

شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



دليل المعلم - المسار العام

[موقع المناهج](#) ← [المناهج الإماراتية](#) ← [الصف العاشر](#) ← [لغة انجليزية](#) ← [الفصل الثالث](#) ← [الملف](#)

التواصل الاجتماعي بحسب الصف العاشر



روابط مواد الصف العاشر على تلغرام

[الرياضيات](#)

[اللغة الانجليزية](#)

[اللغة العربية](#)

[التربية الاسلامية](#)

المزيد من الملفات بحسب الصف العاشر والمادة لغة انجليزية في الفصل الثالث

[حل أسئلة الامتحان النهائي الالكتروني العام](#)

1

[أسئلة الامتحان النهائي الالكتروني العام](#)

2

[أسئلة الامتحان النهائي الالكتروني متقدم](#)

3

[أسئلة الامتحان النهائي الورقي عام](#)

4

[نموذج اختبار نهائي كتابي المستويات 7.1 و 8.2](#)

5



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



Bridge to Success 10

Teacher Guide
General



Brooklyn Bridge, USA



Grade
10
General

UNIT 8 LESSON 1 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 116	<p>1. Learners discuss the questions in their groups. 2. Monitor and prompt learners if they are reluctant to speak.</p> <p>Feedback Have an open class discussion about the questions.</p>
Resources	Main activity
Workbook page 88	<p>Workbook: Activity 1</p> <p>1. Learners work in pairs to match the words and the definitions. 2. Monitor and support learners with any challenging words.</p> <p>CORE</p> <p>Feedback Learners compare answers with other pairs, then individual learners read out the word with its definition to the whole class.</p> <p>Answers</p> <p>1 g; 2 e; 3 b; 4 f; 5 c; 6 h; 7 d; 8 a</p> <p>Differentiation activities (Support): 1. Provide learners with dictionaries.</p> <p>Differentiation activities (Stretch): 1. Learners create sentences using the words.</p>
Workbook page 88	<p>Workbook: Activity 2</p> <p>1. Learners unscramble the sentences.</p> <p>DESIRABLE</p> <p>Feedback Learners compare in pairs then write the unscrambled sentences on the board. Remind learners to end sentences with a full stop.</p> <p>Answers</p> <p>1 It's a popular restaurant so book a table before you go; 2 The vegetables are fresh so the dishes are healthy; 3 We had tomato soup as a starter; 4 The dessert was mouth-watering chocolate cake/The chocolate cake dessert was mouth-watering; 5 On Friday the dish of the day is spaghetti; 6 The waiter was not very friendly so we didn't leave a big tip/The waiter was not friendly so we didn't leave a very big tip</p> <p>Differentiation activities (Support): 1. Encourage learners to identify the words that start with a capital letter to start the sentences.</p> <p>Differentiation activities (Stretch): 1. Invite learners to write the unscrambled sentences on the board.</p>

Coursebook page 116	<p>Reading: Activity 1</p> <p>1. Clarify the meaning of <i>review</i> (a description of a restaurant with the writer's opinion).</p> <p>2. Learners complete Activity 1 in pairs. This recycles the words introduced in the Workbook.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare answers with others then open class feedback. Ask learners how they made their choices.</p> <p>Answers</p> <p>1 book; 2 dishes; 3 starter; 4 mouth-watering; 5 dish of the day; 6 dessert; 7 service 8 tip</p> <p>Differentiation activities (Support):</p> <p>1. Provide learners with the first letter of the missing word.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners write a review of their favourite restaurant.</p>		
Resources	Plenary		
Whiteboard	<p>1. Take a poll on the best restaurant in town. Encourage learners to use the target vocabulary when expressing their views. Each time learners use the vocabulary items, write them on the board next to the name of the restaurant mentioned.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 8 LESSON 2 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Ask learners how they choose which restaurant to go to.</p> <p>Feedback</p> <p>Lead an open class discussion. Jot down on the board some of the criteria mentioned in the listening, for example outdoor seating, distance from the centre, cost and type of dishes.</p>
Resources	Main activity
<p>Coursebook page 117</p> <p>AudioTrack 40</p>	<p>Listening: Activity 2</p> <p>1. Read the rubric and ensure learners understand there is one extra restaurant.</p> <p>2. Draw learners' attention to the <i>Listening strategy</i> and encourage them to identify key words in the descriptions, which are the phrases numbered 1-4, before they listen. For example, <i>outside the city, recently, special meals</i>, etc.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare answers with other pairs, then teacher provides answer key. Ask learners to justify their choices.</p> <p>Answers</p> <p>1 e; 2 b; 3 c; 4 a; Extra restaurant: d</p> <p>Differentiation activities (Support):</p> <p>1. Play the track more than once, pausing when key information is mentioned. Provide learners with the audioscript if necessary.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners recall any additional information included in the descriptions.</p>
<p>Workbook page 89</p>	<p>Workbook: Activity 3</p> <p>1. Write three headings on the board: <i>Where? What kind of food? Why do you like it?</i></p> <p>2. Select and say some sentences from the audioscript which address the question headings on the board, for example <i>There are two central restaurants, They've been offering special corporate lunches for a long time, I go there often because their prices aren't too expensive so the tips are low too.</i> Ask learners to match a sentence to a heading.</p> <p>3. Learners complete Activity 3. Remind them that some sentences can answer more than one question.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare in pairs. Then elicit answers and write just the sentence number on the board under the appropriate heading.</p> <p>Answers:</p> <p>Where? 4 and 6; What kind of food? 1, 3 and 5; Why? 2, 5, 6 and 7</p>

	Differentiation activities (Support): 1. Encourage learners to identify the key words that carry the main meaning of the sentences.		
	Differentiation activities (Stretch): 1. Learners give answers of their own and test each other to match their answers to a category.		
Coursebook page 89	Speaking: Activity 3 1. Learners complete the activity in pairs. Encourage learners to use some of the sentences in Workbook Activity 3 as models. 2. Monitor, support and praise as needed. CORE Feedback Ask learners to report their partner's answers back to the class. <i>Did anyone choose the same restaurant or have similar answers?</i>		
	Differentiation activities (Support): 1. Learners can use the sentences in Workbook Activity 3 and simply replace the key words with information about themselves.		
	Differentiation activities (Stretch): 1. Learners talk about the restaurant they like the least and answer the same questions.		
	Workbook: Activity 4 1. Learners complete Activity 4 individually. EXTENSION Feedback Monitor and provide assistance as needed.		
Workbook page 89	Differentiation activities (Support): 1. Learners write single sentences.		
	Differentiation activities (Stretch): 1. Learners write a complete paragraph, paying attention to coherence and cohesion.		
	Resources		
	Plenary 1. Ask learners if they would like to work in a restaurant. <i>Why? Why not?</i> If they owned a restaurant, what would they serve? Where would it be located?		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 8 LESSON 3 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 118	<p>1. Introduce the topic of food. Elicit some typical foods eaten in the Middle East and write them on the whiteboard.</p> <p>2. Tell learners to read the questions.</p> <p>3. In pairs, learners discuss their opinions.</p> <p>Feedback</p> <p>Ask learners to tell you about the foods they enjoy. Write all their suggestions on the board and see what kind of food is most popular. <i>Is it healthy?</i></p>
Resources	Main activity
Coursebook page 118	<p>Vocabulary: Activity 1</p> <p>1. Ask learners to look at the diagram. Ask what it is and what they think it represents. Explain it is a food pyramid, but don't tell them what it represents as they will find the answer in the text.</p> <p>2. Give learners a few minutes to look at the diagram then ask individual learners to name some of the items in the pyramid.</p> <p>3. In pairs, learners label the pyramid with the pictures.</p> <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to read the headings aloud and explain which part of the pyramid they go with.</p> <p>Answers</p> <p>From bottom to top: D; C; E; F; B: A is outside the pyramid.</p>
Workbook page 89	<p>Workbook: Activity 1</p> <p>1. Tell learners to look at the empty pyramid and the words in the box.</p> <p>2. In pairs, learners complete the pyramid with the correct words.</p> <p>CORE</p> <p>Feedback</p> <p>Draw the pyramid on the board and ask learners to come up and complete it in front of the class.</p> <p>Answers</p> <p>From bottom to top: tomato, olives, rice, bread, orange, nuts, aubergine, carrots, grapes, olive oil, garlic; fish, prawns; chicken, cheese, yoghurt; lamb, beef, chocolate, sugar</p> <p>Differentiation activities (Support):</p> <p>1. Allow learners to look back at the Coursebook to check what kind of food goes in each section.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to add two or three more words to each section.</p>

<p>Coursebook pages 118-119</p>	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the title of the article. Ask: <i>What do you think the article is going to be about?</i> 2. Ask what the learners know about the Mediterranean. <i>Do you know which countries are considered Mediterranean?</i> 3. Write their suggestions on the board. 4. Tell learners to read the article and ask if their suggestions were correct. 5. Elicit why the word <i>poor</i> is written in speech marks. Explain that it isn't a bad diet, but one with little meat, and in the past was associated with poor people who couldn't afford to buy meat. 6. Ask learners to read the <i>Reading strategy</i> before they attempt to answer the multiple choice questions. 7. Put learners into pairs to answer the questions. Point out that in Question 4 they need to choose two answers. 8. Monitor learners while they are working and help with unknown vocabulary. <p>CORE</p> <p>Feedback Elicit answers from the whole class.</p> <p>Answers</p> <p>1 C; 2 B; 3 A; 4 B and D</p>
<p>Workbook page 90</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that the words in the box are all from the reading text in the Coursebook. Tell them to look back at the text to work out the meaning from context if they are unsure. 2. Ask them to complete the sentences with a word from the box. Advise them that there's a distractor in the word box. 3. Learners check their answers in pairs. <p>DESIRABLE</p> <p>Feedback Check answers with the class.</p> <p>Answers</p> <p>1 calcium; 2 decade; 3 life expectancy; 4 expert; 5 depression; 6 lifestyle</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners if they consider themselves healthy or unhealthy eaters and why. 2. Learners discuss the questions in small groups. <p>Feedback An open class discussion about the topic.</p>

