <p>B Positive: sleep on the job; Negative: can be boring</p> <p>C Positive: spend hours on the Internet; Negative: stop seeing your friends or going out</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Highlight where learners can find the positive and negative things in each text.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners think of other possible positives and negatives about each job.</p>
Workbook page 22	<p><b>Workbook: Activity 1</b></p> <p>1. Refer learners to the example and point out that they should use a variety of linkers to join the sentences.</p> <p>2. Point out that though they mean the same thing, <i>however</i> comes at the start of a sentence (as in the example), while <i>but</i> comes after a comma: <i>In this job, the good thing is you can eat food for free, but the bad thing is you can get very fat.</i></p> <p>3. Learners complete the task individually.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>As the learners have already produced this language orally, they should be able to complete the task quickly so run this as a timed competition (five minutes) or use this as an opportunity for informal assessment. Fast finishers write the answers on the board after they have completed all answers. Accept any accurate use of linkers.</p> <p><b>Possible answers</b></p> <p>Job A: In this job, you can eat food for free. However, you can get very fat.</p> <p>Job B: In this job, although you have a beautiful view of the city below, you can fall and hurt yourself.</p> <p>Job C: In this job, even though you work with animals all day, you can't always understand what's wrong with them.</p> <p>Job D: In this job, you can sleep on the job, but it can get boring.</p> <p>Job E: In this job, you can surf the Internet all day and night. However, you can't go out with your friends.</p>

	<b>Differentiation activities (Support):</b> 1. Provide learners with a linker for each sentence.		
	<b>Differentiation activities (Stretch):</b> 1. Ask learners to join the sentences using a variety of linkers.		
<b>Workbook page 22</b>	<b>Workbook: Activity 2</b> 1. Refer learners to the example sentence in Activity 1 and ask them if they can guess the job ( <i>food taster</i> ). 2. Lead this as a whole class activity. Learners write their answers in their notebooks then hold up their answers for everyone to see. <b>DESIRABLE</b> <b>Feedback</b> Nominate learners for answers.  <b>Answers</b> Job A: food taster Job B: window cleaner Job C: vet Job D: professional sleeper Job E: digital trend reader		
<b>Resources</b>	<b>Plenary</b>  1. Ask learners to imagine we are in the year 2100 and to invent a job that does not exist now. They must describe their job. Learners vote for which job is most likely to exist in 2100.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## UNIT 6 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Divide the class into groups of six. Give each member a different strip of paper.</li> <li>2. In turn, each person must define their word and the others must guess the word.</li> </ol>
Resources	Main Activity
Coursebook page 26	<b>Vocabulary: Activity 4</b> <ol style="list-style-type: none"> <li>1. In pairs, learners think about the meaning of the words in bold in Activity 3.</li> <li>2. Encourage learners to use their own words to write the definitions, but allow them to use dictionaries as needed.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners read out their words or definitions. The rest of the class must guess the word.</p>
	<p><b>Possible answers</b></p> <p>qualifications: degrees or certificates  positions: jobs  make a living: get enough money from your job to live on  earn: receive money for work you do  role: duty, responsibility</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners concept check questions to check their understanding, for example  <i>If you make a living, do you have enough money to pay for bills and other expenses?</i></li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners make sentences using these words.</li> </ol>
Workbook page 23	<b>Workbook: Activity 3</b> <ol style="list-style-type: none"> <li>1. Set this task as a group competition, using the same groups as in the Starter activity.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners write the answers in their Workbooks, but also rearrange the strips of paper in the order of the correct answers. Go around the class to do a spot check.</p>
	<p><b>Answers</b></p> <p>1 earn; 2 qualification; 3 role; 4 make a living; 5 positions</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Tell learners which is the first strip.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners make other sentences with the words on the strips.</li> </ol>

<b>Workbook</b> <b>page 23</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Refer learners to the model in their Workbook and elicit the name of the job (<i>gardener</i> or <i>farmer</i> – accept any sensible answer).</li> <li>2. This can be set as an individual task, and exploited as an informal assessment opportunity, or as pair/group work to encourage self and peer correction as well as sharing best practice. If you opt for the latter, number learners' texts and display their work around the room. While doing a gallery walk, learners read the descriptions and make a note of the job they think is described.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners say which job is described in each text. The author confirms whether the guesses are accurate.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Indicate which words can be replaced in the model to create new descriptions: <i>In this job</i>, (description of where you work). <i>You can</i> (something good you can do in this job). <i>However</i>, (something not good about the job).</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners describe more than one job.</li> </ol>
<b>Coursebook</b> <b>page 26</b>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to choose their roles or assign roles as needed.</li> <li>2. Give learners time to practise. Each one should take it in turns to ask and answer questions. Time permitting, have pairs join other pairs to have a four-way role-play.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor and support as needed. Nominate pairs to perform for the class. Encourage fluency practice and lead delayed feedback, both positive and constructive, after the task.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Play a game where the class is divided into two teams. Choose one of the jobs from Lessons 8–9. Team A starts by saying something good about the job. Team B must reply with something bad about the job. Give each team 10 seconds to respond. Teams continue saying the good and bad things until one of the two teams runs out of advantages/disadvantages.</li> </ol>

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

## UNIT 6 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 27	<ol style="list-style-type: none"> <li>1. Ensure learners understand the meaning of survey (<i>asking many people the same questions to gauge common responses</i>) and refer them to the jobs listed in the survey. Point out that although they may not have encountered number 6 (<i>Formula 1 driver</i>) before, they do know <i>taxi driver</i>, and they can extrapolate from this.</li> <li>2. Write the jobs on the board and have learners stand up if this is their preferred job as you point to each one. Make a note on the board of how many learners stand up for each job, then determine a ranking of most and least popular jobs among learners.</li> <li>3. Refer learners to the ranking in the Starter and compare it with the class's ranking. Is it the same?</li> </ol>
Resources	Main Activity
Coursebook page 27	<p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners take turns to ask and answer the questions and make a note of their partner's answers in their notebooks. Advise them that they don't need to do anything with the numbered words for now – they will be used in the next activity.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate learners to orally summarise their partner's answers.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
Coursebook page 27	<p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners choose a job from the box to match each of the numbered words from Activity 1. Advise them that there may be more than one possible answer for each.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write the numbers 1 to 12 around the board. Nominate learners to come out and write a job under each number. Encourage them to justify their choice.</p> <p><b>Possible answers</b></p> <p>1 doctor, lawyer, nurse, police officer, receptionist, salesperson, secretary, teacher, vet; 2 teacher, politician; 3 journalist, salesperson; 4 computer programmer, engineer, Formula 1 driver, pilot; 5 vet; 6 gardener; 7 chef, graphic designer, journalist, photographer, writer; 8 nurse, receptionist, secretary, teacher; 9 chef, computer programmer, receptionist, scientist, secretary; 10 computer programmer, professor, teacher; 11 doctor, pharmacist, scientist, vet; 12 professor</p>

<b>Coursebook</b> <b>page 27</b>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Model the task by asking one of the stronger learners the questions in Activity 1 and then suggesting one of the possible jobs based on his/her answers. Encourage learners to use the language in the speech bubbles.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b>  Monitor and support as needed. Have a few open pairs demonstrate for the class and ask if the rest of the class agrees with the suggested job.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners read the speech bubbles exactly as scripted and simply suggest one of the possible jobs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners extend the script in the speech bubbles, for example <i>Have you thought about becoming... , If I were you, I would become a ...</i></li> </ol>
<b>Workbook</b> <b>page 24</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they will now answer specific questions about themselves.</li> <li>2. Look at the first question as a class and brainstorm possible personal adjectives. Write these on the board and point out that learners should only choose three to answer the question.</li> <li>3. Learners continue the task individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b>  Monitor and support as needed.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to use their dictionaries to look up unknown words in the questions. Learners can write single word answers where possible.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to extend their answers.</li> </ol>
<b>Workbook</b> <b>page 24</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Refer to the <i>Vocabulary</i> box and tell learners they will now write a personal profile of themselves.</li> <li>2. Look at the writing prompt questions and emphasise that learners should not write their names on their profiles (they are to remain anonymous). Refer learners to the <i>Writing tip</i>.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b>  Monitor and support as needed. Ensure the writing tasks are anonymous. Display the A4 papers and have learners do a gallery walk or have learners randomly read out someone else's profile. Can the others guess who the writer is?</p> <p><b>Answers</b></p> <p>Learners' own answers</p>



	<b>Differentiation activities (Support):</b> 1. Highlight the part in the model profile which learners can replace with information about themselves, for example <i>I'm</i> (adjectives to describe yourself). <i>I'm not an</i> (indoor/outdoor) <i>person</i> . <i>I'm good at</i> (what?). <i>I'm interested in</i> (what?), <i>so I'd really like to work in</i> (which field?). <i>I hope I'll have a job working for</i> (who or which company?).		
	<b>Differentiation activities (Stretch):</b> 1. Learners add additional personal information of their choice to the profile.		
<b>Resources</b>	<b>Plenary</b>		
	1. Ask learners if they are excited about their future jobs? Some people think it might be more difficult to find a good job in the future. Why? Discuss as a class.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## UNIT 6 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Copy and prepare the questions strips. There should be one strip for every learner.</li> <li>2. Give each learner a strip. Have them conduct a survey by mingling around the room asking and answering their question.</li> <li>3. Learners report back to the class what their classmates said.</li> </ol>
Resources	Main Activity
<b>Coursebook</b> <b>page 28</b> <b>Audio Track 32</b>	<p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Refer learners to the photos.</li> <li>2. Explain that learners are going to listen to three people talk about different aspects of their future as detailed in the rubric: <i>family life</i>, <i>education</i> and <i>possessions</i>. Write these on the board.</li> <li>3. Play the audio track once only, as learners are just focusing on the gist, stopping after each section for learners to note down their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Play the audio, stopping after each section. Have the class call out their answer.</p> <p><b>Answers</b></p> <p>1 education; 2 family life; 3 possessions</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with the audioscript.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners recall as much information as they can from the audio track.</li> </ol>
<b>Coursebook</b> <b>page 28</b> <b>Audio Track 32</b>	<p><b>Listening: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Play the audio track again and have learners write down the questions in their note books.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare answers in pairs, then check as a class. Nominate learners to write the questions on the board.</p> <p><b>Answers</b></p> <p>1 Where do you think you'll be in 10 years?; 2 What do you think you'll do in the future?; 3 What do you think you'll have in the future that you don't have now?</p>
<b>Coursebook</b> <b>page 28</b>	<p><b>Writing: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Underline 'll in the questions from Activity 4 that you wrote on the board. Ask learners what this is an abbreviation of (<i>will</i>).</li> <li>2. Refer learners to the <i>Use of English</i> box. Elicit example sentences of the future form with <i>will</i>, asking alternate learners for a sentence with the negative form (<i>won't</i>).</li> <li>3. Learners write sentences that are true for themselves in their notebooks.</li> </ol>

	<p><b>CORE</b> <b>Feedback</b> Circulate and monitor learners' work, making sure they are using <i>will</i>, <i>'ll</i> and <i>won't</i> correctly. Make a note of any consistent problems and clarify as a class before moving on to the next activity.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
Coursebook page 28	<p><b>Speaking: Activity 7</b> 1. Using the notes they made in Activity 5, learners ask and answer questions with a partner.</p> <p><b>CORE</b> <b>Feedback</b> As a whole class feedback, ask learners to report on their partner's predictions for their futures. Do any of the learners have the same predictions?</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
Workbook page 25	<p><b>Workbook: Activity 3</b> 1. Tell learners they will now read some personal profiles and must match them to a job. 2. Learners complete the task in pairs or groups.</p> <p><b>DESIRABLE</b> <b>Feedback</b> Nominate learners for answers.</p> <p><b>Answers</b></p> <p>1 lawyer; 2 journalist; 3 fashion designer</p>
Workbook page 25	<p><b>Workbook: Activity 4</b> 1. Write <i>vet</i> on the board. Ask learners if any of them would like to be vets. Why? Why not? 2. Brainstorm what skills are needed to be a vet and write these on the board. 3. Set this as a timed reading (ten minutes). Learners complete the task individually.</p> <p><b>DESIRABLE</b> <b>Feedback</b> Have learners pair check. Ask one learner to lead feedback and nominate learners for answers. After feedback, check learners' ideas on the board. Were they right?</p> <p><b>Answers</b></p> <p>1 You need to be strong and decisive; 2 You need to be good at solving problems and you need to have good communication skills. You need to be able to write good letters and emails.; 3 Yes, you do.; 4 You need to have qualifications in Biology, Chemistry and another subject, such as Maths.; 5 Work experience on farms, in veterinary clinics, at riding stables, or in animal homes.; 6 Five years.; 7 It's quite well paid.; 8 You're helping to improve the health and happiness of animals.; 9 You work long hours. There's a lot of office work and you're on call at night for emergencies.</p>
Resources	<p><b>Plenary</b></p> <p>1. Have learners form a line down the centre of the class. Ask those who will go to university in the future to step to the right, those who will find a job after high school to step to the left. Is there a majority preference? If time allows, ask learners to justify their choices.</p>

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

## UNIT 6 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 29	<ol style="list-style-type: none"> <li>1. Refer learners to the Starter question. Tell learners to imagine they have finished their studies and are now entering the world of work. Brainstorm where they would look for work and write their ideas on the board.</li> <li>2. Take a vote on the most popular means of finding a job and why.</li> </ol>
Resources	Main Activity
Coursebook page 29	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. If learners have not mentioned <i>job ads</i> in the Starter activity, refer learners to the picture at the top right of the page and explain that <i>ad</i> is short for <i>advertisement</i>. Ask learners where they might find job ads (<i>newspapers, online/recruitment sites, magazines</i>).</li> <li>2. Go through the questions and then set the task as a timed scanning exercise (five minutes).</li> <li>3. Learners read the job ads individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate learners for the answer and ask them where they found the answer in the ad.</p> <p><b>Answers</b></p> <p>1 Job 4; 2 Job 3; 3 Job 2; 4 Job 2; 5 Job 1</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Indicate where the learners can find the answers in the text. Ask yes/no questions to help the learners understand the answer, for example: <i>Does job 1 talk about working in another country?</i></li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners say which job seems most interesting and why.</li> </ol>
Coursebook page 29	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to recall 21<sup>st</sup> century skills and their definitions from Lessons 3 and 4.</li> <li>2. Learners answer the reading question individually then discuss their ideas in small groups.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>The question requires the learners to use some inference skills, so allow a slightly longer time limit (five to ten minutes) and allow learners to discuss their answers before whole class feedback.</p> <p><b>Possible answers</b></p> <p>Job 1: communication skills, leadership skills, proactive          Job 2: team player, communication skills, problem-solving skills          Job 3: communication skills, team player          Job 4: creativity, team player, problem-solving</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners focus on just one ad.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners say what other skills might be useful for these jobs.</li> </ol>