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

UNIT 8 LESSON 4 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Ask learners what they can remember about the Mediterranean Diet.</p> <p>2. Put learners into groups and ask them to write as many food words that they can remember in one minute.</p> <p>Feedback</p> <p>Elicit the food words and ask learners how to spell them, then write the words on the whiteboard.</p>
Resources	Main activity
Coursebook pages 118-119	<p>Reading: Activity 2</p> <p>1. Ask learners to quickly read the article on the Mediterranean Diet again.</p> <p>2. Read the <i>Language tip</i> with the class. Ask: <i>What other words could you use instead of since and as?</i> Tell them that these words are used in the same way as <i>because</i>.</p> <p>3. Tell learners to scan the text and underline the five examples (two – <i>since</i>, three – <i>as</i>).</p> <p>CORE</p> <p>Feedback</p> <p>Ask one or two learners to read out the sentences they have found.</p>
Workbook page 91	<p>Workbook: Activity 3</p> <p>1. Learners match the two halves of the sentences.</p> <p>2. In pairs, learners check their answers.</p> <p>CORE</p> <p>Feedback</p> <p>Go through the answers with the whole class. Explain any problems that learners have.</p> <p>Answers</p> <p>1 c; 2 e; 3 a; 4 b; 5 d</p> <p>1. Learners write their own sentences with <i>as</i> and <i>since</i> about things which are good and bad about their diet and lifestyle. (EXTENSION)</p>
Coursebook page 119	<p>Writing: Activity 3</p> <p>1. Tell learners to read the bullet points and explain that they need to re-read the article and write notes on the important points under each heading.</p> <p>2. Encourage them to write several points under each heading.</p> <p>3. Monitor and help whilst they are note-making. Tell them to first identify and underline/highlight the important points in the text. Then ask them to identify the key words. Tell them they should note down those key words rather than writing whole sentences. If necessary, do an example with the class.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit a few suggestions from the class and write them on the board.</p>

<p>Workbook page 91</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Ask: <i>What is a summary?</i> Make sure all learners understand that they are describing the main points in the article. They should not include new information that is not in the text. 2. Elicit the number of words required (100). Tell learners they need to write approximately this number, not a lot more or less. 3. Learners write their summaries. <p>CORE</p> <p>Feedback</p> <p>Check that all learners have written summaries and not introduced any new ideas.</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Tell learners to use the headings from their notes in their summary. 2. Tell them to write just two sentences under each heading. 3. When they have finished, check their summaries with them. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. When learners have finished their summaries, ask them to exchange their books with another strong learner who will mark it. 2. Tell them to read their partner's summary and mark it for accuracy of content, grammar, vocabulary and spelling.
<p>Coursebook page 119</p>	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to read the two questions. Give them a minute or two to think about them. 2. In pairs, ask learners to discuss the questions with their partner. Make sure they give reasons for their views. 3. Before they start, refer them back to the <i>Language tip</i> and encourage them to use <i>as</i> and <i>since</i> when they give their reasons. 4. Monitor and help with any vocabulary and pronunciation. <p>CORE</p> <p>Feedback</p> <p>Ask a few volunteers to give their views and explain why.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to compare the diet in the UAE with the Mediterranean Diet. 2. Ask: <i>What are the similarities and what are the differences? Which do you think is better?</i> <p>Feedback</p> <p>An open class discussion about the topic.</p>

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

UNIT 8 LESSON 5 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 120	<p>1. Learners discuss the questions in their groups. 2. Monitor and prompt learners if not many have information.</p> <p>Feedback Have an open class discussion about the question/topics.</p>
Resources	Main activity
Workbook page 92	<p>Workbook: Activity 1</p> <p>1. Learners work in pairs to match the words and the photos. 2. Monitor and support learners with any challenging words.</p> <p>CORE</p> <p>Feedback Learners compare answers with other pairs, then provide answer key.</p> <p>Answers</p> <p>1 g; 2 f; 3 h; 4 e; 5 b; 6 c; 7 d; 8 a</p> <p>Differentiation activities (Support): 1. Provide learners with dictionaries.</p> <p>Differentiation activities (Stretch): 1. Learners think of dishes they eat containing these ingredients.</p>
Workbook page 92	<p>Workbook: Activity 2</p> <p>1. Learners work in pairs on re-ordering the letters to make the correct spelling. Monitor this and allow learners to look at original words for help.</p> <p>DESIRABLE</p> <p>Feedback Learners compare with other pairs, then ask individual learners to write their answers on the whiteboard and pronounce the word.</p> <p>Answers</p> <p>1 CLOVES; 2 PUMPKIN; 3 SPICES; 4 GARLIC; 5 PANCAKE; 6 SWEET POTATO; 7 GINGER; 8 COCONUT</p> <p>Differentiation activities (Support): 1. Order the first two letters of each word for learners to continue.</p> <p>Differentiation activities (Stretch): 1. Learners write the Arabic names for these words.</p>

<p>Coursebook page 120</p>	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Refer learners to the <i>Vocabulary</i> box. 2. Learners look at the topic list and then read the brochure to tick what's mentioned. 3. Make sure learners are not underlining words by setting a time limit. <p>CORE</p> <p>Feedback</p> <p>Learners compare with others. Nominate different learners to write their answers on the whiteboard. Ask learners: <i>Where could you find a brochure like this?</i> Elicit answers like <i>The hotel you're staying at in Kerala</i> or <i>Tourism centres in Kerala</i>.</p> <p>Answers</p> <p>a; b; d</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Tell learners they only need to tick three items. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. When finished, have learners quickly scan for vegetarian dishes.
<p>Coursebook page 121</p>	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Learners read the question and descriptions, then read the text again. 2. Tell learners they can use more time now to find their answers. <p>CORE</p> <p>Feedback</p> <p>Learners compare answers with others and open class feedback.</p> <p>Answers</p> <p>a Banana fritters; b Appam with stew; c Raandhal; d Chifonets; e Pumpkin and lentil curry; f Puttu and Kadala Curry</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners only look for the first three answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write two-line summary for each dish.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners if, after reading about Indian cuisine, they think it's healthy or unhealthy. 2. Monitor the discussion. <p>Possible Answer</p> <p>It includes a lot of vegetables and spices which are healthy, but they also sometimes use a lot of butter which is unhealthy. All foods are good in moderation.</p>

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

UNIT 8 LESSON 6 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Ask learners if they cook or help with the cooking at home. Do they like cooking?</p> <p>2. Do they usually follow recipes? What are the different parts of a recipe?</p> <p>Feedback</p> <p>Have an open class discussion about the question/topics.</p> <p>Answers</p> <p>Different parts of a recipe: ingredients, directions</p>
Resources	Main activity
Coursebook page 121	<p>Language Focus: Activity 3</p> <p>1. In groups, learners look at the sentences together then think about the questions.</p> <p>2. Monitor and help learners and guide them towards the meaning/use.</p> <p>3. Discuss the <i>Use of English</i> with learners.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare answers with others and share their reasoning and ideas.</p> <p>Answers</p> <p>1 There are many items used to create this dish; 2. The banana leaves didn't change and look and feel the same way after being used; 3. The rice flour and coconut milk have changed, they don't look like their original form and taste different</p> <p>Differentiation activities (Support):</p> <p>1. Include more marker sentences for learners to look at as examples.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners come up with the patterns/rules for the different uses of <i>made</i> plus <i>preposition</i> without looking at the <i>Use of English</i> box.</p>
Workbook page 93	<p>Workbook: Activity 3</p> <p>1. Learners work in pairs to choose the correct preposition.</p> <p>2. Tell learners to refer to the <i>Use of English</i> box in the Coursebook during the activity.</p> <p>3. Support learners. Don't give answers, but ask questions to guide them.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare with other pairs, then answer key is provided.</p> <p>Answers</p> <p>1 of; 2 with; 3 from; 4 of; 5 with</p> <p>Differentiation activities (Support):</p> <p>1. Do the first sentences as an example.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners try making three more sentences using each one of the prepositions.</p>

<p>Workbook page 93</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> In pairs, learners write sentences. Monitor and support. Encourage learners to write more than one sentence for each word when possible. <p>CORE</p> <p>Feedback</p> <p>Learners compare with other pairs and write a selection of their sentences on the whiteboard.</p> <p>Possible answers</p> <p>Pizzas are made with a dough, tomatoes, onions and other ingredients; Kitchen shelves are made of wood or steel; Cakes are made with different ingredients; Pens are made of plastic or metal; A plate is usually made of china or porcelain; Milkshakes are made with milk, ice-cream and flavouring</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide learners with a suggested 'ingredient' for each item. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners write more sentences about items in a restaurant or kitchen.
<p>Coursebook page 121</p>	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> Learners work in groups of three and gather information about categories provided. Monitor and make sure learners are not writing full sentences, just notes. Remind learners to use <i>made of/from/with</i> when appropriate. Encourage them to look back at the <i>Use of English</i> box. Tell learners they will use the information to tell a partner. <p>CORE</p> <p>Feedback</p> <p>Learners work in pairs to describe their favourite dish. Praise learners and nominate one or two strong learners to tell the class about their dish.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Tell learners to only focus on three of the six categories. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners don't use notes while talking about their favourite dish.
<p>Coursebook page 121</p>	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> In the same groups as Activity 4, learners work on creating a recipe for the dish they talked about. Monitor and help learners by providing any vocabulary needed. Make sure learners are using <i>made of/with/from</i> when needed. <p>CORE</p> <p>Feedback</p> <p>Encourage learners to make the recipe presentable and easy for others to read.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide learners with a model. Bring a recipe most learners are familiar with. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners add a section in the recipe about the benefits of the dish.

Resources	Plenary		
	<p>1. Learners display their recipes around the classroom and walk around to read each other's work. Learners vote by ticking their favourite three recipes on the wall (they can't vote for their own recipe).</p> <p>Feedback Collect votes and announce the most popular recipe.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 8 LESSON 7 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to identify common ingredients in three traditional Emirati dishes. 2. Elicit names of other countries where rice is traditionally eaten.
Resources	Main activity
Coursebook page 122 Audio Track 41	<p>Listening: Activities 1 and 2</p> <ol style="list-style-type: none"> 1. Set context of a chef who has written a book on international recipes. 2. Ask learners to listen the first time and identify which countries are referred to from the list. <p>CORE</p> <p>Feedback</p> <p>Whole class.</p> <p>Answers</p> <p>Japan, Thailand, Spain</p> <ol style="list-style-type: none"> 3. Tell learners to read through the true/false statements in the exercise. 4. Learners listen again and answer T or F for each statement. <p>Feedback</p> <p>Ask for a show of hands for a true or false answer.</p> <p>Answers</p> <p>1 False; 2 True; 3 False; 4 False; 5 True; 6 False; 7 True; 8 True</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pre-teach unusual vocabulary and support understanding with examples or images to illustrate meaning. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to re-write the false sentences so that they are true, using details that they remember from the listening text.
Coursebook page 122	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners that the chef Jack Bean will be writing a chapter of his book on rice dishes in the UAE. 2. In pairs, learners discuss the traditional recipes listed and decide together which would best represent the cuisine of the UAE. <p>CORE</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write prompts on the board to help weaker learners organise what they want to say, for example <i>Shall I go first? What do you think? I think ... How about you?</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask stronger learners to give specific reasons why the dishes represent cuisine in the UAE.

Workbook page 94	Workbook: Activity 1 1. Tell learners to complete the notes in the table using the words listed. DESIRABLE Feedback Display table on the whiteboard and ask individual learners to complete it. Answers Japan: <i>Sushi</i> , vinegar and raw fish, beautifully decorated; Thailand: <i>Kow Mun Gai</i> , chicken, yellow beans and melon, very spicy; Spain: <i>Paella</i> , meat seafood and saffron, name derives from Arabic		
Resources	Plenary 1. Ask learners to discuss the different dishes that they heard about in the listening activity. 2. Ask learners if anything surprised them about how rice is eaten in these countries. Ask which dish they would prefer to eat. Are there any dishes that they would prefer not to eat? Why?		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 8 LESSON 8 TASKS/ACTIVITIES

Resources	Starter
Whiteboard	1. Learners brainstorm facts about how rice is eaten in Japan, Thailand and Spain.
Resources	Main activity
Coursebook page 122	<p>Language Focus: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to read through the sentences taken from the audioscript. 2. Focus on the expression in bold and ask learners to decide if these are expressions about definite quantities or approximate quantities. 3. Refer learners to the <i>Language tip</i>. <p>CORE</p> <p>Feedback</p> <p>Allow learners time to discuss and then ask for ideas.</p> <p>Answers</p> <p>Approximate quantities; All of these expressions talk about extreme values (for example, <i>nearly all</i> or <i>hardly any</i>)</p>
Workbook page 94	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners to read through the expressions in the box and decide which refer to small quantities and which to large. 2. Tell learners to write the expression in the appropriate box. <p>CORE</p> <p>Feedback</p> <p>Display headings/boxes on the board and ask for answers.</p> <p>Answers</p> <p>Small quantities: <i>hardly any</i>, <i>not so many</i>, <i>a few</i>, <i>a small minority</i>; Large quantities: <i>Almost all</i>, <i>nearly every</i>, <i>virtually all</i>, <i>99% of</i>, <i>a lot</i>, <i>a large majority</i> a significant proportion of, <i>just about every</i></p> <ol style="list-style-type: none"> 3. Explain that <i>some</i> is also a modifier and refers to a general undefined quantity between a small and a large amount. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Be prepared to give contextual examples. It can also help to draw visual representations to convey the meaning of these phrases. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask stronger learners to identify modifying expressions which are used in more formal circumstances. <p>Answers</p> <p>virtually all; a small minority of ... ; a large majority of ... ; a significant proportion of ...</p>

Workbook page 95	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to do a speaking exercise to exchange opinions about food. 2. Elicit that a good speaker in such a context will be able to give an opinion, agree, disagree and invite others to speak. 3. Tell learners to match the parts of the expressions together for each category. Ask learners to write the expression on the lines on the page. <p>CORE</p> <p>Feedback</p> <p>Individually.</p> <p>Answers</p> <p>Inviting others to speak: <i>What do you think?, What's your view on this?, Have you got an opinion?, Do you agree?</i>; Giving opinions: <i>Well I think that, the way I see it, In my opinion, I believe ...</i>; Agreeing: <i>I'm totally with you on that, That's exactly what I think, Yes you're right, I couldn't agree more</i>; Disagreeing: <i>Well, I'm sorry but I don't agree, I'm not so sure, I've got a slightly different take on this, Actually, I think that</i></p>
Coursebook page 123	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Explain the 'game' to learners. Ask learners to create their own a card (8 boxes) with expressions from Workbook Activities 2 and 4. Use the example provided to demonstrate. 2. Elicit or pre-teach: <i>national identity, GM technology, famine, to eliminate (v)</i>. 3. Tell learners to work in groups of three. 4. Ask learners to read the topics and discuss their ideas; giving their opinions, agreeing and disagreeing, etc. Refer learners to the <i>Speaking tip</i>. 5. Tell learners that while they are speaking, they must try to use all of the expressions on their card, ticking (✓) the box each time they do. When they have used all the expressions on their card, they shout <i>Tombo!</i> 6. If the other members agree that all the expressions were used correctly, that learner wins. <p>CORE</p>
Coursebook page 123 Audio Track 42	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Ask learners to listen to the phrases for disagreement said with different intonation patterns. Ask them to decide which sounds more forceful. Tell learners to tick the appropriate box. <p>EXTENSION</p> <p>Feedback</p> <p>Whole class.</p> <p>Answers</p> <p>The first version. The falling tone conveys the idea of certainty. The rise-fall tone in the second version creates the impression of being less robust in your opinion. When disagreeing with someone, this can be a useful tool.</p> <ol style="list-style-type: none"> 2. Ask learners to listen again and copy the intonation patterns.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Discuss the importance of being polite when having discussions.

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

UNIT 8 LESSON 9 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 124	<ol style="list-style-type: none"> 1. Ask learners about the different kinds of restaurants there are in the UAE. 2. Tell learners to read the questions. In pairs, learners discuss their opinions. <p>Feedback</p> <p>Elicit which are the most popular restaurants amongst the learners. Ask one or two volunteers to share their personal experiences with the class.</p>
Resources	Main activity
Coursebook page 124	<p>Reading: Activities 1 and 2</p> <ol style="list-style-type: none"> 1. Write the word ‘food critic’ on the board. Elicit what a food critic is and what they do. Write their suggestions on the board, but don’t tell them if they are correct or not. 2. Ask learners to read the headings 1–3. 3. Tell them to skim-read the article and match each heading to a paragraph. You could set a time limit, for example, one minute. 4. Elicit the answers and write them on the board. 5. Tell learners to read the questions after the article. Elicit the type of answers they expect to find, for example a complaint, a reason, etc. 6. Learners read the article again more carefully and answer the questions. 7. Learners check their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Elicit answers from the class and go through any problematic vocabulary.</p> <p>Answers</p> <p>1 B; 2 C; 3 A</p> <p>1 Going to a restaurant is work. They often put on weight; 2 It sounds like an interesting and fun job; You get paid to eat at top restaurants; 3 It can cause a restaurant to close; 4 To be able to write well; 5 They write blogs on non-food issues.</p> <p>8. Ask learners to write a short review (one paragraph) about one of the restaurants discussed at the start of the lesson. Ask them to think about the food and the restaurant itself – both positive and negative aspects. (EXTENSION)</p>
Coursebook page 125	<p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Elicit what a phrasal verb is. Learners should know as they have come across them in earlier units. 2. In pairs, learners find the six phrasal verbs in the article and match them to the descriptions. 3. Monitor as they work and make sure they are finding phrasal verbs, not verbs plus prepositions which aren’t phrasal verbs. <p>CORE</p> <p>Feedback</p> <p>Elicit answers from the class. Make sure learners understand that not all verb plus preposition combinations are phrasal verbs.</p> <p>Answers</p> <p>1 put on; 2 point out; 3 write up; 4 get ahead; 5 hand out; 6 check out</p>