<p><b>Coursebook</b> page 30</p>	<p><b>Vocabulary: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Model the task with the first definition. Highlight that you are looking for a word which indicates a group of people, so they should look for a single uncountable noun (<i>staff</i>). Ask learners to think of words they know which match the definitions. If they do not think of the word, ask them what kind of word it is (<i>noun</i>) and refer them to Job 1 for the answer.</li> <li>2. Learners complete the task individually and write the words in their notebooks.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate learners to write answers on the board. If learners give <i>employees</i> as the answer to <i>a</i>, tell them they are correct, as <i>staff</i> and <i>employees</i> are synonyms, but point out that the answer to <i>h</i> cannot be <i>staff</i> as a singular noun is required, therefore <i>employee</i> must be the answer to <i>h</i>.</p> <p><b>Answers</b></p> <p>a staff; b role; c benefits; d essential; e colleagues; f potential; g opportunity; h employee</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Tell learners in which ad they can find the different words. Allow them to use dictionaries as needed.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners say which words have similar meanings: <i>staff</i>, <i>employees</i>, <i>colleagues</i>.</li> </ol>
<p><b>Workbook</b> page 26</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Model the task by writing the first half sentence in column A on the board: <i>I really enjoy working with my colleagues.</i></li> <li>2. Ask learners to look for a half sentence in column B that describes or refers to the colleagues (<i>g because they're all very helpful and friendly.</i>)</li> <li>3. Ask learners to find the answers in pairs, then compare answers in groups.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have one learner read out one half of the sentence and nominate another learner to read out the second half. The class say whether this is a match. Time and classroom space permitting, ask each learner to memorise just one half sentence or give them a strip with a half sentence on it. Then have learners mingle and say their half sentence until they find their partner.</p> <p><b>Answers</b></p> <p>1 g; 2 f; 3 b; 4 d ; 5 c; 6 a; 7 e</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide the sentences as cut up strips and reduce the number of sentences to match.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write alternative second halves for the sentences in column A.</li> </ol>

Workbook page 26	<b>Workbook: Activity 2</b>		
	1. Model the task by asking one learner to choose one of the words in bold from Activity 1.		
	2. Write the word on the board and ask learners what kind of word it is: adjective, singular noun or plural noun.		
	3. Give learners one minute to think of one sentence using the word on the board appropriately. Time permitting, nominate two or three learners to write their sentence on the board. Otherwise, have them read out their sentence. The whole class says if the sentence is correct.		
	4. Set this as an individual task.		
	<b>EXTENSION</b>		
	<b>Feedback</b>		
	Monitor and support as needed. Have learners share their sentences and peer correct.		
	<b>Answers</b>		
	Learners' own answers		
	<b>Differentiation activities (Support):</b>		
	1. Allow learners to write simple definition sentences.		
	<b>Differentiation activities (Stretch):</b>		
	1. If learners have written sentences with two clauses, ask them to read out the first half and ask the others to complete the sentence. Did they think of the same ending?		
Resources	<b>Plenary</b>		
	1. Play <i>Backs to the board</i> with the new vocabulary. Invite pairs of learners to the front of the class. They sit with their backs to the board. Write one of the new words from the lesson on the board (or invite learners to write one). The learners with their backs to the board ask questions to guess the word. The class answers the questions as required. To make it more challenging, the class can only answer <i>Yes</i> or <i>No</i> to the questions. When the word has been correctly guessed, another pair of learners have their backs to the board.		
<b>Learning styles catered for (✓):</b>			
Visual ✓		Auditory ✓	Read/Write ✓
Kinaesthetic ✓			
<b>Assessment for learning opportunities (✓):</b>			
Observation		Student self-assessment	Oral questioning
Peer assessment			
Quiz		Student presentation	Written work and feedback
Verbal feedback			

## UNIT 6 LESSON 12 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>Review the vocabulary from Lesson 12 by giving a definition and asking learners for the word, for example: <i>These are the people you work with</i> (colleagues).</li> </ol>
Resources	Main Activity
<b>Coursebook</b> page 30 <b>Audio Track 33</b>	<b>Listening: Activity 4</b> <ol style="list-style-type: none"> <li>Ask learners to recall the four jobs ads they read in the previous lesson on page 104 (<i>reception manager, aid worker, sales person, graphic designer</i>). Write these on the board. What kind of person does each job require? Elicit possible personal profile adjectives, skills and/or qualifications. For example, <i>reception manager: leaderships skills, experience managing staff</i>.</li> <li>Refer learners to the rubric and point out that learners will listen to four people describe themselves so they must match each speaker to a job. Write the speakers' names on the board (<i>Hamda, Mohammed, Fatima, Marwan</i>) and ask learners to do the same in their notebooks.</li> <li>Play the audio track once, pausing after each speaker to give learners time to make notes for each speaker and assign a speaker to a job.</li> <li>Check as a whole class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Play the audio track again and elicit the words that helped learners decide after each speaker.</p> <p><b>Answers</b></p> <p>Speaker 1 (Hamda): Job 4 (Graphic Designer); Speaker 2 (Mohammed): Job 2 (World Aid); Speaker 3 (Fatima): Sales Representative; Speaker 4 (Marwan): Job 1 (Reception Manager)</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Allow learners to read the audioscript while listening the second time. Play in sections as needed.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners summarise what each speaker said about themselves.</li> </ol>
	<b>Reading: Activity 5</b> <ol style="list-style-type: none"> <li>Explain that one of the speakers has applied for the job and learners will now read what this person wrote and decide who wrote the email.</li> <li>Learners complete the task individually then discuss their answers in small groups.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Name each speaker and have learners put their hands up if they think that person wrote the email. Are they surprise by the answer?</p> <p><b>Answers</b></p> <p>Mohammed</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Have learners compare the audioscript and the email to find the answer.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners discuss whether Mohammed or Fatima would be better for the job.</li> </ol>
<b>Coursebook</b> page 30	<b>Reading: Activity 5</b> <ol style="list-style-type: none"> <li>Explain that one of the speakers has applied for the job and learners will now read what this person wrote and decide who wrote the email.</li> <li>Learners complete the task individually then discuss their answers in small groups.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Name each speaker and have learners put their hands up if they think that person wrote the email. Are they surprise by the answer?</p> <p><b>Answers</b></p> <p>Mohammed</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Have learners compare the audioscript and the email to find the answer.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners discuss whether Mohammed or Fatima would be better for the job.</li> </ol>



<b>Coursebook</b> <b>page 30</b>	<p><b>Speaking: Activity 6</b></p> <p>1. This can be run as a group discussion or whole class debate depending on the time available.</p> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Monitor and support as needed. Make notes of language errors and examples of good practice for delayed feedback.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Workbook</b> <b>page 27</b>	<p><b>Workbook: Activity 3</b></p> <p>1. Refer learners to the email and ask who it is from (<i>Hamda</i>) and what job she was suited for (<i>graphic designer</i>). Explain that this is her email of application but the sentences are not in the correct order.</p> <p>2. Learners complete the task individually and then compare answers in groups of 7. If the class size makes this problematic, divide class into small mixed groups.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Assign a number (1–7) to each learner in a group and ask them to stand in the order in which they think the letter should be re-ordered. If the class size makes this problematic, have learners read out their sentence, with more able learners reading out more than one sentence.</p> <p><b>Answers</b></p> <p>1 g; 2 e; 3 c; 4 a; 5f; 6 b; 7 d</p> <p><b>Differentiation activities (Weak):</b></p> <p>1. Give learners the first sentence.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners gap words in Hamda's application email and have their peers fill the gaps.</p>
<b>Workbook</b> <b>page 27</b>	<p><b>Workbook: Activity 4</b></p> <p>1. Refer learners to Hamda's application email and ask them what they notice about it. Guide learners by asking questions, for example <i>Are the sentences long or short? (short) How does the email start? (Dear Sirs) How does the writer say goodbye? (Best regards)</i> Explain that when we write formal letters or emails we must follow certain rules and refer learners to the <i>Writing tip</i>.</p> <p>2. Give learners time to decide which job they will apply for and set this as an individual task. Allow learners to use the model in their Workbook as needed.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners write their applications on A4 pieces of paper which you display on the walls. Group applications according to the job, so there should be four groups of applications in all. Invite learners to do a gallery walk and choose the best candidate for each job.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Highlight the parts of the model application emails which learners can replace with information about themselves.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners apply for more than one job.</p>

Resources	Plenary								
	<div>1. Play <i>Stop the Bus!</i> Divide learners into groups and ask each group to appoint a scribe. Write this table on the board and ask each scribe to copy it for his/her group:</div> <table><tr><td>A job</td><td>A personality adjective</td><td>Something you do at work</td></tr><tr><td></td><td></td><td></td></tr></table> <div>2. Call out a letter, each group must think of a suitable word for each category that starts with that letter, for example <i>A: accountant, ambitious, answer the phone.</i></div> <div>3. The first group who can write a word for each category shouts <i>Stop the bus!</i> The group scribe then reads out their words and, if the words are suitable, the group gets a point.</div>			A job	A personality adjective	Something you do at work			
A job	A personality adjective	Something you do at work							
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 6 PRACTICE AND PREPARE TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter																					
	<div>1. Have a group competition where learners try to remember the themes of each lesson. Distribute sheets of paper and have groups write a list of the themes.</div> <div>2. Post the lists on the board, then allow learners to check the themes of each lesson in their Coursebook against the lists they wrote.</div>																					
Resources	Main Activity																					
<div>Coursebook page 31</div> <div>Audio Track 34</div>	<div>Listening: Activity 1</div> <div>1. Refer learners to the picture and ask what it represents (a job interview). Ask <i>Who asks the questions in an interview?</i> (both the interviewer and the interviewee). Write <i>interviewer</i> and <i>interviewee</i> on the board and underline the different suffixes.</div> <div>2. Ask learners to brainstorm possible questions that both the interviewer and the interviewee might ask and write these on the board.</div> <div>3. Refer learners to the ads and ask which post is advertised in each (reception manager, sales person, graphic designer).</div> <div>4. Explain that they will hear two different people being interviewed for the same job. The first time they listen, learners only need to understand which job the interviews are for.</div> <div>CORE</div> <div>Feedback</div> <div>Learners stand up if they think the interview is for the first, the second or the third job. Ask learners to justify their answers by saying which words they heard that helped them understand.</div> <div>Answers</div> <div>reception manager</div>																					
<div>Coursebook page 31</div> <div>Audio Track 34</div>	<div>Listening: Activity 2</div> <div>1. Explain that this time learners must listen for the questions that all three speakers ask.</div> <div>2. Write the following table on the board and ask learners to copy it in their notebooks.</div> <table><tr><th>INTERVIEWER</th><th>HIBA</th><th>HASHIM</th></tr><tr><td></td><td></td><td></td></tr></table> <div>3. While they listen a second time, learners should write the questions they hear for each person.</div> <div>CORE</div> <div>Feedback</div> <div>Have learners peer check, and then invite one or more to write the questions on the board. Are any of the questions the same as what the learners brainstormed in the starter task?</div> <div>Answers</div> <table><tr><th>INTERVIEWER</th><th>HIBA</th><th>HASHIM</th></tr><tr><td>Can you describe yourself using three adjectives?</td><td>Can you tell me about the work hours?</td><td>Can you tell me about the duties?</td></tr><tr><td>Can you tell me about your skills?</td><td></td><td></td></tr><tr><td>Where do you think you'll be in 10 years?</td><td></td><td></td></tr><tr><td>Do you have any questions?</td><td></td><td></td></tr></table>	INTERVIEWER	HIBA	HASHIM				INTERVIEWER	HIBA	HASHIM	Can you describe yourself using three adjectives?	Can you tell me about the work hours?	Can you tell me about the duties?	Can you tell me about your skills?			Where do you think you'll be in 10 years?			Do you have any questions?		
INTERVIEWER	HIBA	HASHIM																				
INTERVIEWER	HIBA	HASHIM																				
Can you describe yourself using three adjectives?	Can you tell me about the work hours?	Can you tell me about the duties?																				
Can you tell me about your skills?																						
Where do you think you'll be in 10 years?																						
Do you have any questions?																						

	<b>Differentiation activities (Support):</b> 1. Learners write the interviewer's questions only.
	<b>Differentiation activities (Stretch):</b> 1. Learners recall the candidates' answers.
<b>Coursebook page 31</b> <b>Audio Track 34</b>	<b>Speaking: Activity 3</b> 1. Play the audio track a third time if necessary. 1. Focus on the candidates' answers and have learners discuss in pairs which candidate is better for the job and why. <b>DESIRABLE</b> <b>Feedback</b> Learners vote by raising their hand for either Hiba or Hashim. <div> <b>Answers</b> </div> Learners' own answers
<b>Coursebook page 31</b>	<b>Speaking: Activity 4</b> 1. Explain that learners will now conduct an interview themselves. Learners decide which job they would like to roleplay an interview for. 2. Divide the class into two groups, interviewers and candidates – there will need to be twice as many interviewers as candidates. Have each group prepare their questions and responses for each job by following the cues in the Coursebook. Where interviewers have a gap, they will need to look at the corresponding answer to work out what to ask; where candidates have a gap, they will need to look at the corresponding question to work out how to answer. 3. Monitor both groups and support as needed. 4. Form panels of two interviewers, then assign one candidate to every panel. Have the panels and candidates act out the interview. Candidates should rotate until they have been interviewed by every panel. <b>CORE</b> <b>Feedback</b> Monitor and support as needed. Take notes for delayed feedback. At the end of the interviews, ask the panels who was the successful candidate and why. Time permitting, choose a different job and have learners swap roles so candidates now become interviewers. <div> <b>Answers</b> </div> Learners' own direct speech based on the following: 1 Describe your personality; 2 Ask the candidate about his/her skills; 3 Say what you will be doing in 10 years' time; 4 Ask the candidate if they have any questions; 5 Say no and thank you; 6 Thank the candidate and say goodbye
	<b>Differentiation activities (Support):</b> 1. Allow learners to be interviewers only and to read the questions they wrote in Coursebook Activity 2.
	<b>Differentiation activities (Stretch):</b> 1. Learners can be both candidates and interviewers. Allow them to interview for jobs other than those advertised in this lesson.

<b>Workbook page 28</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Model the task by writing the first answer on the board. Underline <i>patient</i>, <i>decisive</i> and <i>hardworking</i>. Ask learners what kind of words these are (adjectives) and what they describe (a personality).</li> <li>2. Ask learners what question the interviewer might have asked to get this answer. (Can you describe yourself using three adjectives?)</li> <li>3. Set this as pair/group work.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Run this as a timed pair/group competition (five to ten minutes). Fast finishers write the questions on the board. Award a point for correct questions which no one else has thought of.</p> <p><b>Possible answers</b></p> <p>a (Can you) describe yourself using three adjectives; b Do you have any questions?; c Where do you think you'll be in 10 years?; d What's your name?; e (Can you) tell me about your skills?</p>
<b>Workbook page 28</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the questions and sequence them to create an interview. Highlight that more than one order is possible.</li> <li>2. Set this as pair/group work.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Nominate learners to read out the interview questions in the correct order one at a time. If learners have a different order, ask them to justify their choice.</p> <p><b>Possible answers</b></p> <p>1 d; 2 a; 3 e; 4 c; 5 b</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give learners the first question.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write other possible interviewer questions.</li> </ol>
<b>Workbook page 28</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that the candidates they listened to also had questions.</li> <li>2. Look at the example sentence and refer learners to the <i>Language tip</i>. Point out that often only the first part of question has the interrogative form (<i>Can/Could you tell me</i>) while the rest of the sentence uses an affirmative form.</li> <li>3. Set this as pair/group work.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners compare questions and peer correct.</p> <p><b>Possible answers</b></p> <p>a Can/Could you tell me about the salary/how much the salary is?; b Can/Could you tell me about the duties/what the duties are?; c Can/Could you tell me about the work hours/what the work hours are?; d Can/Could you tell me about the benefits/what the benefits are?</p>

Workbook page 28	<b>Workbook: Self-assessment</b> 1. Learners complete the self assessment activities individually. 2. As learners work, circulate and help as needed. 3. Learners compare answers in pairs. <b>CORE Feedback</b> Check answers as a class by asking volunteer pairs to read their answers to the class		
	<b>Answers</b> Learners' own answers		
	<b>Differentiation activities (Support):</b> 1. Learners work in pairs to complete the activities and refer to previous lessons for help.		
	<b>Differentiation activities (Stretch):</b> 1. Learners complete all the written activities on their own with no reference to previous lessons. When they have completed the activities, they refer to previous lessons to check their answers.		
Resources	<b>Plenary</b> 1. Ask learners to write one interview question and one interview answer of their choice from today's lesson. 2. Have learners mingle until they find their matching answer/question. 3. If any learners are left with no match, have them read their question or answer out loud. The class must think of a corresponding question or answer.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## UNIT 6 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Draw a big fish in a small bowl with a few small fish on the board.</li> <li>2. Next to it, draw a small fish in a big bowl with a lot of other small fish.</li> <li>3. Ask learners which fish they would rather be and why.</li> <li>4. Lead a brief debate and have a show of hands to vote for big fish in a small bowl or small fish in a big bowl.</li> </ol>
Resources	Main Activity
Coursebook page 32	<b>Reading: Activity 1</b> <ol style="list-style-type: none"> <li>1. Look at the title: <i>Compare working for a big company with having a business of your own</i>. Ask learners if they can see any connection with the lesson title. Which situation represents working for a big company? (small fish in a big bowl) Which situation having a business of your own? (big fish in a small bowl).</li> <li>2. Learners complete the matching task individually.</li> </ol> <b>CORE</b> <b>Feedback</b> Ask learners to stand up if they think the answer for number 1 is A, then B, then C. Repeat for number 2. Number 3 is obviously the last answer remaining.
	<b>Answers</b> 1 C; 2 A; 3 B
	<b>Differentiation activities (Support):</b> <ol style="list-style-type: none"> <li>1. Highlight <i>however</i> and <i>but</i> in answers A and C. Remind learners that these linkers are used to contrast ideas, like advantages and disadvantages. So they must answer questions 1 and 2.</li> </ol>
	<b>Differentiation activities (Stretch):</b> <ol style="list-style-type: none"> <li>1. Ask learners if they agree with the answers. If not, why not?</li> </ol>
Coursebook page 32	<b>Speaking: Activity 2</b> <ol style="list-style-type: none"> <li>1. Give learners a few minutes to think about their answers and make notes as needed.</li> <li>2. Set this as pairwork.</li> </ol> <b>DESIRABLE</b> <b>Feedback</b> Monitor and support as needed. Have a few stronger learners say their answers for the class.
	<b>Answers</b> Learners' own answers
	<b>Differentiation activities (Support):</b> <ol style="list-style-type: none"> <li>1. Learners can repeat the answers in Activity 1.</li> </ol>
	<b>Differentiation activities (Stretch):</b> <ol style="list-style-type: none"> <li>1. Learners think of more than just one advantage or disadvantage for each situation.</li> </ol>

<b>Coursebook</b> <b>page 32</b>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Organise learners into small groups. Give them some time to think about their ideas and make notes as needed.</li> <li>2. Set the task as a timed discussion (five minutes).</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Monitor and support as needed, reminding learners to use linkers when contrasting ideas and to take turns during the discussion. Nominate one speaker from each group to summarise what their group felt.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners discuss only one of the two questions.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners have to think of at least one point for and one point against each argument.</li> </ol>
<b>Workbook</b> <b>page 29</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Look at the question as a class and brainstorm some arguments for both positions on the board.</li> <li>2. Refer learners to the essay and point out that the first sentence (topic sentence) is missing. Explain that this sentence introduces the main idea of the paragraph that follows.</li> <li>3. Set this as a timed reading task (five minutes).</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Number learners 1 to 4 and A to D. Ask learners to stand next to their matching topic sentence or paragraph so, for example, learner(s) number 1 stands next to learner(s) B, learner(s) number 2 stands next to learner(s) C and so on.</p> <p><b>Answers</b></p> <p>1 b; 2 c; 3 d; 4 a</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Start with the topic sentence for the conclusion and ask learners to look for language to close the essay (<i>in conclusion</i>).</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write alternative topic sentences.</li> </ol>
<b>Workbook</b> <b>page 29</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Set this as an individual task. Refer learners to the model essay in Activity 1 and also remind them to draw on the ideas they discussed during the speaking activities.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Encourage learners to peer and self correct. Organise learners in small groups and have them read out their essays to each other. Then post the essays on the wall and have learners do a gallery walk.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>



	<b>Differentiation activities (Support):</b> 1. Learners write only the introductory paragraph.		
	<b>Differentiation activities (Stretch):</b> 1. Learners write an essay for any one of the questions discussed in this lesson.		
<b>Resources</b>	<b>Plenary</b>		
	1. Play FREEZE! Tell learners they are going to answer the question <i>What’s more important, high qualifications or a lot of experience?</i> You can lead this as a small group or whole class task. 2. One learner start by answering the question. The moment you say <i>FREEZE!</i> they must stop speaking, even if it is mid-word. They nominate a learner to carry on speaking where they left off. Repeat <i>FREEZE!</i> after about two minutes, and the learner who was speaking nominates someone else to carry on. Repeat these steps until everyone has had a chance to speak.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## UNIT 6 REVIEW TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Tell learners that they are going to do some activities to see how well they have learned some of the vocabulary and grammar in the unit.</li> <li>2. In pairs, give them the opportunity to look back over the unit to prepare.</li> </ol>
Resources	Main Activity
Coursebook page 33	<b>Vocabulary: Activity 1</b> <ol style="list-style-type: none"> <li>1. Write the six different suffixes <i>-or -ic -ist -ian -er -ant</i> on the board. Play a chain game where the first learner says a job ending in <i>-or</i>, the next in <i>-ic</i> and so on.</li> <li>2. Refer to the stems in Activity 1 and do the first one with the whole class (<i>journalist</i>).</li> <li>3. Learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners write the six different suffixes <i>-or -ic -ist -ian -er -ant</i> on six pieces of paper. As you go through each root word, have learners hold up the suffix they think is appropriate.</p>
	<p><b>Answers</b></p> <p>1 journalist; 2 manager; 3 pharmacist; 4 electrician; 5 designer; 6 physiotherapist; 7 taxi driver; 8 shop assistant; 9 politician; 10 swimming instructor; 11 paramedic; 12 mechanic; 13 police officer; 14 flight attendant 15 actor</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to look back at previous lessons for the vocabulary.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners think of other jobs for each suffix.</li> </ol>
Coursebook page 33	<b>Use of English: Activity 2</b> <ol style="list-style-type: none"> <li>1. Ask learners how many verbs they can remember which are followed by the <i>-ing</i> form.</li> <li>2. Nominate a learner to write peers' suggestions on the board. Ask for an example sentence for each verb.</li> <li>3. Look at the first sentence in the activity and point out that the verb is missing so they must think of a suitable word themselves.</li> <li>4. Learners complete the activity individually by writing the <i>-ing</i> verbs in their notebooks. Advise learners that there may be more than one correct answer possible – any sensible answer will be correct.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate learners for answers. Award one point for correct answers, two points if no one else thought of this answer.</p>
	<p><b>Possible answers</b></p> <p>1 doing, writing, starting, finishing; 2 eating, drinking; 3 going; 4 playing, practicing, exercising, working out; 5 reading, considering, analysing</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give learners the missing verbs in the base form.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write other gapped sentences for their peers.</li> </ol>

<b>Coursebook page 33</b>	<p><b>Use of English: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Write the first gapped sentence on the board. Point out that learners should use the verb in brackets (<i>do</i>) in the appropriate form (question, negative, affirmative) and also write the appropriate subject.</li> <li>2. Nominate a learner to come to the board and fill the gap. (<i>will you do</i>) Allow peers to guide the learner.</li> <li>3. Set this as an individual task. Learners write the answers in their notebooks.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Have open pairs ask and answer the questions across the room.</p> <p><b>Answers</b></p> <p>A will you do; B I'll go to ... – I'll find; A will you chose; B I'll study; A will you get; B won't start – I'll have</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners write the full forms without contractions.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners roleplay the dialogue and extend the conversation with more questions and answers.</li> </ol>
<b>Coursebook page 33</b>	<p><b>Writing: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Write the first incomplete sentence on the board. Elicit possible answers, for example <i>I'll study engineering</i>.</li> <li>2. Remind learners to use <i>will/won't</i> in their sentences.</li> <li>3. Set this as an individual task. Learners write the answers in their notebooks.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Have learners exchange their notebooks for peer correction. Nominate learners to read out their partner's sentences.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. What area do most learners feel they still need to develop? What advice can they give each other to improve in these areas?</li> <li>2. Encourage learners to reflect on what they have enjoyed and learned while studying this unit.</li> <li>3. Ask about anything they didn't enjoy, and encourage them to explain why.</li> <li>4. Finally, ask what things in the unit they would want to look at again.</li> </ol> <p><b>NOTE:</b> Learners may wish to prepare for the Project lesson by talking to a family member about jobs before the next lesson. If possible, they should also bring in any pictures of people doing jobs from magazines or downloaded from the Internet at home.</p>

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

## UNIT 6 PROJECT TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners to write on three separate pieces of paper their top three 'dream jobs'. Put all the pieces of paper in a bag.</li> <li>2. One at a time, each learner pulls out a strip and reads the job out loud. Write each job on the board as it is read out and keep a tally of how many times a job is repeated.</li> <li>3. Select the overall top five jobs and, if possible, group learners according to at least one of their favourite jobs.</li> </ol>
Resources	Main Activity
Coursebook page 34	<p><b>Preparation: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go over the questions with the whole class.</li> <li>2. Learners work in their groups to plan what they want to include in their presentation. Encourage them to add any other questions which they think might be of interest.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor groups. Remind them to let everyone contribute according to their ability.</p> <p><b>Possible further questions</b></p> <p>How long is the training?</p> <p>Is the job well-paid?</p> <p>What are the positive things about the job?</p> <p>Are there any negative things?</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give these learners support within the groups, as necessary.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. More able learners can take more responsibility within the groups.</li> </ol>
Coursebook page 34	<p><b>Preparation: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Discuss with the whole class how they might be able to research the job they will present.</li> <li>2. Direct them to resources they could use to help with their presentations: use pictures from magazines; find pictures from job ads; use the Internet (if appropriate) – useful search terms might be <i>employment, jobs, work with us, careers</i>.</li> <li>3. Ask individuals to report back to their groups with the results of their work. Remind them to keep a note of the source of their ideas and information (Internet site, book titles).</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor the research being done and give support and guidance, where necessary.</p>

<b>Coursebook page 34</b>	<p><b>Preparation: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Discuss with the whole class how they might organise their groups (see notes on differentiation below).</li> <li>2. Remind learners to give an opportunity to everyone in the group to participate. You could ask groups to choose a group leader to assign tasks.</li> <li>3. Give each group time to discuss how they will divide tasks, but set a time limit (five to ten minutes) for the discussion. If anyone feels they would like to change job/group, allow this within the time limit, but only if the learner can find someone to swap with so as to keep the groups balanced.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage groups to share tasks by pairing less able learners with stronger learners.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. More able learners could choose more than one job.</li> </ol>
<b>Coursebook page 34</b>	<p><b>Preparation: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Groups will need to discuss what resources are available. Refer to the bullet points for guidance.</li> <li>2. Ideally they will use some audiovisual resources (PowerPoint, video) but if this is not appropriate, an A3 flipchart or some posters could be equally effective.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>If learners are going to use audiovisual resources, check that they know how to use them properly.</p>
<b>Coursebook page 35</b>	<p><b>Preparation: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Have learners prepare and edit their presentations. Refer learners to the <i>Writing tip</i> and remind them to limit the number of words on their slides. Monitor and listen to learners' interactions. Support as needed.</li> <li>2. Encourage learners to practise their presentations at home in front of the mirror or for their family.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Encourage groups to swap their texts with other groups for peer correction. Allow learners to practise parts of their presentations with you for some informal feedback and guidance. If time is tight, learners might need to finish their presentations in their free time or at home.</p>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Discuss with the class the progress they have made so far with their projects.</li> <li>2. Ask about any interesting things they have found through their research.</li> <li>3. Find out if there are any problems (for example, lack of time or facilities) and resolve these before the next lesson.</li> </ol>

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

## UNIT 6 PROJECT TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Refer learners to the <i>Speaking tip</i> and allow learners to make any final adjustments to what they will say, adding some of the expressions from the tip. Give groups time for a last-minute practice of presentation.</li> </ol>
Resources	Main Activity
Coursebook page 35	<p><b>Presentation: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Learners copy the form in their notebooks.</li> <li>2. Model how learners can complete the form by writing an example on the board: <i>I like the high salary, I don't like the long hours, I'm not sure about the skills required.</i></li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask a few instruction check questions to ensure learners are clear on how to use the form, for example <i>Where do you write the name of the job? What about if you want to know more about the job?</i></p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide a selection of key words to match suggested objects that the learners could include, for example: pencil, board, book, chair, desk, bag</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to include more than six questions.</li> </ol>
Coursebook page 35	<p><b>Presentation: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. Remind presenters to speak clearly and the audience to listen carefully.</li> <li>2. Have groups give their presentations in turn. As they present, the rest of the class should make notes using the form and think about the questions they will ask.</li> <li>3. After each presentation, allow a few minutes for learners to ask their questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Assess the performance of the groups, and individual learners. Record this to allow comparison with later presentations and to assess progress. Monitor and ensure that other learners make notes as they listen using the form in their Coursebook. If the learners are reluctant to ask questions, have some questions ready yourself.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Help learners formulate their questions by reminding them how to make interrogatives.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners can ask more than one question.</li> </ol>



Coursebook page 35	<b>Presentation: Activity 8</b> 1. After the question and answer session, elicit feedback on each of the presentations from the rest of the class. 2. Remind learners to be constructive and encouraging when they give feedback. Be prepared to step in with positive comments as needed. <b>CORE Feedback</b> Have a feedback session with the class. Find out how the groups felt about their own presentations. Ask <i>Did all of the members of each group agree with one another? Why? Why not?</i> Ask learners if they enjoyed presenting. Why? Why not? Ask learners what they learned from this project and what they will do differently next time. Give some feedback on the project, and praise learners for their efforts.		
	Resources	Plenary	
	1. Lead a class discussion on which job sounds the most interesting and why. Encourage every learner to participate in the discussion and be prepared to nominate shyer learners for their views. Avoid any further comments on the quality of the presentations and keep the focus on the jobs themselves. Try to personalise the task by asking if anyone knows someone who does any of these jobs.		
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 7 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 36	<ol style="list-style-type: none"> <li>1. Learners work in groups to brainstorm some different types of things that you can buy, and where you can buy them (for example: food – supermarket, clothes – department store).</li> <li>2. Elicit some examples from the groups and write them on the board.</li> <li>3. Have a class discussion about shopping, and which items the learners most frequently buy, and where they go to get them.</li> <li>4. Learners work in pairs to discuss the Starter questions.</li> <li>5. Have a brief feedback session with the class.</li> </ol>
Resources	Main Activity
Coursebook page 36	<p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the photos. Have volunteer learners describe what they can see.</li> <li>2. Learners discuss the questions in pairs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit responses from the pairs. Try to find at least one example from the learners' experiences for each of the four different types of shopping.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
Coursebook pages 36 and 37	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Explain that learners will read four different people's descriptions of their shopping preferences.</li> <li>2. Learners work in pairs or small groups to read the descriptions and match them to the shopping types in the photos.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners take it in turns to call out the correct answers. Ask for a show of hands for each description: find out which person the learners most identify with.</p> <p><b>Answers</b></p> <p>Khaled B; Hala D; Ahmad C; Deema A</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners work in groups. Each learner reads one description and identifies the matching type of shopping. The learners then compare their answers with each other.</li> <li>2. Be available to help with any queries about vocabulary.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs. One learner covers the descriptions, while the other reads one speech bubble aloud. Their partner listens and identifies the matching type of shopping. Learners change roles and repeat.</li> </ol>