	Differentiation activities (Support): 1. Give learners the phrasal verbs and then ask them to underline them in the article before they start the activity.		
	Differentiation activities (Stretch): 1. Ask learners to try and think of any more phrasal verbs they know that could go in the article, for example <i>try out</i> .		
Workbook page 96	Workbook: Activity 1 1. Remind learners that they may need to change the tense when they complete the sentences. 2. Learners work individually or in pairs. DESIRABLE Feedback Elicit answers from the whole class. Answers 1 write up; 2 put on; 3 checked out; 4 handing out; 5 get ahead; 6 pointed out		
Resources	Plenary 1. Ask learners what makes a good/bad restaurant and why. 2. In groups, learners talk about the restaurants and the food served in them. Feedback Have a class vote about the best/worst restaurant in town.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 8 LESSON 10 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Ask: <i>What is a food critic? What do they do? Would you like to be a food critic?</i></p> <p>2. In pairs, learners discuss whether they would like to have a job as a food critic. Ask them to give reasons for their answers.</p> <p>Feedback</p> <p>Write: <i>Would you like to be a food critic?</i> on the board. Draw three columns below it and write <i>Yes, Maybe, No</i> at the top. Ask learners to give you their answers and put their names in the appropriate column. Elicit reasons from individual learners about their choice.</p>
Resources	Main activity
Workbook page 96	<p>Workbook: Activity 2</p> <p>1. Tell learners to read the jobs in the box and match them to the descriptions 1–8.</p> <p>2. Learners complete the task individually or in pairs.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit answers from the class. Practise the pronunciation of new words.</p> <p>Answers</p> <p>1 host; 2 street vendor; 3 waiter; 4 baker; 5 kitchen porter; 6 manager; 7 pastry chef</p>
Coursebook page 125	<p>Speaking: Activity 4</p> <p>1. Ask learners to read the headings of the three job advertisements. Ask: <i>Do you know what these people do?</i></p> <p>2. Tell learners to read the advertisements. Explain any unknown vocabulary and write new words on the board.</p> <p>3. In groups, learners discuss the pros and cons of each job and write notes. Make sure they all write notes as they will need them for the writing task later.</p> <p>CORE</p> <p>Feedback</p> <p>Ask a volunteer from each group to feed back. Put any original ideas on the board for the whole class.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <p>1. Ask learners to choose one job to discuss and write notes about.</p> <p>Differentiation activities (Stretch):</p> <p>1. Tell learners to think of reasons for their decisions.</p> <p>2. Ask them which of these three jobs would be the best/worst to do and why.</p>

<p>Workbook page 97</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners: <i>What are linking words? Why are they important in writing?</i> 2. Tell them to look at the three clouds and check they understand the three headings. Explain that they need to look back at the article about food critics in the Coursebook and underline all the linkers they can find. 3. Before they start, point out the example, <i>however</i>, and ask them to find it in the article. 4. Learners work individually to find all the linking words and put them in the appropriate cloud. 5. Encourage them to think of two more examples for each cloud. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers from the class. Encourage everyone to write down any extra words that learners have included.</p> <p>Answers</p> <p>Contrasting Ideas: despite, although, however, instead; Adding information: furthermore, moreover; Giving examples: such as, for example</p>
<p>Workbook page 97</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to complete each sentence with the correct linking word from the three possible choices. 2. Learners check their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Check answers with the whole class. Explain any difficulties that arise.</p> <p>Answers</p> <p>1 A; 2 B; 3 C; 4 B; 5 A; 6 B</p>
<p>Coursebook page 125</p>	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> 1. Tell learners to look back at the notes they made about the jobs in the advertisements in Activity 4. 2. Ask them to choose one of the jobs (if they made notes on more than one job) and write a short article about it. 3. Before they start, elicit how many paragraphs they will need to write: <i>introduction, body, body, conclusion</i>. Ask them what they should include in each section. Remind them to give reasons for their ideas and to add their opinion in the conclusion. Read the <i>Writing tip</i> box with them. Encourage them to use at least one linker from each cloud in the Workbook in their article. 4. Monitor as they write, helping with vocabulary and grammar. 5. Ask learners to give their finished article to their partner to check. <p>CORE</p> <p>Feedback</p> <p>Display the articles on the classroom wall if possible. Encourage learners to read their classmates' work.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners write the article together in a group. 2. Encourage them to choose one person to write, but make sure that all the others help with the writing. 3. Ask the group to read their work carefully and correct it where necessary.

	Differentiation activities (Stretch): 1. Ask learners to include at least two of the phrasal verbs from the previous lesson in their article.		
Resources	Plenary		
	1. Ask learners if they would like a job in the food industry. <i>Why/Why not?</i> 2. Learners discuss the questions in small groups. Feedback An open class discussion about the topic.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 8 LESSON 11 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 126	<p>1. Learners discuss the questions in their groups.</p> <p>Feedback</p> <p>Have an open class discussion about the questions.</p>
Resources	Main activity
Workbook page 98	<p>Workbook: Activity 1</p> <p>1. Learners work in pairs to match the words and the meanings.</p> <p>2. Monitor and support learners with any challenging words. Encourage the use of dictionaries.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare answers with other pairs. Then elicit answers and write them on the whiteboard.</p> <p>Answers</p> <p>1 b; 2 e; 3 d; 4 g; 5 h; 6 f; 7 a; 8 c; 9 j; 10 i</p>
Workbook page 98	<p>Workbook: Activity 2</p> <p>1. Learners underline the stressed syllables, monitor and provide help.</p> <p>2. Learners practise saying the words to themselves.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare with other pairs then check as a class. Ask confident individual learners to say the word for the class.</p> <p>Answers</p> <p><u>dump</u>ling; <u>pan</u> fried; <u>cheer</u>ful; <u>appet</u>iser; <u>atmos</u>phere; <u>ingre</u>dients</p> <p>Differentiation activities (Support):</p> <p>1. Learners syllabise words first.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners quiz each other on the spelling of the words.</p>
Workbook page 98	<p>Workbook: Activity 3</p> <p>1. Learners work in pairs to choose the correct word for each sentence.</p> <p>2. Monitor learners and guide them back to Activity 1 for clarification.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare answers with other pairs. Then complete the sentences on the whiteboard.</p> <p>Answers</p> <p>1 appetiser; 2 ingredients; 3 mild; 4 cuisine; 5 dough; 6 viewing gallery</p>

Coursebook page 126	Reading: Activity 1		
	1. Learners read the questions then read the text to find the answers. 2. Tell learners they should read in detail and take their time in finding the answers		
	CORE		
	Feedback Learners compare. Then nominate different learners to write the answers on the whiteboard. Ask learners where they might find a brochure like this (upon arrival at hotel/tourist centre in a new country).		
	Answers		
	1 The western influence; 2 Yes, because it has a friendly family atmosphere; 3 From the market area; 4 Watch the chefs cook; 5 Yes, there are mild dishes; 6 Before 7 pm		
	Differentiation activities (Support):		
	1. Reduce the task to three questions: 1, 3 and 5.		
	Differentiation activities (Stretch):		
	1. Learners summarise each text.		
Coursebook page 127	Writing: Activity 2		
	1. Learners try to make a list of the information. Elicit: cuisine type, atmosphere, interesting dishes, time to visit, must order dishes with a description. 2. Learners work in groups and, after choosing a restaurant, produce a similar text.		
	CORE		
	Feedback Monitor and provide learners with support needed in vocabulary and grammar.		
	Differentiation activities (Support):		
	1. Provide learners with suggestions of restaurants to fit some of the words already evident in the texts.		
	Differentiation activities (Stretch):		
	1. Allow learners to move away from the model and create their own descriptions.		
Resources	Plenary		
	1. Learners peer review another groups' text.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 8 LESSON 12 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Ask learners if they've visited many Emirates in the UAE. Which one was their favourite and why?</p> <p>2. Ask them if they've tried restaurants in other Emirates. Did they like them?</p> <p>Feedback</p> <p>Learners discuss questions in their group, then have an open class discussion.</p>
Resources	Main activity
<p>Coursebook page 127</p> <p>Audio Track 43</p>	<p>Listening: Activity 3</p> <p>1. Tell learners they're going to listen to two people having a conversation (don't tell them what about at this stage).</p> <p>2. Learners look at the options then listen to find the answer.</p> <p>3. Remind learners to only focus on this task and not the next one.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers in pairs then provide an answer.</p> <p>Answer</p> <p>b</p> <p>Differentiation activities (Support):</p> <p>1. Have learners keep the vocabulary list from the Workbook while listening to remind them of any difficult words that might limit their understanding of the text.</p> <p>Differentiation activities (Stretch):</p> <p>1. Let learners come up with their own sentence to describe the conversation.</p>
<p>Coursebook page 127</p> <p>Audio Track 43</p>	<p>Listening: Activity 4</p> <p>1. Learners read the statements, then listen again to decide if they are true or false.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare with other pairs then write answers on the whiteboard.</p> <p>Answers</p> <p>1 F; 2 T; 3 F; 4 F; 5 F</p> <p>Differentiation activities (Support):</p> <p>1. Pause after every few lines and allow a second listen if needed.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners correct the false sentences.</p>