<b>Coursebook page 37</b>	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>Go through the instructions with the class.</li> <li>Learners work in pairs to re-read the descriptions and answer the questions. Where a statement is false, they should provide the correct information.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have the pairs raise their hands when they have agreed on all of the answers.</p> <p><b>Answers</b></p> <p>1 F (he thinks Internet shopping is more convenient); 2 T; 3 T; 4 F (she also buys DVDs, books, magazines and clothes)</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Learners focus on one question (preferably the description they read in the previous activity), before reporting back to the rest of their group.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners attempt to answer the questions <i>before</i> they re-read the descriptions to check their answers.</li> </ol>
<b>Workbook page 30</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Point out that all of the words and phrases in the left column appeared in bold in the descriptions they have just read.</li> <li>Learners work in pairs to match the words and phrases to their definitions.</li> <li>Go round the class monitoring, giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have members from each pair take it in turns to read the correct pairings aloud.</p> <p><b>Answers</b></p> <p>1 d; 2 f; 3 h; 4 a; 5 b; 6 g; 7 c; 8 e</p>
<b>Workbook page 30</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Go through the instructions with the class, and explain that each of the sentences is a positive comment about a type of shopping.</li> <li>Go through the first sentence with the class. Give the first word, and then elicit the following words in turn from different learners until the sentence has been completed correctly (<i>In my opinion, this is the best way to shop.</i>)</li> <li>Learners work individually to re-order the words to make sentences.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have learners take it in turns to read out the correct sentences in full.</p> <p><b>Answers</b></p> <p>1 In my opinion, this is the best way to shop.; 2 One good thing is that you don't have to leave your house.; 3 You can buy so many different things.; 4 It's possible to get a really good deal.</p>
<b>Workbook page 30</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Go through the four shopping types with the class, and elicit some positive things about each one (these could be things mentioned in the descriptions in the CB, or the learners' own suggestions, or both).</li> <li>Learners work individually to write a sentence describing a positive thing about each type of shopping.</li> </ol>

	<b>CORE</b>		
	<b>Feedback</b>		
	Learners compare their sentences in pairs or small groups. Have a feedback session with the whole class, and elicit some example sentences from each group or pair.		
	<b>Answers</b>		
	Learners' own answers		
	<b>Differentiation activities (Support):</b>		
	1. Have these learners choose just two types of shopping to write positive sentences about.		
	<b>Differentiation activities (Stretch):</b>		
	1. Have these learners write more than one positive sentence about each type of shopping.		
<b>Resources</b>	<b>Plenary</b>		
	1. Review the vocabulary from the lesson with a Vocabulary/Spelling game. For example: if the answer is to be <i>downside</i> , write eight dashes on the board: _____ . Have learners suggest letters, and add correct letters to the dashes. List incorrect letters on one side of 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.		
	2. When a learner guesses the word correctly, have them come to the front of the class and choose a new word for the next round. And so on.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## UNIT 7 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Recap on the learners' positive sentences about the different types of shopping from the previous lesson. Explain that these all describe advantages.</li> <li>2. Write <i>advantages</i> on the board and add some examples from the discussion (for example: <i>Online shopping is convenient</i>).</li> <li>3. Write <i>disadvantages</i> on the board and elicit its meaning (the opposite of advantage, i.e. the negative things about something). Elicit some examples related to different types of shopping (for example: <i>Shopping at a mall can take a long time</i>.)</li> <li>4. Learners work in groups to brainstorm some more advantages and disadvantages of different types of shopping.</li> <li>5. Elicit suggestions from the groups and add them to the board.</li> </ol>
Resources	Main Activity
<b>Coursebook</b> <b>page 37</b>	<b>Reading: Activity 4</b> <ol style="list-style-type: none"> <li>1. Refer learners to the descriptions they read in the previous lesson, and draw their attention to the underlined phrases.</li> <li>2. Learners work in pairs to decide whether each phrase introduces an advantage or a disadvantage.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out each phrase and ask for a show of hands for whether the learners think it is introducing an advantage or disadvantage.</p> <p><b>Answers</b></p> <p>1 disadvantage; 2 advantage; 3 advantage; 4 disadvantage</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to re-read the descriptions and use the context to help them identify the advantages and disadvantages.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners make their decisions without re-reading the descriptions.</li> </ol>
<b>Coursebook</b> <b>page 37</b> <b>Audio Track 35</b>	<b>Listening: Activity 5</b> <ol style="list-style-type: none"> <li>1. Go through the instructions and the questions with the class.</li> <li>2. Play the audio track. Learners work in pairs to discuss their answers to the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs. Play the audio track again if necessary. (Don't discuss the advantages and disadvantages they describe at this stage – these will be covered in the next activity.)</p> <p><b>Answers</b></p> <p>1 Some clothes.; 2 To the new mall (in the town centre).; 3 Shopping at the mall.; 4 He has to do some work.</p>

	<b>Differentiation activities (Support):</b> 1. Allow learners to refer to the audioscript when comparing their answers with a partner.
	<b>Differentiation activities (Stretch):</b> 1. Learners close their books while they listen and make notes of their answers in their notebooks.
<b>Coursebook page 37</b> <b>Audio Track 35</b>	<b>Listening: Activity 6</b> 1. Draw learners' attention to the table, have them copy it into their notebooks and encourage them to make notes as they listen. 2. Play the audio track. Learners work individually to make notes of the advantages and disadvantages. <b>CORE</b> <b>Feedback</b> Learners compare their answers in small groups. Elicit feedback from the groups. Have volunteers come to the front and add their answers to the board (continuing the ideas suggested in the Starter activity). <div>Possible answers</div> <b>Online shopping</b> Advantages: you can get things cheaper/Disadvantages: you can't try clothes on before you buy <b>Shopping at a mall</b> Advantages: you can take your time, you can find other things to buy/Disadvantages: there are too many people, it takes a long time
<b>Workbook page 31</b>	<b>Workbook: Activity 4</b> 1. Go through the instructions with the class, and elicit suggestions for the first missing word ( <i>advantage</i> ). 2. Learners complete the sentences with the correct words. 3. Learners compare their answers with a partner. <b>DESIRABLE</b> <b>Feedback</b> Have the pairs raise their hands when they have agreed on all of the missing words. Have confident learners read out the correct sentences in full. <div>Answers</div> 1 advantage; 2 problem; 3 good; 4 prefer; 5 best; 6 downsides
<b>Coursebook page 37</b>	<b>Speaking: Activity 7</b> 1. Learners work in pairs to discuss the questions. 2. Circulate. Encourage the learners to express their own opinions and to discuss further advantages and disadvantages of both online shopping and shopping at a mall. <b>CORE</b> <b>Feedback</b> Have a quick feedback session with the class, and have volunteers add their suggestions to the board. <div>Answers</div> Learners' own answers

<b>Coursebook</b> <b>page 37</b>	<p><b>Speaking: Activity 8</b></p> <ol style="list-style-type: none"> <li>1. Explain that learners will now think of advantages and disadvantages of shopping at a market.</li> <li>2. Learners work in pairs to compile lists of advantages/disadvantages.</li> <li>3. The pairs join other pairs and compare their ideas.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Find out all of the groups' ideas and hold a contest. Give groups a point for each of their unique ideas (suggestions that none of the other groups have come up with). The group with the most unique ideas is the winner.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Workbook</b> <b>page 31</b>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Go through the information in the <i>Did you know?</i> box.</li> <li>2. Read out the sentence stems and elicit whether each one introduces an advantage or a disadvantage (1 dis, 2 adv, 3 dis, 4 adv).</li> <li>3. Learners complete the sentences with their own ideas.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have volunteers read out their sentences in full. Find out how many of the other learners had similar ideas.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners choose just two sentence stems to complete.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write a supporting sentence for each of their ideas (i.e. a reason or an example).</li> </ol>
<b>Workbook</b> <b>page 31</b>	<p><b>Workbook: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Learners work individually to write paragraphs summarising their ideas about the advantages and disadvantages of shopping at a market.</li> <li>2. Learners read their paragraphs to a partner, and in pairs, the learners check each other's work for any obvious mistakes.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Circulate. Make sure that all of the learners have incorporated some of the phrases from this lesson in their paragraphs.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Draw the learners' attention back to the board, and the collection of advantages and disadvantages that have been added to it during the lesson.</li> <li>2. Allow the learners to look at the phrases for a minute, then erase everything on the board.</li> <li>3. Learners work in groups to recollect as many of the advantages and disadvantages that were on the board as they can remember.</li> <li>4. Have a feedback session. The group that remembered the most is the winner.</li> </ol>

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



## UNIT 7 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 38	<ol style="list-style-type: none"> <li>1. Tell the learners that they will be discussing supermarkets in today's lesson.</li> <li>2. Briefly, recap on some of the discussions from the previous lesson. Have volunteers call out some advantages and disadvantages of online shopping, shopping at a mall and shopping at a market.</li> <li>3. Learners work in small groups to discuss the Starter question.</li> <li>4. Have a feedback session with the whole class. Find out what the class thinks are the main advantages and disadvantages of shopping at a supermarket (rather than in a smaller shop or online).</li> </ol>
Resources	Main Activity
Coursebook page 38	<p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the example suggestion in the speech bubble. Point out that the speaker uses the food's container (<i>pot</i>), and explain that this is a common way to refer to food items in a supermarket (as covered in Unit 4).</li> <li>2. Learners work in pairs to look at the pictures and make suggestions for what they show.</li> <li>3. Go round monitoring, giving help where necessary.</li> </ol> <p><b>CORE</b> <b>Feedback</b> When all of the pairs have made a suggestion for each item, have a volunteer from each pair write one of their suggestions on the board (for example: <i>bag of flour</i>). The rest of the class read the suggestion and call out the correct picture (for example: e).</p> <p><b>Answers</b></p> <p>a (a pot of) yoghurt; b (a bar of) soap; c (a loaf of) bread; d (a bottle of) washing-up liquid; e (a bag of) flour; f (a tin of) tomatoes; g (some/a bag of) peas; h a pen</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with the answers on separate strips of paper. Learners work in pairs to match the items to the pictures.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to make an additional list of six items they would expect to see in a supermarket.</li> </ol>
Coursebook page 38	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the supermarket sections with the class for pronunciation.</li> <li>2. Learners work in pairs to match the items from the previous activity to the correct sections.</li> </ol> <p><b>CORE</b> <b>Feedback</b> Have a volunteer name an item from the previous activity at random. They then nominate another learner to call out the correct section. This learner then chooses another item, and nominates another learner, and so on.</p> <p><b>Answers</b></p> <p>a dairy products; b health and beauty; c bakery; d household and cleaning; e home baking; f tinned foods; g frozen foods; h stationery</p>

<b>Coursebook</b> <b>page 38</b>	<p><b>Vocabulary: Activity 3</b></p> <p>1. Learners work in pairs to make lists of additional supermarket sections.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Check as a class, have a learner from each pair call out suggestions and add them to the board. Give a point to the pairs for each unique suggestion (one that no other pair has thought of). The pair with the most points is the winner.</p> <p><b>Possible answers</b></p> <p>Soft drinks, Fruit and vegetables, Sauces, Soups, Cereals, Delicatessen, Meat, Fish, Sweets, Spices and Herbs</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Provide learners with the names of additional supermarket sections with the first letters provided, for example: <i>s</i> _____ <i>d</i> _____ (<i>soft drinks</i>).</p> <p>2. Learners complete the words to find the sections.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Set these learners a time limit to come up with five additional supermarket sections.</p>
<b>Coursebook</b> <b>page 38</b>	<p><b>Vocabulary: Activity 4</b></p> <p>1. Go through the instructions, and set the learners a time limit. Encourage them to think of two extra items for each of the sections listed in Activity 2.</p> <p>2. Learners work in pairs to make lists of additional supermarket foods.</p> <p>3. The pairs join other pairs and compare their ideas.</p> <p>4. Go round monitoring, giving help where necessary. Make sure that learners are using the food items' containers where appropriate.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class, and elicit some of the groups' suggestions.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>EXTENSION</b></p> <p>Distribute PCM 9. Learners add the items from their lists to the appropriate groups on the worksheet.</p>
<b>Workbook</b> <b>page 32</b>	<p><b>Workbook: Activity 1</b></p> <p>1. Learners work individually to label the signs.</p> <p>2. Learners compare their answers with a partner.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check that all of the pairs agree on the correct answers.</p> <p><b>Answers</b></p> <p>1 dairy products; 2 stationery; 3 home baking; 4 frozen foods; 5 household and cleaning; 6 bakery; 7 tinned foods; 8 health and beauty</p>

Workbook page 32	<b>Workbook: Activity 2</b> 1. Learners work individually to match the items to the supermarket sections in the previous activity. <b>DESIRABLE</b> <b>Feedback</b> Check with the class. Call out the item the supermarket sections in order. The learners raise when you call out the correct section for each item.		
	<b>Answers</b> a bag of sugar 3; a bar of soap 8; a bottle of shampoo 8; a bottle of washing-up liquid 5; six bread rolls 6; a carton of ice cream 4; a carton of milk 1; four tins of tomatoes 7; 250g of butter 1; notebook 2		
Resources	<b>Plenary</b> 1. Play <i>Backs to the Board</i> , using the food items and supermarket sections from the lesson. Invite pairs of learners to the front of the class. They sit with their backs to the board. Write one of the words on the board (or invite learners to write them). The learners with their backs to the board ask questions to guess the word. The class answers the questions as required. To make it more challenging, the class can only answer <i>Yes</i> or <i>No</i> to the questions. When the word has been correctly guessed, another pair of learners have their backs to the board.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## UNIT 7 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Start the lesson by checking how much of the vocabulary in the previous lesson the learners can remember. Make sure all learners' Coursebooks and Workbooks are closed. Write a scrambled form of one of the supermarket sections on the board (for example: <i>k e r b a y</i>).</li> <li>2. Learners put their hands up to unscramble the word (for example: <i>bakery</i>). Repeat with the other supermarket sections.</li> </ol>
Resources	Main Activity
<b>Coursebook</b> page 39 <b>Audio Track 36</b>	<b>Listening: Activity 5</b> <ol style="list-style-type: none"> <li>1. Go through the words in the <i>Vocabulary</i> box with the class. Find out if any of the learners have heard an announcement in a supermarket before. Was it about a special offer? What was the offer?</li> <li>2. Play the audio track. Learners write down the supermarket section they believe each announcement refers to.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers with a partner. Check with the class, and find out which words in the announcements led them to choose those sections.</p> <p><b>Answers</b></p> <p>1 bakery; 2 health and beauty; 3 household and cleaning; 4 frozen foods</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Pause the audio track at the end of each announcement to give learners time to make notes. Play the audio track a second or third time if necessary.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Play the audio track once, without pausing between announcements.</li> </ol>
	<b>Listening: Activity 6</b> <ol style="list-style-type: none"> <li>1. Go through the information in the <i>Listening strategy</i> box, and allow the learners to read the questions and answer choices before listening again.</li> <li>2. Play the audio track. Learners answer the questions.</li> <li>3. Learners compare their answers with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit feedback from the pairs. Did they note down the same pieces of information? If necessary, play the audio track again, pausing at each question, to clarify the answers.</p> <p><b>Answers</b></p> <p>1 c; 2 b; 3 b; 4 b; 5 b; 6 c; 7 a; 8 a</p>
<b>Coursebook</b> page 39 <b>Audio Track 36</b>	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Pause the audio track at the end of each announcement. Play the audio track a second or third time if necessary.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners attempt to answer the questions before you play the audio track again so that they can check their answers.</li> </ol>

<b>Workbook</b> <b>page 33</b>	<p><b>Workbook: Activity 3</b></p> <p>1. Learners join the halves to make sentences from supermarket announcements.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have volunteers take it in turns to read out the correct sentences in full. The rest of the class listen and raise their hands if they disagree.</p> <p><b>Answers</b></p> <p>1 b; 2 f; 3 d; 4 c; 5 a; 6 e</p>
<b>Coursebook</b> <b>page 39</b>	<p><b>Use of English: Activity 7</b></p> <p>1. Go through the information in the <i>Use of English</i> box with the class, and explain that the sentences in this activity all featured in the announcements they listened to.</p> <p>2. Learners work individually to choose the correct prepositions for the gaps in each sentence.</p> <p>3. Learners compare their questions with a partner.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct questions from the pairs.</p> <p><b>Answers</b></p> <p>1 off; 2 up to, off; 3 on, at; 4 on; 5 on</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Provide learners with a copy of the audioscript. Allow them to look at the script for one minute, before covering it and completing the activity.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Make sure learners do not see the audioscript until after they have completed the activity.</p>
<b>Workbook</b> <b>page 33</b>	<p><b>Workbook: Activity 4</b></p> <p>1. Learners complete the sentences with the correct prepositions.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Go through the correct sentences with the class.</p> <p><b>Answers</b></p> <p>1 for, of; 2 off; 3 on; 4 on; 5 by; 6 on</p>
<b>Workbook</b> <b>page 33</b>	<p><b>Workbook: Activity 5</b></p> <p>1. Learners work individually to match the signs to the sentences in the previous activity.</p> <p>2. Learners compare their answers with a partner.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask for volunteers to read out one answer each.</p> <p><b>Answers</b></p> <p>A 3; B 1; C 5; D 6</p>

Coursebook page 39	<b>Writing: Activity 8</b>		
	1. Go through the instructions with the class. (If necessary, refer learners to the audioscript, so they can see examples of the kind of thing they need to write).		
	2. Learners work individually to write a short supermarket announcement.		
	3. Learners work in pairs to read other their announcements and to check for any obvious mistakes.		
	4. Circulate, giving help where necessary. Encourage learners to read out their announcements in an enthusiastic tone, as they might hear in a real supermarket.		
	<b>CORE</b>		
	<b>Feedback</b>		
	Have a feedback session with the whole class. Ask confident learners to read their announcements aloud – again encourage them to read in an enthusiastic tone (as in a real supermarket). Discuss the announcements as a class. Do the other learners think these are good offers? Why? Why not? Have the class vote on the best offer, and the best ‘enthusiastic’ delivery.		
	<b>Answers</b>		
	Learners’ own answers		
<b>Resources</b>	<b>Plenary</b>		
	1. Have a class discussion about supermarkets and special offers. Why do learners think supermarkets have special offers? What (if any) examples do they know of from their own experiences of being in supermarkets?		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## UNIT 7 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 40	<ol style="list-style-type: none"> <li>1. Write <i>shop</i> and <i>customer</i> on the board. Learners work in groups to discuss what each wants, (for example: the shop wants to sell as many things as possible, the customer wants to spend as little money as possible).</li> <li>2. Elicit some suggestions from the class, and have volunteers suggest ways shops and customers have of achieving their aims, (for example: the shop has special offers, the customer 'shops around' until they find the best deal).</li> <li>3. Write <i>psychology</i> on the board and elicit suggestions for its meaning (the study of how the mind works). Use the <i>Vocabulary</i> box to clarify the definition.</li> <li>4. Learners work in pairs to discuss the Starter question.</li> <li>5. Pairs report back to the class.</li> </ol>
Resources	Main Activity
Coursebook page 40	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the four pictures and go through the instructions with the class.</li> <li>2. Learners work in pairs to match the words to the pictures.</li> </ol> <p><b>CORE</b> <b>Feedback</b> Have volunteers call out the correct answers.</p> <p><b>Answers</b></p> <p>a 4; b 2; c 3; d 1</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Model the first one with these learners.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners cover the words, and attempt to name the things in the pictures based on their own knowledge.</li> </ol>
Coursebook page 40 Audio Track 37	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Focus learners' attention on the diagram, and go through the labelled sections for comprehension.</li> <li>2. Play the audio track. Learners listen and write the sections and items mentioned in their notebooks.</li> <li>3. Learners compare their answers with a partner.</li> <li>4. Play the audio track again if necessary.</li> </ol> <p><b>CORE</b> <b>Feedback</b> Elicit the correct answers from the pairs, and find out which words in the questions and the text (key words) the learners used to help them find the answers. Deal with any questions about vocabulary.</p> <p><b>Answers</b></p> <p>entrance, newspapers, sandwiches, fruit and veg, bakery, checkouts</p>

<p><b>Coursebook</b> <b>page 41</b> <b>Audio Track 37</b></p>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions with the class.</li> <li>2. Learners work in pairs to match the descriptions to the supermarket sections.</li> <li>3. Play the audio track for learners to check their answers.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Have a feedback session with the class. Have volunteers write their answers on the board. The rest of the class raise their hands if they disagree with any of the answers.</p> <p><b>Answers</b></p> <p>1 entrance; 2 fruit and veg; 3 bakery</p>
<p><b>Workbook</b> <b>page 34</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. With all books closed, elicit from the class some of the vocabulary they have used so far in the lesson (for example <i>aisle</i>, <i>trolley</i>).</li> <li>2. Go through the instructions with the class and elicit suggestions for the first missing answer (<i>shopping list</i>). Explain that all of the missing words are from the interview (see audioscript on page 170 of the Coursebook).</li> <li>3. Learners fill in the gaps to complete the words.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Have individual learners come to the board and write the correct answers. The other learners raise their hands if they agree with the answer.</p> <p><b>Answers</b></p> <p>1 shopping list; 2 trolley; 3 aisles; 4 section; 5 entrance; 6 checkout</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with the answers in a different order on the board. Learners choose the correct word from the list.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Set learners a time limit to complete the activity.</li> </ol>
<p><b>Workbook</b> <b>page 34</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Explain that in the following activity, learners will write about a time they went on a trip to the supermarket, but first they will prepare by answering these questions in note form. (If learners do not have much experience of visiting supermarkets, they could instead answer the questions for a trip to a department store or shopping mall.)</li> <li>2. Go through the questions with the class.</li> <li>3. Learners work individually to write answers for each of the questions in note form (they do not have to write full, correct sentences at this stage).</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Have learners compare their notes with a partner. As a class, check that all of the learners have been able to answer something for each of the questions.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>EXTENSION</b> Learners work in pairs to roleplay an interview about their supermarket experiences. One learner takes the role of interviewer and asks their partner the Activity 2 questions (plus extra questions, if there is time). They then swap roles.</p>



	<b>Differentiation activities (Support):</b> 1. Learners note down responses to just three or four of these questions (of their own choosing).
	<b>Differentiation activities (Stretch):</b> 1. Learners write notes for at least two more pieces of information about their trip to a supermarket.
<b>Workbook</b> <b>page 34</b>	<b>Workbook: Activity 3</b> 1. Learners use their notes from the previous activity to write a full paragraph, describing their trip to the supermarket (or department store, or shopping mall). 2. Go round monitoring, giving help where necessary. <b>CORE</b> <b>Feedback</b> Have learners work in pairs to read each other their paragraphs and to check for any obvious mistakes. Have a feedback session with the whole class. Elicit some of the learners' experiences, and have one or two confident learners read their paragraphs aloud to the rest of the class. <div> <b>Answers</b> </div> Learners' own answers
<b>Coursebook</b> <b>page 41</b>	<b>Speaking: Activity 4</b> 1. Go through the questions with the class. 2. Learners work in pairs to discuss the questions. 3. Circulate, giving help where necessary. <b>DESIRABLE</b> <b>Feedback</b> Briefly discuss the questions as a class. Have learners summarise some of the points they discussed in their pairs, find out if the other learners agree or disagree. <div> <b>Answers</b> </div> Learners' own answers
<b>Resources</b>	<b>Plenary</b> 1. Learners close their books and work in groups to talk about what they can remember from the audio track (Coursebook Activity 2). 2. Have a feedback session and ask each group to tell the rest of the class as much as they can remember about a different part of the audio track, for example: what happens at the entrance of a supermarket, in the aisles, at the checkout?

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

## UNIT 7 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Elicit some different types of shops and put them on the board, for example: <i>book shop, clothes shop</i>.</li> <li>2. Set a time limit. Learners work in small groups to think of at least three different items that you could buy in each type of shop on the board (for example: Book shop: <i>books, magazines, comics, book marks, greeting cards</i>).</li> <li>3. Elicit suggestions from the groups.</li> </ol>
Resources	Main Activity
<b>Workbook</b> <b>page 35</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Go through each of the items in the word box, and the different types of shops, and check that the learners know what they are.</li> <li>2. Learners work in pairs to put the items into the correct categories.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have the pairs join other pairs to compare their ideas. Elicit some suggestions from the groups. Find out what other suggestions the learners had for each type of shop.</p> <p><b>Answers</b></p> <p>Toy shop: board games, teddy bears, train sets, yo-yos          Electronics shop: lamps, microwaves, MP3 players, TVs          Accessories shop: hats, gloves, jewellery, sunglasses          Sports shop: football boots, running shoes, tennis rackets, track suits</p>
<b>Coursebook</b> <b>page 41</b>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions with the class, and make sure that the learners understand what they need to do.</li> <li>2. Encourage the learners to make notes in their notebooks as they plan their new shop.</li> <li>3. Learners work in pairs to plan a new shop.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Circulate, and make sure that the learners are responding to all of the tasks and questions in the activity.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Work closely with learners and make suggestions to help them with their plans. If necessary, reduce the number of tasks/questions in the activity that they need to respond to.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners draw up more detailed plans. Encourage them to sketch a design of the shop's interior and to label the various areas.</li> <li>2. If there is time, encourage learners to think up some advertising messages/special offers for their new shop.</li> </ol>

<b>Workbook page 35</b>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Learners work individually to fill in the graphic organiser with their plans for a new shop.</li> <li>2. Learners compare their graphic organiser with their partner to check they have covered all of the information they discussed.</li> </ol> <p><b>DESIRABLE</b>  <b>Feedback</b>  Check that everyone has covered all of their plan's key information in their graphic organiser.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Workbook page 35</b>	<p><b>Workbook: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Explain that learners will present their ideas to other pairs, but before they do, the sentences in this activity provide a useful example of the kind of language they will need to use when they are presenting their ideas.</li> <li>2. Learners work in pairs to join the halves to make complete sentences. To make the activity more interactive, give each learner a strip of paper with one half of a sentence written on it. Learners circulate to find the other half of their sentence.</li> </ol> <p><b>DESIRABLE</b>  <b>Feedback</b>  Have a learner read out the first half, and then select another learner to read out the correct second half to complete the sentence. Repeat until all of the sentences have been completed. If the learners had half-sentences on strips of paper, and circulated to find their 'partner', have the pairs read their sentences aloud together.</p> <p><b>Answers</b></p> <p>1 h; 2 a; 3 f; 4 c; 5 g; 6 b; 7 e; 8 d</p>
<b>Coursebook page 41</b>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Go through the information in the <i>Speaking tip</i> with the class.</li> <li>2. The pairs join other pairs to present their ideas to each other.</li> <li>3. Go round monitoring, giving help where necessary. If necessary, set a time limit for each pair to present, after which they must swap round and listen to the other pair's ideas.</li> </ol> <p><b>CORE</b>  <b>Feedback</b>  Check that all of the pairs have had the chance to present their ideas in full.</p>
<b>Coursebook page 41</b>	<p><b>Speaking: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. As a class, listen to a spokesperson from each pair describe the ideas of the pair they have just listened to.</li> <li>2. Encourage the rest of the class to use the questions in Activity 7 to give feedback, specifying one thing they think is a good idea in the plans they have just listened to, and one thing they would do differently.</li> </ol> <p><b>CORE</b>  <b>Feedback</b>  Have a class vote on which were the most effective or original ideas.</p>

Resources	Plenary		
	<div>1. Write these three types of shop on the board: <i>Supermarket</i>, <i>Electronics shop</i>, <i>Sports shop</i>. Elicit an example of a product or section for each, for example: <i>Supermarket: fruit and vegetables</i>, <i>Electronics shop: TVs</i>, <i>Sport shop: tennis rackets</i>.</div> <div>2. Learners work in groups to think of as many things belonging to each type of shop as they can.</div> <div>3. Elicit ideas and note them randomly on the board.</div> <div>4. Designate three sides of the classroom with a different category each: <i>Supermarket</i>, <i>Electronics shop</i>, <i>Sport shop</i>. Call out the items suggested by the groups. For each item you call out, learners must run to the side of the classroom that represents the correct type of shop.</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 7 PRACTICE AND PREPARE TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Write <i>department store</i> on the board, and check that everyone is familiar with this type of shop.</li> <li>2. Have learners call out the name(s) of examples in your local area. Elicit the kinds of departments it/they include (for example: <i>clothes, furniture</i>) and specific products that you can buy there.</li> <li>3. As the learners make suggestions, begin to draw up a plan of the department store on the board: add the floors, and make notes about which departments are on which floors.</li> <li>4. Have volunteers come up to the front to add their suggestions to the board themselves.</li> <li>5. When something resembling a completed department store has been drawn on the board, elicit full sentences to describe it, for example: <i>[name of store] has five floors. There are eight departments, including ...</i></li> </ol>
Resources	Main Activity
Coursebook page 42	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the words in the <i>Vocabulary</i> box and check learners are confident of the words' meanings.</li> <li>2. Draw learners' attention to the two pictures and ask volunteers to describe what they can see.</li> <li>3. Learners work individually to read the text and match the pictures to the two department stores.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners quickly check their ideas with a partner, then clarify the answers with the whole class.</p> <p><b>Answers</b></p> <p>A Inta-Go; B Bentner's</p>
Coursebook page 42	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners re-read the text and choose the correct sentences (a–d) for each gap (1–4).</li> <li>2. Learners compare their ideas with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have volunteers take it in turns to read the whole text aloud, including the missing sentences. The other learners listen and raise their hands if they disagree with the answers given. With the whole class, clarify the writer's opinions of the advantages and disadvantages of each department store.</p> <p><b>Answers</b></p> <p>1 d; 2 b; 3 a; 4 c</p> <p><b>EXTENSION</b></p> <p>Have learners use their imaginations to write one more advantage and disadvantage of each of these department stores in their notebooks.</p>

	<b>Differentiation activities (Support):</b> 1. Work closely with learners. If necessary, provide them with two possible sentences for each gap, for example: Is sentence a or d the correct sentence for gap 1?
	<b>Differentiation activities (Stretch):</b> 1. Have the learners cover the sentences and attempt to write possible sentences of their own for each gap. 2. Learners uncover the sentences and compare them with their own ideas.
Coursebook page 42	<b>Reading: Activity 3</b> 1. Learners re-read the text and work in pairs or small groups to discuss the two department stores and agree on the advantages and disadvantages given for each one. 2. Go round monitoring, providing help where necessary. <b>CORE</b> <b>Feedback</b> Have learners close their books and divide the class into four areas: 1 Inta-Go advantage, 2 Inta-Go disadvantage, 3 Bentner's advantage, 4 Bentner's disadvantage. Read out a phrase from the text (for example: <i>it doesn't have a food hall</i> ). Learners run to the correct area of the classroom (in this case: Inta-Go disadvantage). Repeat with the remaining phrases in the Answers (below). <div style="background-color: #e0e0e0; padding: 5px; margin: 10px 0;"><b>Answers</b></div> Inta-Go advantages: sells lots of cool things, good electronics department, big toy department; Inta-Go disadvantages: no food hall Bentner's advantages: nice, good deals on clothes and shoes, large food hall; Bentner's disadvantages: small electronics department, no toy department or sports department
Coursebook page 42	<b>Writing: Activity 4</b> 1. Go through the instructions and encourage learners to use the vocabulary covered in the previous six lessons, particularly with regards to describing advantages and disadvantages. 2. Learners work individually to write descriptions of department stores. <b>CORE</b> <b>Feedback</b> Learners read their descriptions to a partner, who checks for any obvious mistakes. Elicit feedback from the pairs. Have a few learners describe their partner's department stores to the rest of the class.
	<b>Differentiation activities (Support):</b> 1. Provide learners with a clear template to follow, by providing these sentence prompts, that they can complete with their own ideas: <ul style="list-style-type: none"> <li>• <i>In my town there is a department store called ..</i></li> <li>• <i>It is very (big/small/...)</i></li> <li>• <i>It has ... (departments)</i></li> <li>• <i>One good thing is ...</i></li> <li>• <i>One downside is ...</i></li> <li>• <i>I like/don't like ... because ...</i></li> </ul>
	<b>Differentiation activities (Stretch):</b> 1. Have learners write a description of two department stores (or similar) that they are familiar with, and to make comparisons between them (as in the Reading text).