<p>Coursebook page 127 Audioscript</p>	<p>Language Focus: Activity 5</p> <ol style="list-style-type: none"> Learners look at the words in the box and use the audioscript to identify them and see them in context/use. Learners work in groups to identify the meaning/use. Monitor and help learners by pointing to the full sentences and the words coming before and after the transitional devices. Point learners towards the <i>Language tip</i>. <p>CORE</p> <p>Feedback</p> <p>Learners discuss this in bigger groups.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Put up two marker sentences from the audio on the whiteboard and look at these with learners. Ask questions to highlight the meaning/use. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners try replacing the devices in the text with others.
<p>Workbook pages 98-99</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Learners work on this in pairs. Inform them that they can use any transitional word or phrase from the book or any other one they know, as long as they fit the context of the sentence. Remind them that these need to be used to exemplify. Encourage them to include commas when necessary. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare answers with others and open class feedback.</p> <p>Possible answers</p> <p>1 for example; 2 such as; 3 a typical example is that; 4 including</p> <p>3. Others answers are possible, so accept any that are correct. Highlight this for learners and encourage them to make notes of any new words.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide choices to make this less overwhelming for learners. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners try to come up with three more sentences to use the transitional devices.
<p>Workbook page 99</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Learners look back at the text they wrote in Coursebook Activity 2 and try to add transitional devices. Monitor this and guide learners in their choices. <p>EXTENSION</p> <p>Feedback</p> <p>Learners show their before and after text to other groups and help each other enhance the texts.</p>

Coursebook page 127	Speaking: Activity 6		
	<ol style="list-style-type: none"> Learners work in groups of 3-4. Encourage learners to create an outline to what they would like to say about each restaurant (they can use outlines similar to ones made for the writing task) Allow preparation time for this and monitor and support learners by providing help with vocabulary and grammar. Remind them that each learner will need to talk about one of the restaurants/cuisines and encourage them to use transitional devices while speaking. 		
	CORE		
	Feedback Each group presents their work to other groups.		
	Differentiation activities (Support):		
	1. Assign clear roles for each learner in the group to ensure full collaboration.		
	Differentiation activities (Stretch):		
	<ol style="list-style-type: none"> Allow learners to choose their own roles in the planning. Have learners design an outline of a poster, or some visual presentation, to enhance their presentation. 		
Resources	Plenary		
	<ol style="list-style-type: none"> Learners look at the text they wrote and refine it by using new transitional devices they learned. Help them reflect on how this enhanced the final text. Learners peer review by reading the before and after texts to compare. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 9 LESSON 1 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 128	<ol style="list-style-type: none"> Learners discuss the questions in groups. Monitor and engage with learners in the discussion. Refer learners to the <i>Language tip</i> box. <p>Feedback</p> <p>Have an open class discussion comparing the answers and suggestions.</p>
Resources	Main activity
Workbook page 100	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners work in pairs to match the words to their meanings. Monitor learners and discover the answers by asking/prompting. <p>CORE</p> <p>Feedback</p> <p>Learners compare with other pairs and then open class feedback with the answer key.</p> <p>Answers 1 b; 2 e; 3 a; 4 c; 5 d; 6 j; 7 i; 8 f; 9 h; 10 g</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide learners with dictionaries to help with difficult words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners write sentences using the words.
Workbook page 100	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Learners quiz each other on the spelling of the words. Monitor learners and encourage them to remember more challenging words to spell. Tell learners to spell the words they got wrong again. <p>DESIRABLE</p> <p>Feedback</p> <p>Provide answer key on the whiteboard.</p> <p>Answers</p> <p>1 advertising; 2 multimedia; 3 facilities; 4 studio; 5 animation; 6 production; 7 film making</p>
Workbook page 101	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Learners work in pairs to choose the correct word for each sentence. Advise them that there's a distractor in the word box. Monitor and support learners by referring them back to Activity 1. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare answers with other pairs, then answer key is provided.</p> <p>Answers</p> <p>1 animation; 2 advertising; 3 graphic design; 4 studio</p>

Coursebook page 128 Audio Track 44	Listening: Activity 1 1. Refer learners to the <i>Listening strategy</i> . 2. Learners listen to the conversation and choose the correct answer. CORE Feedback Learners compare their choices with each other. Elicit the answer from one of the learners, then confirm the answer on the whiteboard. <div style="background-color: #e0e0e0; padding: 2px;">Answer</div> a		
Coursebook page 128 Audio Track 44	Listening: Activity 2 1. Learners read the statements then listen to the audio to check. 2. Make sure learners are working individually during the listening. CORE Feedback Learners compare their choices with each other. Nominate learners to the whiteboard to write their choices. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> 1 F; 2 NI; 3 F; 4 T; 5 T		
Resources	Plenary 1. Ask learners to answer and discuss the following question: <i>Why do you think that a lot of businesses come to the UAE for film and other media production?</i> 2. Monitor and engage with learners in the conversation. Suggest/elicit ideas on the location of the country, how it's easy to set up and manage a business, how there are a lot of different nationalities here.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 9 LESSON 2 TASKS/ACTIVITIES

Resources	Starter
	1. Learners quiz each other on vocabulary learned in the previous lesson.
Resources	Main activity
Coursebook page 128 Audio Track 45	Speaking: Activity 3 1. Play audio. Learners listen to the extracts. 2. Learners work in pairs on answering the questions. 3. Play audio again if necessary. 4. Monitor learners and help them discover the answers by asking/prompting. CORE Feedback Learners compare with other pairs. Then open class feedback with the answer key and extra functions. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> 1 Yes; 2 Actually ... , Just a moment ... , Sorry to interrupt, but ... , Can I just say that ... ; 3 Yes <div style="background-color: #e0e0e0; padding: 2px;">Possible answers</div> <i>Can I just come in here ... , I'd just like to say something ... , I don't mean to interrupt but ...</i>
Coursebook page 129	Language Focus: Activity 4 1. Learners work in pairs on answering the questions. 2. Monitor learners and help discover the answers by asking/prompting. 3. Refer learners to the <i>Language tip</i> . CORE Feedback Learners compare their answers with other pairs. Then an open class discussion to lead to the answer key on the whiteboard. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> 1 an action; 2 a result; 3 <i>ing</i>
Workbook page 101	Workbook: Activity 4 1. Learners work in pairs to re-order the conversation. Remind them to only put the number next to the sentence and not to re-write. 2. Monitor and provide support by giving clues on how the questions/answers link. DESIRABLE Feedback Learners compare their order with another pair. Nominate a few pairs to come to the whiteboard and write their answers. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> 1 d; 2 i; 3 g; 4 a; 5 c; 6 f; 7 h; 8 e; 9 b

Workbook page 101	Workbook: Activity 5 1. Learners work in pairs on putting the phrases in the right order. 2. Do an open example with learners on the whiteboard. CORE Feedback Learners compare their choices with each other. Ask learners to the whiteboard to write their full sentences. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> 1 By setting up your business with the help of an organisation, you save a lot of time.; 2 By finding out all the information you need, you feel more prepared to start.; 3 By making your films locally, you save a lot of money.; 4 By hiring a HR manager, you can rely on him to find the best staff for the job.		
Coursebook page 129 PCM 27	Speaking: Activity 5 1. Divide the class into two groups (business person and managers). Each group decides on their business. Within these groups, make smaller groups with 3-4 members, and have them brainstorm questions and information they will discuss during the phone call. Allow them to use the Internet to look up information related to their fields. CORE Feedback Encourage learners to create lists of what they're writing, then allow them to check the role cards (PCM 27) for more ideas.		
Coursebook page 129	Speaking: Activity 6 1. Pair up two learners from each group (businessperson and manager). 2. Have learners sit back-to-back to imagine being on a real phone conversation without seeing each other. 3. Encourage learners to use the phrases for interrupting from Activity 3. CORE Feedback Monitor and take notes of strong conversations and any vocabulary, grammar or pronunciation issues that need feedback.		
Resources	Plenary 1. Nominate a strong pair to demonstrate their conversation for the class. 2. Provide learners with feedback on some strong speech (write examples on the whiteboard) and elicit correction for any common errors (anonymously).		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 9 LESSON 3 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 130	<ol style="list-style-type: none">1. Put learners into groups to discuss the questions. Encourage them to give reasons for their answers.2. Ask each group to write down the genres of the different films they watch, for example <i>action, science fiction, comedy</i>. <p>Feedback</p> <p>Ask learners to call out the names of the different genres they have written down. Write them on the board. Ask learners to raise their hands to show how many like each particular genre. Find out which is the most popular genre in the class.</p>
Resources	Main activity
Coursebook page 130	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none">1. Ask learners to read the words in the left-hand column. They will probably know some of the words, but don't let them use a dictionary to check.2. Learners work in pairs to match the words to their definitions. <p>CORE</p> <p>Feedback</p> <p>Elicit answers from the class. Drill the pronunciation of the new words as a class and then individually.</p> <p>Answers</p> <p>1 e; 2 f; 3 a; 4 c; 5 g; 6 h; 7 d; 8 b</p>
Coursebook page 130-131	<p>Reading: Activity 2</p> <ol style="list-style-type: none">1. Ask learners to look at the photo and the title of the article. Ask: <i>What do you think the article is going to be about?</i>2. Write their suggestions on the board.3. Ask them to read the rubric which explains what the article is about. Did they predict the topic correctly?4. Check they have all read the question and ask learners to read the article quickly to find the answer.5. Monitor learners while they are working and help with unknown vocabulary. <p>CORE</p> <p>Feedback</p> <p>Ask for volunteers to give you the answer to the question. On the board, write any vocabulary you heard learners having problems with as you monitored them. Go through the meanings again if necessary.</p> <p>Answers</p> <p>He hopes to work on more projects and raise his profile</p>