<b>Workbook</b> <b>page 36</b>	<b>Workbook: Activity 1</b> 1. Go through the instructions with the class. Encourage learners to use their own ideas for different departments, as well as the words in the box. 2. Learners work individually to create a plan. <b>DESIRABLE</b> <b>Feedback</b> Check that everyone has completed their plan. <div style="background-color: #d3d3d3; padding: 5px;"><b>Answers</b></div> Learners' own answers
<b>Workbook</b> <b>page 36</b>	<b>Workbook: Activity 2</b> 1. Learners write descriptions of their plans, including explanations of the advantages of their ideas. 2. Learners work in pairs to read each other their descriptions and check for any mistakes. <b>DESIRABLE</b> <b>Feedback</b> The pairs join other pairs so the learners can work in groups to explain their ideas, and discuss their advantages. Go round monitoring, providing help where necessary. <div style="background-color: #d3d3d3; padding: 5px;"><b>Answers</b></div> Learners' own answers
<b>Workbook</b> <b>page 36</b>	<b>Workbook: Reflect on your learning</b> 1. Learners look back over the previous six lessons, and make notes in response to the questions. <b>CORE</b> <b>Feedback</b> Go round monitoring. Try to pick up on some of the main things that learners feel they did well, and the things they found most difficult. If necessary, have a class discussion covering some of the areas they found most difficult.
<b>Resources</b>	<div style="background-color: #d3d3d3; padding: 5px;"><b>Plenary</b></div> 1. Direct learners' attention back to the plan of a department store that you put on the board in the Starter activity. Find out what, if anything, the learners would change about this store, now that they have practised reading and writing about advantages and disadvantages of different department stores. 2. Hold class votes to decide on each area/feature of your 'ideal' department store.



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

## UNIT 7 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 43	<ol style="list-style-type: none"> <li>Find out if any of the learners have been to a restaurant recently. Write these actions on the board: <ol style="list-style-type: none"> <li><i>Wait for food.</i></li> <li><i>Eat food.</i></li> <li><i>Sit down.</i></li> <li><i>Look at menu.</i></li> <li><i>Talk to waiter/waitress.</i></li> </ol> </li> <li>Learners work in groups to put the actions in the order they think would happen in a restaurant (<i>c, d, e, a, b</i>).</li> <li>Ask a volunteer to explain a <i>buffet</i> (or find out what learners know about buffets).</li> <li>Learners work in their groups to discuss the Starter questions.</li> <li>Elicit some feedback from the groups. Have learners provide a new list of actions for a buffet, and add it to the board, for example: <ol style="list-style-type: none"> <li><i>Go and get food.</i></li> <li><i>Sit down.</i></li> <li><i>Eat food.</i></li> </ol> </li> </ol>
Resources	Main Activity
Coursebook page 43	<p><b>Reading and Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>Have volunteers read out the definitions of <i>order</i> and <i>serve</i> in the <i>Vocabulary</i> box, and deal with any questions.</li> <li>Explain that learners will read about buffets. Read the title aloud (<i>What's so good about a buffet?</i>) and elicit some possible answers from the class.</li> <li>Learners read the text and work in pairs to discuss the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>The pairs join other pairs to compare their answers and suggestions. Have a quick feedback session with the class. Clarify the advantages given in the text, and elicit some opinions about buffets and ideas for buffet foods.</p> <p><b>Answers</b></p> <p>1 perfect way to try lots of different things, you don't have to wait to be served, get what you want yourself, choose as little (or as much) as you like; get a good deal  2 and 3 Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Have learners only focus on question 1.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Set learners a time limit to read the text, and tell them to look for five advantages of a buffet.</li> </ol>
Coursebook page 43	<p><b>Use of English: Activity 2</b></p> <ol style="list-style-type: none"> <li>Go through the information and the example sentences in the <i>Use of English</i> box. Deal with any questions.</li> <li>Have learners quickly re-read the text to look for one more phrase that includes a reflexive pronoun (<i>People love buffets because they can help themselves, ...</i>). Ask learners to raise their hands when they have found it, and have a volunteer read out the phrase.</li> <li>Learners work individually to choose the correct reflexive pronoun from the three options to complete the sentences.</li> </ol>

	<p><b>CORE</b>  <b>Feedback</b>  Learners check answers in pairs and peer-correct.</p> <p><b>Answers</b></p> <p>1 a; 2 c; 3 b; 4 b; 5 c; 6 a</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Work closely with learners, and check that they understand what is the subject in each sentence and what its corresponding reflexive pronoun should be (for example, in sentence 1, <i>I</i> is the subject so <i>myself</i> is the corresponding reflexive pronoun).</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Have learners cover the information in the <i>Use of English</i> box while they complete this task.</p>
Workbook page 37	<p><b>Workbook: Activity 1</b></p> <p>1. Go through the example answer with the class.  2. Learners work in pairs to complete the table.</p> <p><b>CORE</b>  <b>Feedback</b>  The pairs compare their answers with other pairs. Check that all of the groups agree on the correct answers, and make sure everyone understands that the singular and plural reflexive pronouns for <i>you</i> are different (<i>yourself</i> and <i>yourselves</i>).</p> <p><b>Answers</b></p> <p>I – myself; you (singular) – yourself; he – himself; she – herself; it – itself; we – ourselves; you (plural) – yourselves; they – themselves</p>
Workbook page 37	<p><b>Workbook: Activity 2</b></p> <p>1. Explain that learners will need to add the correct reflexive pronoun to complete each sentence.  2. Learners work individually to complete the sentences.  3. Go round monitoring, giving help where necessary.</p> <p><b>DESIRABLE</b>  <b>Feedback</b>  Have confident learners read out their sentences to the class.</p> <p><b>Answers</b></p> <p>1 myself; 2 yourselves; 3 ourselves; 4 yourself; 5 itself; 6 themselves</p>
Workbook page 37	<p><b>Workbook: Activity 3</b></p> <p>1. Go through the instructions, and explain that the verbs in the box are often used with reflexive pronouns. (Point out that learners don't have to use these verbs if they have other ideas of their own.)  2. Encourage the learners to think of their own ideas to complete the sentences, but emphasise that they must include the correct reflexive pronoun in each one.  3. Learners work individually to complete the sentences.</p>

	<b>CORE</b>		
	<b>Feedback</b> Learners read their sentences to a partner, and they check each other’s work for any obvious mistakes. Have confident learners read out their sentences to the class. Elicit suggestions for expanding on the information in their answers from the rest of the class.		
	<b>Possible answers</b> 1 I bought myself a new tennis racket; 2 My sister gave herself a present; 3 This robot can make itself turn on and off; 4 Your team gave yourselves a good chance of winning the tournament; 5 The teacher bought himself a new car; 6 We helped ourselves at the buffet.		
	<b>Differentiation activities (Support):</b> 1. Learners only complete the first three sentences.		
	<b>Differentiation activities (Stretch):</b> 1. Have learners write additional information for each sentence (for example, 1 <i>I bought myself a new tennis racket at the department store, and I got money off because it was on offer.</i> ).		
<b>Resources</b>	<b>Plenary</b>		
	1. Divide the class into three groups: <i>starters</i> , <i>main courses</i> and <i>desserts</i> . 2. Each group draws up a plan of foods they think would be good buffet foods for their stage of a meal, and writes each food on a separate piece of paper. (If there is time, they could also draw pictures of the foods.) 3. The groups come together and put their ‘foods’ on a table at the side of the room, in order: <i>starters</i> , then <i>main courses</i> , then <i>desserts</i> . 4. The learners then ‘help themselves at the buffet’, by going along the table and making a note in their notebooks of the foods they would choose for their whole meal. 5. The learners go back to their tables, and compare their food choices. 6. Have a class vote. Which were the most popular foods? Why?		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## UNIT 7 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 44	<ol style="list-style-type: none"> <li>1. Play a quick game of <i>20 questions</i> (answer: department store). Explain that you are thinking of a word that has appeared in the last few lessons. Learners can ask you a maximum of 20 Yes/No questions, before they have to guess the correct word, for example <i>Is it a type of food?</i> (No). <i>Is it a type of shop?</i> (Yes).</li> <li>2. When the learners have guessed the word correctly (or otherwise), the learners work in small groups to discuss the Starter questions.</li> <li>3. Elicit feedback from the groups.</li> </ol>
Resources	Main Activity
Coursebook page 44	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the items in the word box.</li> <li>2. Learners work in pairs to match the words to the pictures.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Find out if all of the pairs agree, and have volunteers call out the correct answers. Find out if anyone has any of these items themselves. If so, where/when did they get them?</p> <p><b>Answers</b></p> <p>A sunglasses; B rug; C quad bike; D handbag</p>
Coursebook page 44 Audio Track 38	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and play the audio track.</li> <li>2. Learners listen and note down the order in which they hear the items from Activity 1.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask volunteers to call out the correct order. The other learners raise their hands if they disagree.</p> <p><b>Answers</b></p> <p>handbag, sunglasses, quad bike, rug</p>
Coursebook page 44 Audio Track 38	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Have volunteers read the two descriptions aloud, then play the audio track.</li> <li>2. Learners listen and select the correct description.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers with a partner and peer-correct. Have a feedback session with the class. Clarify the correct answer, and have learners explain why they selected it.</p> <p><b>Answer</b></p> <p>B</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to check the audioscript after they have listened to the audio track.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have learners attempt the task before listening to the audio track a second time.</li> </ol>

**Listening: Activity 4**

1. Learners work in pairs to read the sentences and choose the correct options.
2. When learners have chosen an option for each sentence, play the audio track for them to check their answers.

**CORE**

**Feedback**

Ask for a show of hands: find out which pairs got all of the answers right. If necessary, re-play the audio track, stopping at the appropriate places.

**Answer**

1 didn't buy; 2 cousin; 3 go well together; 4 knows about lots of things; 5 doesn't like

**Differentiation activities (Support):**

1. Allow learners to refer to the audioscript while they to the audio track when they are checking their answers.

**Differentiation activities (Stretch):**

1. Set a strict time limit for learners to choose the correct options before listening to the audio track to check their answers.

**Workbook: Activity 1**

1. Go through the instructions and the example answer with the class. Explain that the words in the word square all appear in the conversation in the audio track in Coursebook Activity 2.
2. Learners work individually to find the eight words. If this is too challenging, write the eight target words in a list on the board.

**DESIRABLE**

**Feedback**

Project the word square onto the board (or stick up an enlarged copy) and nominate learners to come out and circle a word they have found.

**Answers**

CUSTOMER, DEPARTMENT STORE, FASHION, HANDBAG, PERSONAL SHOPPER, QUAD BIKE, RUG, SUNGLASSES

D	U	O	F	H	S	I	B	Q	O	P	L	S	E	R
E	Y	E	E	F	D	B	M	E	I	D	S		Q	L
P	E	R	S	O	N	A	L	S	H	O	P	P	E	R
A	O	P	A	G	D	L	V	U	Z	W	K	P	E	R
R	G	G	L	Q	T	U	D	N	J	O	A	C	A	A
T	Y	O	O	U	P	P	E	G	A	C	T	U	E	Q
M	T	H	S	A	B	R	E	L	K	E	R	A	L	I
E	T	E	R	D	H	E	F	A	S	H	I	O	N	J
N	D	E	I	B	O	C	U	S	T	O	M	E	R	K
T	R	D	E	I	U	I	O	S	G	E	R	N	A	L
S	U	I	O	K	F	I	R	E	S	T	I	B	A	M
T	U	I	E	E	M	S	U	S	P	I	V	E	E	N
O	U	R	T	H	I	N	F	F	U	M	M	I	T	E
R	U	G	F	E	D	Y	O	H	A	N	D	B	A	G
E	R	R	E	K	I	O	B	U	K	W	E	N	T	I

<b>Workbook page 38</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions with the class, and explain that the sentences include phrases that appear in the conversation in the audio track in Coursebook Activity 2 (although the whole sentences are not identical to those in the conversation).</li> <li>2. Learners work individually to complete the sentences.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners work in pairs to compare their answers. Check that all of the pairs agree.</p> <p><b>Answers</b></p> <p>1 e; 2 a; 3 d; 4 b; 5 f; 6 c</p> <p><b>EXTENSION</b></p> <p>Highlight the central phrase in each sentence:</p> <ol style="list-style-type: none"> <li>1. <i>buy [something] for [someone]</i></li> <li>2. <i>[someone] has great taste in [something]</i></li> <li>3. <i>It's [someone's] job to [do something]</i></li> <li>4. <i>[someone] helps [someone] with [something]</i></li> <li>5. <i>[two things] go well together</i></li> <li>6. <i>[someone] makes decisions for [someone]</i></li> </ol> <p>Have the learners write new sentences of their own, using each of these phrases.</p>
<b>Workbook page 38</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Have a volunteer read the speech bubble text aloud, and encourage learners to think about their own attitudes to shopping and why they feel the way they do.</li> <li>2. Go through the instructions and the information in the <i>Writing tip</i>. Encourage learners to use these (or similar) phrases when explaining their opinions in their sentences.</li> <li>3. Learners work individually to write sentences, explaining their opinions of shopping.</li> <li>4. Go round monitoring, giving help where necessary. Make sure learners give reasons for their opinions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners work in pairs to read each other their sentences and peer-correct.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Have a class discussion about shopping, and elicit responses to Lamya's opinion of shopping. Do any of the learners feel the same way about shopping? Hold a class vote to see how many agree with Lamya. Find out some of the opinions and reasons they wrote about in their paragraphs.</li> </ol>

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



## UNIT 7 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Write some adjectives on the board, for example: <i>happy, relaxed, nervous, easygoing, hard-working</i>. Check that everyone knows the meaning of each word, and elicit what these words can be used to describe (people).</li> <li>2. Ask for a show of hands for each word: <i>Who thinks they are a happy person?</i>, and so on.</li> <li>3. Learners work in groups, each learner describes another person in the group without giving their name. The others listen and guess which member of the group is being described.</li> </ol> <p><b>Note:</b> This lesson plan suggests that learners complete Workbook Activity 5 (Re-order the words to make survey questions) as a review, after they have written their own questions and conducted their own survey (Coursebook Speaking Activity 6). However, if you feel the whole group needs more support, the learners could instead complete Workbook Activity 5 before Coursebook Activity 6, and use these as the basis of their survey questions.</p>
Resources	Main Activity
Coursebook page 45	<p><b>Vocabulary: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the information in the <i>Language tip</i> with the class.</li> <li>2. Learners work in pairs to match the adjectives to the definitions.</li> </ol> <p><b>CORE</b>  <b>Feedback</b>  Check that all of the pairs agree on the answers, and have volunteers call out the correct answers. The other learners raise their hands if they disagree.</p> <p><b>Answers</b></p> <p>1 d; 2 a; 3 b; 4 c</p> <p><b>EXTENSION</b></p> <ol style="list-style-type: none"> <li>1. Write the following verbs and nouns on the board: <i>excite</i> (v), <i>create</i> (v), <i>friend</i> (n), <i>help</i> (n/v).</li> <li>2. Learners work in pairs to think of the adjectives related to these words (<i>excited/ exciting, creative, friendly, helpful</i>).</li> </ol>
Coursebook page 45	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs to ask and answer the survey questions.</li> <li>2. Go round monitoring, giving help where necessary.</li> </ol> <p><b>CORE</b>  <b>Feedback</b>  Have a quick feedback session with the class. Invite a few learners to tell the rest of the class what kind of shopper their partner is, based on their answers to the survey questions.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

<b>Coursebook</b> <b>page 45</b> <b>Audio Track 39</b>	<p><b>Listening: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs to complete the survey headings with the correct adjectives.</li> <li>2. When each pair has completed all the headings, play the audio track for them to check their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite three learners to each read out a correct heading in full.</p> <p><b>Answers</b></p> <p>A unadventurous; B prepared; C impulsive; D careful</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with two answer options for each heading, for example <i>Is heading A unadventurous or impulsive?</i></li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners cover Activity 5 and attempt to complete the headings from memory.</li> </ol>
<b>Workbook</b> <b>page 39</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and point out that all the words in the box appeared in the quiz on page 120 of the Coursebook.</li> <li>2. Make sure learners understand they may need to change the form of the words in the box, but not always.</li> <li>3. Learners work individually to complete the sentences with the correct form of the words in the box.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners check their answers with a partner. Check that all of the pairs agree on the correct answers.</p> <p><b>Answers</b></p> <p>1 list; 2 decisions; 3 spends; 4 buy; 5 food; 6 visit</p>
<b>Workbook</b> <b>page 39</b>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Explain that the questions are all survey questions, similar to those they asked in their own surveys.</li> <li>2. Learners work in pairs to re-order the words to make questions.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have volunteers read out the correct questions. The other learners raise their hands if they disagree.</p> <p><b>Answers</b></p> <p>1 Do you always go to the same shops?; 2 Are you interested in finding new things?; 3 Do you always go shopping with a list?; 4 Do you buy anything that isn't on your list?; 5 Do you make decisions quickly?; 6 Do you worry about the price?</p>

Workbook page 39	<b>Workbook: Activity 6</b> 1. Learners interview three classmates and ask them the questions they wrote out in full in Activity 5. This will help them understand the concept of the survey more. <b>DESIRABLE Feedback</b> Conduct whole-class feedback. Read out each question and have learners stand up each time if the majority of the people they surveyed said <i>Yes</i> .		
	<b>Answers</b>		
	Learners' own answers		
Resources	<b>Plenary</b> 1. Make sure that the board is wiped clean and that all of the learners' books are closed. Say a shopper type from the lesson, for example <i>impulsive</i> , and indicate a learner, who must give an example of this type of shopper's behaviour (for example: <i>makes decisions quickly</i> ). The learner then says another shopper type, and indicates another classmate, who responds with another type of behaviour. And so on.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## UNIT 7 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 46	<ol style="list-style-type: none"> <li>1. Play a game about supermarkets. Learners work in groups to list as many sections, food and drink items, and other words connected with supermarkets as they can think of in a set time, for example <i>checkout, trolley, entrance, fruit and vegetables</i>.</li> <li>2. When the time is up, have a volunteer from each group hand over their list to the group next to them.</li> <li>3. The groups count the other team's list and assign them a score.</li> <li>4. The groups feedback to the class. Find out if any key words or sections were missed by all of the groups. The group with the highest score is the winner.</li> <li>5. Learners work in their groups to briefly discuss the Starter questions.</li> </ol>
Resources	Main Activity
Coursebook page 46	<p><b>Reading and Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that after you read a paragraph, you should be able to summarise it in a single sentence. This is a good way to check you have understood the main points of the paragraph.</li> <li>2. Learners work individually to read the four paragraphs and then match the halves to make sentences summarising each paragraph.</li> <li>3. Learners compare their answers with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check that all pairs agree on the correct answers. Have volunteers read out the correct sentences in full.</p> <p><b>Answers</b></p> <p>1 c; 2 d; 3 a; 4 b</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Work closely with learners. Have them read each paragraph, then give them two options (rather than four) for the second part of the summarising sentences, for example <i>Is the second part of sentence 1 b or c?</i></li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have learners attempt to match the sentence halves before reading the text to check their answers.</li> </ol>
Workbook page 47	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners work individually to complete the words.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers with a partner. Check to see that all of the pairs agree on the correct answers.</p> <p><b>Answers</b></p> <p>a face-recognition camera; b drone; c robot; d 3-D printer</p>

<b>Workbook</b> <b>page 40</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners individually to complete the sentences using the verbs in the box.</li> <li>2. Learners compare their answers with a partner, then match the sentences to the methods for future shopping in Activity 1.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Divide the class into four areas: a (face recognition), b (drone), c (robot), d (3-D printer). Ask a volunteer to read the first correct sentence aloud. The rest of the class run to the area of the classroom for the method that is being described. Repeat for the remaining sentences.</p> <p><b>Answers</b></p> <p>1 b carries; 2 a reads, leaves; 3 d makes; 4 c does, goes</p>
<b>Coursebook</b> <b>page 46</b>	<p><b>Reading and Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners work in groups to discuss the questions.</li> <li>2. Go round monitoring. Make sure that the groups cover all of the questions and that every member is involved in the discussion.</li> <li>3. Each group joins with another group, and they compare their responses to the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Go through each question and elicit the groups' responses. Find out what the general consensus is for each point, and hold a class vote on the likelihood of each method actually happening in the future.</p> <p><b>EXTENSION</b></p> <p>Learners write sentences summarising their responses to each of the questions.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners limit their discussions to questions 2 and 3.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to make notes of the points made in their discussions, so that they can summarise their discussions in a short speech, to be delivered to the rest of the class during the feedback stage.</li> </ol>
<b>Workbook</b> <b>page 40</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions, and emphasise that learners should use their imaginations (what would they like a robot to do for them if they had one?).</li> <li>2. Learners work individually to write short paragraphs about a robot.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners work in pairs to read each other their paragraphs and check for any obvious mistakes. If there is time, have confident learners read their paragraphs aloud to the rest of the class. As a class, discuss their ideas. Do the other learners have similar ideas?</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

Resources	Plenary		
	<div>1. Review the vocabulary from the lesson with a Vocabulary/Spelling game. For example, if the answer is to be <i>bank account</i>, write _____ / _____ on the board. Have learners suggest letters, and add correct letters to the underlined spaces. Add incorrect letters to the board. The game ends when either the word has been guessed correctly or the number of incorrect letters has reached ten, whichever comes first.</div> <div>2. If/when a learner guesses the word correctly, have them come to the front of the class and choose a new word for the next round. And so on.</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 7 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Divide the class into groups of three or four, and nominate each group as either A or B.</li> <li>2. Group As draw up a list of as many adjectives as they can think of. Group Bs do the same for verbs.</li> <li>3. All of the Group As combine and compare their lists. The Group A with the most unique adjectives (words that none of the other Group As have thought of) is the winner. Group Bs do the same.</li> <li>4. Bring the class back together, and write some prepositions on the board (<i>to, in, on, at, with</i>). Elicit the type of word (prepositions).</li> <li>5. For each preposition, have volunteers call out adjectives or verbs that can go before them, for example <i>with – go, agree, pleased</i>.</li> </ol>
Resources	Main Activity
Coursebook pages 46 and 47	<p><b>Use of English: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention back to the paragraphs they read in the previous lesson about future shopping technologies (page 121), and the bold adjective/verb + preposition combinations. Elicit the types of word in each combination (<i>interested – adjective, look – verb, afraid – adjective, think – verb</i>).</li> <li>2. Go through the information in the <i>Use of English</i> box and the instructions with the class.</li> <li>3. Learners work individually to choose the correct option to complete each sentence.</li> <li>4. Learners compare their answers with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Provide each learner with three differently coloured pieces of paper, for example: blue for a, red for b, yellow for c. Read out the first part of each sentence, and have learners raise a piece of coloured paper for the correct answer when you get to each gap.</p> <p><b>Answers</b></p> <p>1 b; 2 c; 3 c; 4 b; 5 b; 6 a; 7 b; 8 c</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with two answer options (rather than three) for each gap.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the sentences with the answer options covered. They uncover the answer options to check their answers.</li> </ol>
Coursebook page 47 Audio Track 40	<p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the True/False statements with the class.</li> <li>2. Play the audio. Learners discuss the True/False statements in pairs. Go round monitoring, and check that learners can explain the true version of the false statements.</li> </ol>

	<p><b>CORE</b></p> <p><b>Feedback</b> Check that all of the pairs agree on the answers. If necessary, play the audio track a second time. With the whole class, ask for a show of hands for each one (true or false) and clarify the true versions of the false statements.</p> <p><b>Answers</b></p> <p>1 True; 2 False (a robot will meet customers at the entrance); 3 False (they will pay by looking into a face recognition camera); 4 True</p> <p><b>Differentiation activities (Support):</b> 1. Learners focus on just one ad.</p> <p><b>Differentiation activities (Stretch):</b> 1. Learners say what other skills might be useful for these jobs.</p>
<p><b>Coursebook</b> <b>page 47</b> <b>Audio Track 40</b></p>	<p><b>Listening: Activity 5</b> 1. Learners work individually to complete the sentences from the radio programme in their notebooks using the verbs, adjectives and prepositions in the boxes. 2. Check that everyone has completed all of the sentences, then play the audio track for learners to check their answers.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Learners compare their answers with a partner and peer-correct.</p> <p><b>Answers</b></p> <p>1 interested in; 2 thought of; 3 do, for; 4 wait for; 5 pay for; 6 look into</p> <p><b>Differentiation activities (Support):</b> 1. Allow learners to read the audioscript once before completing the task.</p> <p><b>Differentiation activities (Stretch):</b> 1. Have learners cover the word boxes when completing the sentences.</p>
<p><b>Workbook</b> <b>page 41</b></p>	<p><b>Workbook: Activity 4</b> 1. Learners work individually to complete the sentences with the correct prepositions.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Learners check their sentences with a partner and peer-correct.</p> <p><b>Answers</b></p> <p>1 to; 2 for; 3 in; 4 at; 5 to; 6 to; 7 at; 8 after</p>
<p><b>Workbook</b> <b>page 41</b></p>	<p><b>Workbook: Activity 5</b> 1. Go through the instructions and the example sentence with the class. Emphasise that there are no correct answers, but learners should write captions that accurately reflect what is shown in the pictures, and that each sentence must include an adjective + preposition combination. 2. Learners write complete sentences for each picture. 3. Learners compare their ideas with a partner.</p>



	<b>CORE</b> <b>Feedback</b> Have confident learners read out their sentences for each picture. Find out if any other learners had similar sentences.  <b>Possible answers</b>  1 He was very good at the long jump.; 2 She's always been afraid of spiders.; 3 She's always been interested in science.; 4 He's always been keen on cars.; 5 He was very disappointed with/by the results.; 6 She was really pleased/happy with the bracelet/necklace/present.		
<b>Resources</b>	<b>Plenary</b>		
	1. Play a game of <i>Word tennis</i> , using the verb/adjective + preposition combinations in the Key expressions list. Say a verb or adjective and throw a tennis ball (or crumpled up piece of paper) to a learner, who must catch the ball, state a matching preposition and give an example sentence that includes the expression, for example <i>interested in</i> → <i>I'm interested in fashion</i> . The learner says another verb or adjective and throws the ball to another learner, who must do the same. And so on.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## UNIT 7 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 48	<ol style="list-style-type: none"> <li>Do a role-play. Invite a learner out to be the shop assistant and give them the badge (or sticky to label to wear). Say <i>I wonder if you can help me ... do you have a ... er ... you know, that thing that you write with</i>. The learner may guess <i>pen</i> or <i>pencil</i>. If they guess <i>pen</i> first, say <i>No, like a pen, but you can erase the writing</i> and elicit <i>pencil</i>. If they guess <i>pencil</i> first, say <i>No, like a pencil but you can't erase the writing</i> and elicit <i>pen</i>.</li> <li>Learners work in pairs to discuss the Starter questions.</li> <li>Have a brief feedback session with the class.</li> </ol>
Resources	Main Activity
Coursebook page 48 Audio Track 41	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>Draw learners' attention to the pictures and explain that they will listen to someone who wants to buy one of these items but they have forgotten its name.</li> <li>Play the audio track. Learners listen, then discuss with a partner which of the four items they think Ibrahim wants to buy.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check that all of the pairs agree on the answer, and have a volunteer call it out. Learners raise their hands if they disagree. Clarify the names of the other items (<i>A helmet, B sun hat, C baseball cap</i>). Play the audio track again, if necessary.</p> <p><b>Answers</b></p> <p>D sun visor</p>
Coursebook page 48 Audio Track 41	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and the phrases in the <i>Language tip</i> with the class.</li> <li>Play the audio track. Learners listen and discuss with a partner the ways that Ibrahim describes the item he is looking for.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Pairs join other pairs to compare their ideas. Ask for a show of hands to check that all learners agree on the correct answers.</p> <p><b>Answers</b></p> <p>He describes where or when you wear it, what it looks like and what it's used for.</p> <p><b>EXTENSION</b></p> <ol style="list-style-type: none"> <li>Learners work in pairs to look at the audioscript and practise reading the conversation aloud.</li> <li>Learners choose another of the pictures, for example a sun hat, and use their imaginations plus the conversation in the audioscript as a basis for a new conversation between a customer and a shop assistant.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Allow learners to read the audioscript while they listen and discuss the answers with a partner.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Have learners cover the information and phrases in the <i>Language tip</i> while they listen and discuss the answers.</li> </ol>

<b>Workbook page 42</b>	<p><b>Workbook: Activity 1</b></p> <p>1. Learners work individually to match the functions to the sentences.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Learners check answers in pairs and peer-correct.</p> <p><b>Answers</b></p> <p>1 e; 2 a; 3 f; 4 b; 5 c; 6 d</p>
<b>Workbook page 42</b>	<p><b>Workbook: Activity 2</b></p> <p>1. Learners work in pairs to re-read the sentences in Activity 1 and decide which of the three objects in the pictures is being described.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Clarify the correct answer with the class.</p> <p><b>Answers</b></p> <p>3 frisbee</p>
<b>Workbook page 42</b>	<p><b>Workbook: Activity 3</b></p> <p>1. Learners work individually to write sentences using each of the functions in Activity 1 to describe either a yo-yo or a CD.</p> <p>2. Learners work in pairs to read each other their sentences, and to guess which of the objects is being described.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Circulate. Check that learners are able to describe each item without saying its name.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Coursebook page 48</b>	<p><b>Speaking: Activity 3</b></p> <p>1. Go through the instructions, and encourage learners to think about the various ways of describing a thing (for example, what it's used for, what it looks like).</p> <p>2. Learners work in pairs to take turns describing the objects, and guessing which object their partner is describing.</p> <p>3. Go round monitoring, providing help where necessary. Make sure that all of the pairs manage to cover each object.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Have a feedback session with the class. Elicit some example sentences, particularly those which learners' partners felt were the most helpful.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