Coursebook page 131	<p>Reading: Activity 3</p> <p>1. Ask learners to read through the questions before they read again. Tell them to underline any key words. Can they answer any of the questions before they read?</p> <p>2. Learners answer the questions.</p> <p>CORE</p> <p>Feedback</p> <p>Allow learners to compare and discuss their answers. Then elicit answers on to the board.</p> <p>Answers</p> <p>1 MA in Filmmaking; 2 City of Life; 3 2010; 4 Under the Sun; 5 AFM Films</p>		
Workbook page 102	<p>Workbook: Activity 1</p> <p>1. This exercise is useful revision for the vocabulary they have covered in the Coursebook.</p> <p>2. Tell learners to read all the speech bubbles. Explain that the dashes represent the number of letters missing.</p> <p>3. In pairs, learners complete the missing words. If they have problems, tell them to look back at the text on page 78 in the Coursebook.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Ask volunteers to read out the completed text in the speech bubbles.</p> <p>Answers</p> <p>1 director; 2 feature films, documentaries; 3 biography; 4 box office; 5 scriptwriter; 6 producer, screenplay</p>		
Resources	<p>Plenary</p> <p>1. Ask learners to think back to the discussion they had at the beginning of the class about their favourite film genres.</p> <p>2. Ask: <i>Who is your favourite director? Who is your favourite actor? Why?</i></p> <p>Feedback</p> <p>Ask learners to give their opinions to the whole class. Encourage other learners to ask questions.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 9 LESSON 4 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Write <i>Ali F Mostafa</i> on the board.</p> <p>2. Put learners into groups and ask them to write down everything they know or can remember about this man.</p> <p>Feedback</p> <p>Elicit any information learners have and put it on the board. Encourage learners to use the new vocabulary they learned in the previous lesson.</p>
Resources	Main activity
Coursebook page 131	<p>Reading: Activity 4</p> <p>1. Write <i>excellent</i>, <i>young</i>, and <i>Emirati</i> on the board. Ask: <i>What kinds of words are these?</i> Learners should know that they are adjectives and that they describe nouns.</p> <p>2. Ask learners to read the three example sentences from the article and underline the adjectives in each one. Then tell them to find the examples in the biography.</p> <p>3. Tell learners to answer the questions in pairs.</p> <p>4. Read the <i>Language Tip</i> with the class. Elicit examples of opinion adjectives and fact adjectives to make sure learners understand the difference.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit the answers to Question 1 from individual learners. For Question 2, remind them about the <i>Language Tip</i>. Ask them to look for other adjectives in the article – Ask: <i>How many examples can you find of just one adjective with a noun? Why is this more common?</i> Point out that it is not a good idea to use a lot of adjectives together as it makes a text difficult to read.</p> <p>Answers</p> <p>1 Sentence 1 2 adjectives; Sentence 2: 4 adjectives; Sentence 3: 4 adjectives.</p> <p>2 See <i>Language Tip</i> box</p>
Workbook page 102	<p>Workbook: Activity 2</p> <p>1. Refer learners to the <i>Language tip</i> on Coursebook page 131. Remind them that most sentences will only use one or two adjectives, but whenever two or more are used, they must be used in a particular order.</p> <p>2. Tell learners to read all the adjectives in the box.</p> <p>3. Read the headings in the table and check the meaning of the words.</p> <p>4. Ask learners to complete the table in pairs.</p> <p>5. If they finish early, ask them to add more adjectives of their own into each column.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Draw the table on the board and ask learners to come up and complete it. If time, ask them to add their own words to the table to see how many they can think of.</p> <p>Answers</p> <p>Opinion: successful, aspiring, prestigious, talented, influential, exciting, hard-working; Size: tiny, wide, large, deep; Age: old, young, teenage, 22-year-old; Colour: green, white, blue, yellow; Place: Emirati, urban, Arabic, mountainous, British; Material: plastic, wooden, cotton, paper</p>

<p>Workbook pages 102-103</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to re-arrange the words to create complete sentences. 2. Point out that they need to include punctuation when they write the sentences. 3. Learners write full sentences in their Workbook. <p>CORE</p> <p>Feedback</p> <p>Ask learners to exchange their sentences with a partner and check their answers. Help with any problems or disputes.</p> <p>Answers</p> <p>2 A valuable, 300-year-old woollen carpet; 3 A talented, tall, young film maker; 4 A beautiful, deep, blue river; 5 An influential, middle-aged, British documentary maker; 6 An aspiring teenage Indian poet</p> <ol style="list-style-type: none"> 4. Learners write sentences describing people they know using as many adjectives as possible.
<p>Coursebook page 132</p>	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Look at the photograph and ask: <i>Who is this woman?</i> Have they heard of her? What do they know about her? 2. Explain that they are going to work in pairs, asking and answering questions about Nujoom Al-Ghanem. 3. Tell them to read the notes quickly. Then think about the questions they could ask using the question words, <i>When, What, Where, How many</i>. 4. Monitor them whilst they are asking and answering questions. Make a note of any difficulties learners are having with forming questions. <p>CORE</p> <p>Feedback</p> <p>If learners had difficulty forming questions correctly, spend some time revising question formation. Elicit <i>When, What, Where, How many</i> questions and write them on the board. Practise drilling the questions and then ask individual learners to ask and answer about Nujoom Al-Ghanem.</p>
<p>Workbook page 103</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to read the more detailed notes about Nujoom Al-Ghanem in their Workbook. Explain that they are going to write a short biography about her, similar to the one about Ali F Mostafa. 2. Remind them to look back at the biography in the Coursebook if needed. 3. Tell learners they need to write approximately 100–150 words. 4. Learners write the biographies individually. 5. Monitor and help with vocabulary and grammar. <p>CORE</p> <p>Feedback</p> <p>Ask learners to display their biographies so that everyone can read them.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners an outline to follow – similar to the one on page 132 in the Coursebook. 2. Encourage them to extend the summary if possible, using their own ideas and words.

	Differentiation activities (Stretch): 1. Tell learners to use the Internet to find information about another Emirati film director or producer. 2. Ask them to make notes about this person, using similar headings to the ones in their Workbooks. 3. Give their notes to another learner to write another short biography.		
Resources	Plenary 1. Ask learners what they know about the Emirati film industry. 2. Tell them to work in small groups to talk about locally-made films and the importance of developing an internationally-recognised film industry. Feedback Ask volunteers to explain what they have discussed in their group.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 9 LESSON 5 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 133	<p>1. Learners discuss the questions in their groups. 2. Monitor and prompt learners if not many have information.</p> <p>Feedback Have an open class discussion about the question/topics.</p>
Resources	Main activity
Workbook page 104	<p>Workbook: Activity 1</p> <p>1. Learners work in pairs to match the words and the meanings. 2. Monitor and support learners with any challenging words.</p> <p>CORE</p> <p>Feedback Learners compare answers with other pairs, then provide answer key.</p> <p>Answers</p> <p>1 d; 2 h; 3 b; 4 g; 5 f; 6 e; 7 c; 8 a</p> <p>Differentiation activities (Support): 1. Provide learners with dictionaries.</p> <p>Differentiation activities (Stretch): 1. Learners have to come up with a synonym for some of the words.</p>
Workbook page 104	<p>Workbook: Activity 2</p> <p>1. Learners complete the activity independently. 2. Monitor this and allow learners to look at the definitions in Activity 1 for help.</p> <p>DESIRABLE</p> <p>Feedback Learners compare with other pairs, then answer key is provided.</p> <p>Answers</p> <p>1 slogan; 2 unique; 3 brand; 4 endorsement</p> <p>Differentiation activities (Support): 1. Order the first two letters of each word for learners to continue.</p> <p>Differentiation activities (Stretch): 1. Learners write the Arabic meanings of these words.</p>
Workbook page 105	<p>Workbook: Activity 3</p> <p>1. Learners work in pairs on choosing the correct word for each sentence. Advise them that there are two distractors in the word box. 2. Monitor and guide learners back to the meanings in Activity 1.</p> <p>DESIRABLE</p> <p>Feedback Learners compare answers with other pairs, then a pair comes to the whiteboard to write their answers.</p> <p>Answers</p> <p>1 slogan; 2 brand; 3 rhyme; 4 unique; 5 endorsement</p>

Coursebook page 133	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Learners look at the title options then read to choose the correct one. Make sure learners are not underlining words by setting a time limit. Refer learners to the <i>Reading strategy</i>. <p>CORE</p> <p>Feedback</p> <p>Learners compare with others. Then provide answer.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>b</p>
----------------------------	--

Coursebook page 134	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> Learners read the questions then read the text to answer individually. Tell learners they can use more time now to find their answers. <p>CORE</p> <p>Feedback</p> <p>Learners compare answers with others and open class feedback</p> <p style="background-color: #e0e0e0;">Answers</p> <p>1 a; 2 b; 3 b; 4 a; 5 c</p>
----------------------------	---

Resources	Plenary
	<ol style="list-style-type: none"> Ask learners if they can think of any campaigns/slogans which use the tricks they have read about. Monitor the discussion in groups. <p>Feedback</p> <p>Learners compare ideas in an open class discussion. Then highlight a few examples that precisely fit the categories.</p>

Learning styles catered for (✓):

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
----------	----------	--------------	--------------

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

--

UNIT 9 LESSON 6 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Ask learners if they think they could be good in advertising. <i>Why? Why not?</i></p> <p>Feedback</p> <p>Have an open class discussion about the topic.</p>
Resources	Main activity
Coursebook page 134	<p>Language Focus: Activity 3</p> <p>1. Learners look at the words in bold and try to answer the questions.</p> <p>2. Monitor and help learners, guiding them towards the meaning/use.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare answers with others and share their reasoning and ideas.</p> <p>Answers</p> <p>1 Adjectives; 2 Yes, they only add emphasis to the meaning; 3 To make adjectives seem stronger/add emphasis</p> <p>3. Refer learners to the <i>Use of English</i>.</p>
Workbook page 105	<p>Workbook: Activity 4</p> <p>1. Learners work in pairs to re-write the sentences with the intensifier.</p> <p>2. Support learners. Don't give answers, but ask questions to guide them.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare with other pairs, then the answer key is provided.</p> <p>Answers</p> <p>1 I was <i>very unhappy</i> with ... ; 2 She was <i>really excited</i> when ... ; 3 This attitude is <i>totally unacceptable</i> ... ; 4 staff members were <i>extremely professional</i> ... ; 5 location was <i>especially interesting</i>.</p> <p>Differentiation activities (Support):</p> <p>1. Do the first sentence as an example.</p> <p>Differentiation activities (Stretch):</p> <p>1. Encourage learners to replace these intensifiers with others they know.</p>
Coursebook page 105	<p>Writing: Activity 4</p> <p>1. Learners work in pairs on writing slogans. Monitor and provide help, encourage learners to write more than one sentence for each product.</p> <p>2. Keep referring learners to the tricks in the text (rhyming, concise message, etc.) and the intensifiers.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare with other pairs and nominate a few final <i>catchy</i> slogans.</p>

Coursebook page 134	Speaking: Activity 5 1. Learners work in groups of three and discuss the questions. 2. Monitor and make sure learners are all engaged and discussing the topic. DESIRABLE Feedback Learners have an open class discussion on the topic.		
Resources	Plenary 1. Ask learners to think of other ways they could <i>promote</i> products and services. Elicit ideas on marketing, writing about the services, sampling in supermarkets, etc. Ask learners: <i>Do you think this would be better than advertising?</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 9 LESSON 7 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 135	<ol style="list-style-type: none"> 1. Focus learners on the advert for volunteers at DIFF. Elicit the concept of <i>volunteer</i> (unpaid people helping out to gain experience). 2. Ask learners to look at the list of possible jobs at the festival and tick the jobs that volunteers would do. 3. Elicit any other possible volunteer jobs at DIFF. Write these suggestions on the board.
Resources	Main activity
Coursebook page 135 AudioTrack 46	<p>Listening: Activities 1 and 2</p> <ol style="list-style-type: none"> 1. Ask learners to listen to the interview in order to check their guesses from the list. <p>CORE</p> <p>Feedback</p> <p>Learners tell you which items on the list (both in Coursebook and on the board) they heard.</p> <p>Answers</p> <p>Volunteers help organise events; sell tickets; give information to the public.</p> <ol style="list-style-type: none"> 2. Tell learners to read through the statements. Check understanding of any problem vocabulary (<i>dealing with the public</i>). 3. Play audio again. Learners answer True or False. <p>Feedback</p> <p>Ask individual learners to provide answers to each question.</p> <p>Answers</p> <p>1 True; 2 False; 3 True; 4 True; 5 False; 6 True</p> <p>4. Ask learners if they have been to or would like to go to DIFF.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Help weaker learners by providing more pre-listening support. Build context about the DIFF festival. For example, talk about Arabic and international films awarded prizes, arrival of big stars on the red carpet and the team of young volunteers to help make everything go smoothly. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write comprehension questions for other learners. Allow learners to listen to the audio for a third time.

<p>Workbook page 106</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read through the adjectives in the box. Elicit that adjectives are used to describe nouns. Tell learners that these adjectives will be useful when talking about their favourite films. 2. Ask learners to check the meanings of the adjectives using a dictionary. 3. Ask learners to complete the crossword by paying attention to the spellings of the words. All the words contain the letter 'i' and learners must identify how each word fits into the crossword. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and write them on the board.</p> <p>Answers</p> <p>amazing; brilliant; incredible; breathtaking; gripping; bittersweet; intense; impressive</p> <ol style="list-style-type: none"> 4. Drill the pronunciation of the words, focusing on the common /i/ phoneme. <p>Feedback</p> <p>Do a mixture of choral and individual drilling and provide lots of praise.</p>
<p>Workbook page 106 Audio Track 2 (WB)</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners to listen to the audio and identify which category (first syllable stress or second syllable stress) to add each adjective to in the chart. <p>DESIRABLE</p> <p>Feedback</p> <p>Conduct individual drills with selected learners.</p> <p>Answers</p> <p>1st syllable: brilliant, gripping, bittersweet, breathtaking; 2nd syllable: amazing, incredible, intense, impressive</p>
<p>Coursebook page 135</p>	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to do a speaking exercise that will involve speaking to lots of people in the class. They should use the prompts on the cards provided to help them. Check the meaning of any difficult vocabulary (<i>character, ending, special effects, animation</i>) in the prompts. 2. Divide the class into group A and group B. Ask the group A learners to form a circle outwards. Ask group B learners to form a larger circle around group A facing inwards. This kind of speaking activity is sometimes called '<i>Onion rings</i>'. The learners are facing each other and should ask their questions to each other, discussing the answers. Once you've decided that sufficient time has passed, clap your hands. The outer circle of learners will move in a clockwise direction to the form a new pairing of learners and the next questions are discussed. <p>CORE</p> <p>Feedback</p> <p>Offer praise. On the board, note some examples of good language and some errors that you heard during the activity. Invite learners to peer-correct.</p> <ol style="list-style-type: none"> 3. Ask learners if they learned anything surprising or amusing about their classmates.
<p>Resources</p>	<p>Plenary</p>
	<ol style="list-style-type: none"> 1. Discuss with the class why volunteering at the DIFF would be a positive experience.

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

UNIT 9 LESSON 8 TASKS/ACTIVITIES

Resources	Starter
Whiteboard	1. Ask learners to think of examples of films for each category that you put on the board: <i>comedy, animation, thriller, action, historical drama, road movie</i> (involving some kind of long journey).
Resources	Main activity
Workbook page 106-107	<p>Workbook: Activity 3</p> <p>1. Tell learners about the Muhr Awards at DIFF (a special section of prizes for films from the Arab world).</p> <p>2. Ask learners to read through the text about two prize-winning directors and answer the questions.</p> <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to give you the answers.</p> <p>Answers</p> <p>1 Best Director; 2 Yes; 3 For people to enjoy; 4 In either The Gulf or the USA.</p> <p>3. Tell learners to read through the text again and find the words marked in bold. Learners match the co-ordinating pairs in the lists.</p> <p>CORE</p> <p>Feedback</p> <p>Write the matching pairs on the board.</p> <p>Answers</p> <p>both ... and; either ... or; neither ... nor</p> <p>4. Ask learners to think about the grammar of these expressions by referring to the text and deciding whether the statements are true or false.</p> <p>Feedback</p> <p>Ask the questions to the class once they have attempted the activity.</p> <p>Answers</p> <p>1 True; 2 False – singular and plural are possible; 3 False, only either ... or</p> <p>5. Tell learners that <i>both, either, neither</i> can also be used with nouns (for example; <i>both of the directors</i>) and with object pronouns (for example; <i>neither of them</i>).</p>
	<p>Differentiation activities (Support):</p> <p>1. Help weaker learners by providing model sentences on the board to show these expressions in context.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Show stronger learners that when <i>both</i> refers to the subject of a sentence it can be placed at the beginning of the sentence before the main verb. The verb <i>to be</i>, however, is the exception to this rule. For example: <i>Both Omar and Ahsan plan to learn English before they leave for the States. Filming for days in the desert was both hot and boring.</i> It should not be <i>Both filming for days in the desert was hot and boring.</i></p>

Workbook page 107	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners to read through the sentences and identify which are grammatically incorrect. 2. Ask learners to re-write the incorrect sentences so that they are correct. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask individual learners for the answers.</p> <p>Answers</p> <p>1 Incorrect: <i>Both Saeed and Nasser are ...</i> ; 2 Correct; 3 Incorrect: <i>Saeed was nominated for both ...</i> ; 4 Incorrect: <i>Can be bought on either CD or Mp3</i>; 5 Correct; 6 Incorrect: <i>Both of them ...</i></p>
Coursebook page 136	<p>Vocabulary: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to match the words in the box with the definitions. Advise them that there are two distractors in the word box. <p>DESIRABLE</p> <p>Feedback</p> <p>Read through the definitions to the whole class and learners provide the answers.</p> <p>Answers:</p> <p>1 director; 2 soundtrack; 3 stars; 4 script; 5 plot; 6 cast; 7 extras; 8 crew; 9 subtitles; 10 character</p>
Coursebook page 136	<p>Functional language: Activity 5</p> <ol style="list-style-type: none"> 1. Tell learners that these sentences will help them talk about their favourite film in a more structured manner. 2. Ask learners to fill in the gaps in each sentence using the words from the box. <p>CORE</p> <p>Feedback</p> <p>Monitor class and check individually.</p> <p>Answers</p> <p>1 as; 2 by; 3 in; 4 about; 5 on</p>
Coursebook page 136	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Ask learners to think about their favourite film. Tell them they are going to tell their partners about it using the language studied in this lesson and the previous lesson. Tell them to make notes using the headings on the card to help them. 2. Refer learners to the <i>Speaking tip</i>. 3. Learners talk about their favourite film with a partner. Encourage learners to add details by using the prompts provided. <p>CORE</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Discuss the benefits of having a strong film industry in the UAE.