Coursebook page 48	Speaking: Activity 4		
	1. Learners work in pairs to describe (and listen to descriptions of) three more objects, of the learners' own choosing.		
	CORE		
	Feedback		
	With the whole class, elicit some example descriptions. Can the rest of the class guess the object that is being described?		
	Answers		
	Learners' own answers		
Resources	Plenary		
	1. Make sure that all of the learners' books are closed, and then play <i>Backs to the Board</i> using the vocabulary from this lesson: <i>baseball cap, shop assistant, sun visor, envelope</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 7 PRACTICE AND PREPARE TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners what they remember so far from the lessons they have covered. First ask for topics (<i>buffets, future shopping, types of shopper</i>) and write these in a cloud on the board. Then ask for words related to these topics and write them in the appropriate cloud. Finally, see if learners remember any of the language points (reflexive pronouns, prepositions after verbs and adjectives) that have been covered – you can write these in a list to one side of the board.</li> <li>2. Explain to the class that this lesson is a revision of what they have learned so far and not a test. Learners should work at their own pace.</li> </ol>
Resources	Main Activity
Coursebook page 49	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions, and point out that these sentences are all part of a conversation, but they are out of order. In this activity, learners don't need to re-order the sentences. They should look at each sentence in isolation and decide if they think it is something a customer, or a shop assistant, would say.</li> <li>2. Learners work individually to read the sentences and decide who they think would say each one.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners work in pairs to compare their answers. Check that all of the pairs agree on their answers.</p> <p><b>Answers</b></p> <p>a C; b C; c C; d SA; e C; f C; g SA; h SA; i SA; j SA</p>
Coursebook page 49	<p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the example answer with the class.</li> <li>2. Learners work in pairs to put the remaining sentences in the correct order to make a conversation.</li> <li>3. The pairs split up and each learner combines with another to make a new pair. They compare their answers and practise reading the conversation aloud, taking turns to play each role.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Take a ball, or a rolled-up piece of paper, and throw it to a learner. The learner reads the first sentence aloud, then throws the ball to another learner, who reads the next sentence. And so on.</p> <p><b>Answers</b></p> <p>1 d; 2 f; 3 j; 4 a; 5 g; 6 b; 7 h; 8 c; 9 l; 10 e</p>
Workbook page 43	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Explain that learners are going to practise asking for things in a department store, and direct their attention to the exchange between Zayed and a shop assistant. Go through the instructions, and emphasise that there are four words in the box they should NOT use.</li> <li>2. Learners work individually to complete the conversation with the words in the box.</li> <li>3. Learners compare their answers with a partner and peer-correct.</li> <li>4. Pairs practise reading the conversation aloud to each other, taking turns to take on each role.</li> </ol>

	<p><b>CORE</b>  <b>Feedback</b>  Select two confident learners (from different pairs) and assign each of them a role (Zayed or the shop assistant). The two learners read the conversation aloud to the rest of the class. The other learners listen and raise their hands if they disagree with any of the answer choices.</p> <p><b>Answers</b></p> <p>1 help; 2 for; 3 tennis; 4 mean; 5 carry; 6 department; 7 floor; 8 myself</p>
<p><b>Workbook</b>  <b>page 43</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Learners work in pairs to re-read the conversation and discuss the answers to the questions.</li> <li>Go round monitoring, giving help where necessary.</li> </ol> <p><b>CORE</b>  <b>Feedback</b>  Provide each learner with two pieces of differently coloured paper (for example, blue for a, red for b). Read the sentence stems aloud, and have the learners raise the correct coloured piece of paper to signify the answers. Once all of the correct answers have been clarified, go through the conversation with the whole class, and elicit examples in the conversation that lead to the answers (for example: <i>I – we know Zayed is in a department store and not a supermarket because they refer to a sports department and a fifth floor</i>).</p> <p><b>Answers</b></p> <p>1 b; 2 a; 3 a; 4 b; 5 b</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Work closely with learners and point them towards the parts of the conversation that lead to each answer.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Have learners cover the answer options and attempt to complete the sentences.</li> <li>Learners uncover the answer options to check their ideas.</li> </ol>
<p><b>Coursebook</b>  <b>page 49</b></p>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>Explain that learners will make their own conversations asking for things in a department store. Encourage them to use their own ideas, if possible, or alternatively, they take cues from the words in the boxes.</li> <li>Learners work in pairs to roleplay a conversation in which one learner is a customer asking for help in a department store, and the other learner is a shop assistant.</li> <li>Go round monitoring, giving help where necessary. (As you circulate, make notes of some of the phrases you hear the learners using – for use in the Plenary).</li> <li>Check that all of the pairs have completed their role-plays, then have the pairs switch roles and begin a new role-play.</li> <li>As before, circulate, giving help where necessary.</li> </ol> <p><b>CORE</b>  <b>Feedback</b>  Have a quick feedback session with the whole class. Find out which type of items the learners chose to ask about and what kind of information or help they received from the shop assistants.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

	<b>Differentiation activities (Support):</b> 1. Encourage the learners to use the conversation in Activity 1 as the basis for the conversations, in which they change the key vocabulary, for example <i>tennis</i> , <i>racket bag</i> , <i>fifth floor</i> , with vocabulary of their own choosing (or from one of the boxes).		
	<b>Differentiation activities (Stretch):</b> 1. Make sure that learners cover the conversation in Activity 1, and encourage them to use their own imaginations as much as possible.		
<b>Workbook page 43</b>	<b>Workbook: Self-assessment</b> 1. Learners look back over the previous six lessons, and tick the ‘can do’ statements they agree with. <b>Feedback</b> Go round the class monitoring. Try to pick up on some of the main things that learners feel they can or can’t do well. If necessary, have a class discussion covering some of the areas they have found most enjoyable and/or most challenging.		
<b>Resources</b>	<b>Plenary</b>		
	1. Designate two sides of the classroom with a different role each: <i>Customer</i> and <i>Shop assistant</i> . Read out some of the phrases you noted down while circulating during the learners’ role-plays. 2. The learners run to either the <i>Customer</i> or <i>Shop assistant</i> side of the room, depending on who they think would have said each phrase.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## UNIT 7 REVIEW TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Tell learners that they are going to do some exercises to see how well they have learned some of the vocabulary and grammar in the unit.</li> <li>2. Give them the opportunity to look back over the unit to prepare.</li> </ol>
Resources	Main Activity
Coursebook page 50	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners match the words to make names of supermarket sections.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Call out a word from the list on the left, then say the words in the right column. Learners raise their hands when they hear the correct word.</p> <p><b>Answers</b></p> <p>1 d; 2 f; 3 b; 4 c; 5a; 6 e</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to check the supermarket sections in Coursebook Unit 7 Lesson 3 Activity 2.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have learners cover the list on the right, and to try and complete the sections from memory.</li> <li>2. Learners uncover the list on the right to check their answers.</li> </ol>
Coursebook page 50	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners work individually choose the correct words from the box to answer each question.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out each question. Learners stand up if they know the answer.</p> <p><b>Answers</b></p> <p>1 stationery; 2 bakery; 3 dairy products; 4 tinned foods; 5 frozen foods; 6 checkout</p> <p><b>EXTENSION</b></p> <ol style="list-style-type: none"> <li>1. Learners think of four similar questions (and answers) for department stores. For example: <i>Which department would you go to if you wanted to buy (a tennis racket/a handbag/a yo-yo)?</i></li> <li>2. Learners work in pairs to ask and answer each other's set of questions.</li> </ol>
Coursebook page 50	<p><b>Vocabulary: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Explain that the missing words all appeared in the unit. If necessary, elicit (or provide) the first answer: <i>prepared</i>.</li> <li>2. Learners work individually to read the sentences and complete the words.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out each sentence. Learners stand up if they know the word.</p> <p><b>Answers</b></p> <p>1 prepared; 2 drones; 3 personal shopper; 4 sun visor; 5 robot</p> <p><b>EXTENSION</b></p> <p>Learners look back through the unit and find one more word to use. They write a sentence for this word and read it to a partner, who must guess the word.</p>



<b>Coursebook page 50</b>	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and point out that in each sentence learners need to select the correct preposition, and these prepositions depend on the nouns that come before them.</li> <li>2. Learners work individually to read the sentences and select the correct prepositions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners check their answers in pairs and peer-correct.</p> <p><b>Answers</b></p> <p>1 for; 2 off; 3 on; 4 at; 5 on; 6 up to</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to check the <i>Use of English</i> box in Coursebook Unit 7 Lesson 4.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have the learners close their Coursebooks. Provide the learners with the sentences (as in the Coursebook), but without the answer options.</li> <li>2. Learners complete the sentences with the correct prepositions.</li> <li>3. Learners open their Coursebooks to check their sentences against the answer options.</li> </ol>
<b>Coursebook page 50</b>	<p><b>Use of English: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the example answer with the class. Point out the subject (<i>My brother = he</i>) and its corresponding reflexive pronoun (<i>he = himself</i>).</li> <li>2. Learners work individually to complete the sentences with the correct reflexive pronouns.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through the answers with the class. Have volunteers read out the sentences in full. Check that the rest of the learners agree. Note that in q3, either the singular or plural reflexive pronoun (<i>yourself/yourselfs</i>) is possible.</p> <p><b>Answers</b></p> <p>1 himself; 2 myself; 3 yourself/yourselfs; 4 herself; 5 yourselves; 6 themselves; 7 ourselves; 8 itself</p> <p><b>EXTENSION</b></p> <p>Learners write an additional sentence with a missing reflexive pronoun. They give it to a partner who completes it with the correct reflexive pronoun.</p>
<b>Coursebook page 50</b>	<p><b>Use of English: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and remind learners that the missing prepositions are dependent on the verb or adjective that comes before them.</li> <li>2. If necessary, go through the first sentence with the class. Elicit, or explain, the type of word that comes before the gap (<i>looking = verb</i>) and the preposition that completes the phrase (<i>for</i>).</li> <li>3. Learners work individually to complete the sentences with prepositions.</li> </ol>

	<b>CORE</b> <b>Feedback</b> Go through the answers with the class. Have volunteers read out the sentences in full. Check that the rest of the learners agree.  <b>Answers</b> 1 for; 2 with; 3 of; 4 for; 5 to; 6 of <b>EXTENSION</b> Learners write an additional sentence, using a verb/adjective + preposition phrase with the preposition missing, which they give to a partner who completes the sentence with the correct preposition.		
<b>Resources</b>	<b>Plenary</b>		
	1. Learners work in groups of three or four to play a Vocabulary/Spelling game reviewing vocabulary from the unit. One learner chooses a word from the unit, for example: <i>trolley</i> , and writes seven dashes on a piece of paper: _____. The other members of the group suggest letters, the learner who has set the word adds correct letters to the dashes, and lists incorrect letters on one side of the paper. The game ends when either the word has been guessed correctly, or the number of incorrect letters has reached ten, whichever comes first. 2. The next learner chooses a new word for the next round. And so on.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## UNIT 7 PROJECT TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Put the class into groups of mixed ability. Ask <i>What kind of thing do you enjoy shopping for most (for example, food, clothes, books)? Why?</i></li> <li>2. Learners work in their groups to discuss the question and their reasons why.</li> <li>3. Groups report back to the class.</li> </ol>
Resources	Main Activity
Coursebook page 51	<p><b>Preparation: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions with the class. Point out that in this imaginary scenario the class will be given 2000 AED, and in this project, the groups need to think of a plan of how to spend the money. As a class, you will choose the best plan. Emphasise that each plan must involve a shopping trip to buy at least three different types of item (so not three types of furniture, but one type of furniture, one type of stationery and one type of book, for example).</li> <li>2. Learners work in the same groups as the Starter activity to discuss the types of things they think they should spend the money on.</li> </ol> <p><b>CORE</b> <b>Feedback</b> Check that all of the groups have made some decisions, and these include at least three different types of items.</p>
Coursebook page 51	<p><b>Preparation: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Explain that the criteria in the list are details that will need to be explained when they present their plans.</li> <li>2. The groups discuss their ideas for spending the money.</li> </ol> <p><b>CORE</b> <b>Feedback</b> Go round monitoring, giving help where necessary.</p>
Coursebook page 51	<p><b>Preparation: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to now think about the details of their proposed shopping trip.</li> <li>2. The groups research real items, shops and costs, and investigate ways the items can be brought back to school (can they carry them, or will they need to be delivered?).</li> </ol> <p><b>DESIRABLE</b> <b>Feedback</b> Go round monitoring, giving help where necessary.</p>
Coursebook page 51	<p><b>Preparation: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions with the groups and tell them to collate their ideas and research and to start to think about how they will present their ideas in the next lesson.</li> <li>2. Encourage them to make notes about what they will say, and to think about how they might illustrate their presentations.</li> </ol> <p><b>CORE</b> <b>Feedback</b> Go round monitoring, and make sure that every member of each group is taking an active part in the preparation of their presentations. Emphasise the point that they will need to make their plan as interesting as possible, as the whole class will vote on the plan they most want to put into action on the basis of the presentations.</p>

Coursebook page 51	<b>Preparation: Activity 5</b> 1. Go through the instructions with the class and emphasise that every member of each group must actively participate in the presentation. 2. The learners work in their groups to finalise the details of their presentations and agree on who will do what. <b>CORE Feedback</b> Check that all of the groups are ready to present.		
	<b>Differentiation activities (Support):</b> 1. Learners can assist in the presentations rather than taking full responsibility for a section or part. Less confident learners could be in charge of illustrations, or could have a shorter speaking role.		
	<b>Differentiation activities (Stretch):</b> 1. Learners can lead the presentations, and support others in their group.		
	<b>Resources</b>		
	<b>Plenary</b> 1. Discuss with the class the progress they have made so far. 2. Ask about any interesting ideas they have come up with as a result of their discussions so far. 3. Find out if they have any concerns (for example not enough research; lack of pictures) and discuss how these can be resolved before the next lesson.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## UNIT 7 PROJECT TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Have a class discussion about presenting the plans. Elicit, or provide, some of the things that the learners should remember when giving a presentation, for example be prepared, speak clearly, be ready to answer questions from the rest of the class at the end of the presentation.</li> <li>2. Set a quick competition to decide the running order of presentations. Make sure all of the learners' books are closed. The learners work in their groups to write down as many words from the unit's key vocabulary as they can remember.</li> <li>3. The groups swap their lists with those of another group, who count up the total number of correct words.</li> <li>4. The group with the highest total will present first, and so on.</li> </ol>
Resources	Main Activity
Coursebook page 52	<p><b>Presentation: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Clarify the instructions and draw learners' attention to the example questions. Encourage learners to think up similar questions while they watch each of the other groups' presentations.</li> <li>2. The groups take it in turns to present their plans. The other learners listen and at the end of each presentation raise their hands to ask follow-up questions.</li> </ol> <p><b>CORE</b> <b>Feedback</b> Facilitate the question and answer session at the end of each presentation. When a group has finished their presentation and answered at least three follow-up questions from the rest of the class, thank them and ask the next group to come to the front.</p>
Coursebook page 52	<p><b>Presentation: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. After all of the groups have finished, initiate a class discussion and explain that you are going to vote on which spending/shopping plan to choose.</li> <li>2. Learners work in their groups to discuss the positive aspects of each plan. The groups report these positive aspects back to the class.</li> </ol> <p><b>DESIRABLE</b> <b>Feedback</b> Hold a vote as a class to decide which plan makes the best use of 2000 AED. Why?</p>
Coursebook page 52	<p><b>Presentation: Activity 8</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the checklist. Make sure that all of the learners understand the number ranking system.</li> <li>2. Learners work individually to rate their groups' presentation.</li> <li>3. Learners reconvene in their groups to compare their assessments of the group's presentation.</li> </ol> <p><b>CORE</b> <b>Feedback</b> Have a feedback session with the class. Find out how the groups felt about their own presentations. Ask <i>Did all of the members of each group agree with one another? Why? Why not?</i></p>
Resources	Plenary
	<ol style="list-style-type: none"> <li>1. Play <i>Backs to the board</i> using the items and types of shops that the learners proposed in their presentations.</li> </ol>

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