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

UNIT 9 LESSON 9 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 137	<ol style="list-style-type: none">1. Put learners into groups to discuss the questions. Encourage them to give reasons for their answers.2. In pairs, learners discuss their opinions. <p>Feedback</p> <p>Elicit how many learners prefer documentaries and which prefer films. Put their reasons on the board. Find out if their views have changed as they've got older.</p>
Resources	Main activity
Workbook page 108	<p>Workbook: Activity 1</p> <ol style="list-style-type: none">1. Tell learners that the words in the box are all from the reading text about how to make a documentary film.2. Ask them to complete the sentences with a word from the box.3. Allow discussion and the use of dictionaries.4. Learners check their answers in pairs. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers from the class. Drill the pronunciation of the new words as a class and then individually.</p> <p>Answers</p> <p>1 passionate; 2 tension; 3 viewpoint; 4 genre; 5 dramatic; 6 conflict; 7 factual; 8 portray; 9 worthy; 10 enlightening</p>
Coursebook page 137	<p>Reading: Activity 1</p> <ol style="list-style-type: none">1. Ask learners to look at the photo and elicit what the text may be about. Encourage them to describe what they can see and write their suggestions on the board.2. Tell them to read the three possible titles and then skim-read the text and choose the most suitable title. <p>CORE</p> <p>Feedback</p> <p>Ask for volunteers to give you the answer to the question. Elicit reasons for their answers.</p> <p>Answer</p> <p>A</p>

<p>Coursebook page 138</p>	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the six statements and decide whether they are true or false. Point out that if they cannot find any information that relates to the statement then they should choose NI, no information. 2. Give them time to read the text carefully and complete the activity. 3. Monitor as they work and help with any vocabulary as required. <p>CORE</p> <p>Feedback</p> <p>Elicit answers from individual learners and ask them to give reasons for their choices. Write any difficult vocabulary on the board and explain the meaning and drill the pronunciation.</p> <p>Answers</p> <p>1 T; 2 NI; 3 F; 4 NI; 5 T; 6 NI</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Put learners into pairs and give each pair one paragraph and the corresponding statement(s) to read. 2. When they have finished and chosen true, false or no information, ask learners to work with another pair who read a different paragraph. 3. Tell them to exchange their answers, giving a reason for their choice. 4. Learners work with different pairs until they have completed all the answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. When learners have finished answering the questions, ask them to work in pairs to write a list of practical issues that need to be considered. 2. When they have completed the list, ask them to write a final paragraph to the text describing these issues.
<p>Coursebook page 138</p>	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Read the <i>Language tip</i> with the class. 2. Tell learners to find examples in the text, in pairs or individually. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and write them on the board. Practise saying the verb + infinitive. For example <i>need to follow</i>, making sure that the word <i>to</i> is not stressed, it should be pronounced /tə/.</p> <p>Answers</p> <p>Paragraph 1: need to, decide to; Paragraph 2: want to; Paragraph 3: plan to, want to; Paragraph 4: like to, hope to; Paragraph 5: need to, choose to, switch to</p> <ol style="list-style-type: none"> 3. Put learners into groups to think of more verbs which are followed by <i>to</i> + infinitive. Set a time limit and see which group can think of the most verbs.

Coursebook page 138	Writing: Activity 4 1. Tell learners that they are going to write a summary of the article <i>The Documentary Maker</i> . 2. Before they write, read the <i>Writing tip</i> with the class. Elicit what is wrong with just copying and not using your own words. 3. In pairs, tell learners to skim the extract and underline the important points which support the main idea of the text. Tell them to include a summarised version of these in their summary. 4. Learners write their summary. 5. Monitor as they work, advising where necessary. CORE Feedback Remind learners that a summary must be written using their own words and not phrases copied from the text. Identify some good examples and ask one or two strong learners to read them out to the class.		
Resources	Plenary 1. In groups, learners discuss the possible problems of making a documentary. 2. Encourage them to give reasons for these problems. 3. If learners have already written a list of issues in Reading Activity 2, write these problems on the board and ask learners to think of solutions. Feedback Ask a volunteer from each group to list the problems they anticipate and their reasons why. Elicit possible solutions from the class.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 9 LESSON 10 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Ask learners if they have seen any documentaries recently.</p> <p>2. In groups, learners discuss the documentaries they've seen. If they haven't watched any recently, encourage them to talk about any documentaries they remember.</p> <p>Feedback Elicit which documentaries learners have seen. Find out if there is a particular type of documentary the class generally like.</p>
Resources	Main activity
Workbook page 108	<p>Workbook: Activity 2</p> <p>1. Write on the board: <i>I want _____ make a film.</i> Ask learners what the missing word is (<i>to</i>).</p> <p>2. Elicit which verbs they underlined in the text in the Coursebook, page 137. If necessary review the <i>Language tip</i> on Coursebook page 138, making sure learners understand that most verbs followed by <i>to</i> are words to do with thinking and feeling.</p> <p>3. Tell learners that they need to complete the sentences using a verb and <i>to</i>. Point out that the first letter of the verb is given to them and that they will need to use the correct form/tense of the verb.</p> <p>DESIRABLE</p> <p>Feedback Ask individual learners to read out their completed sentences.</p> <p>Answers</p> <p>1 wanted to; 2 hopes to; 3 need to; 4 choose to; 5 like to; 6 decided to</p>
Workbook page 109	<p>Workbook: Activity 3</p> <p>1. Ask learners to look at the photo and ask if they know what animal it is. Find out if anyone has seen an Arabian Oryx, if so where.</p> <p>2. Tell learners to read the text carefully, including the bibliographic information at the bottom.</p> <p>3. When they have read the text, learners work individually or in pairs to answer the questions.</p> <p>CORE</p> <p>Feedback Learners compare answers. Then elicit answers on to the board.</p> <p>Answers</p> <p>1 Thorne, D; 2 Hassan Abdullah; 3 2010, to find out what had happened to the Oryx which had been released into the wild in 1980. He is passionate about the Oryx and worried about its survival; 4 The story of how the Arabian Oryx was re-introduced into the wild, how it's surviving and conservation programmes that have been set up to help</p>

Workbook page 109	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners to write a summary of the article about the Oryx. Remind them to reference correctly and to use their own words. 2. Learners write their summaries using no more than 100 words. 3. Monitor and help with vocabulary and spelling. <p>CORE</p> <p>Feedback</p> <p>Collect summaries from learners and mark them. Make sure they have referenced correctly. If a lot of learners have failed to reference or have done it incorrectly, give them more practice in class.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners some notes to write the summary. For example, Thorne – who? What did he do in 1980? 2010 – Release successful? Find Oryx? Abdullah – who? What did he say? UAE government – what? <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write a 150-word summary, combining the information in the Coursebook text with the information in the Workbook text. 2. Tell them to think about how the ideas in the two topics are linked. 3. Suggest their summary could start with the background to documentary making and be followed by an example of a documentary. 		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask: <i>Do you think documentaries about wildlife are important?</i> 2. Elicit some ideas and write them on the board, for example <i>people are interested in animals, conservation is important, etc.</i> 3. Learners discuss the ideas in small groups. <p>Feedback</p> <p>Discuss the topic as a class. Encourage learners to give reasons for their answers.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 9 LESSON 11 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 139	<p>1. Learners discuss the questions in their groups.</p> <p>Feedback</p> <p>Have an open class discussion about the questions.</p>
Resources	Main activity
Workbook page 110	<p>Workbook: Activity 1</p> <p>1. Learners work in pairs to match the words and the meanings.</p> <p>2. Monitor and support learners with any challenging words.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare answers with other pairs, then provide answer key.</p> <p>Answers</p> <p>1 e; 2 h; 3 b; 4 a; 5 c; 6 g; 7 d; 8 f</p> <p>Differentiation activities (Support):</p> <p>1. Provide learners with dictionaries.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners put these words in sentences.</p>
Workbook page 110	<p>Workbook: Activity 2</p> <p>1. Learners underline the stressed syllables. Monitor and provide help.</p> <p>2. Learners practise saying these words to themselves</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare with other pairs, then answer key is provided.</p> <p>Answers</p> <p><u>des</u>ert; loc<u>a</u>tion; <u>sk</u>yscraper; <u>sk</u>yline; <u>cr</u>ew members; <u>pa</u>lace</p> <p>Differentiation activities (Support):</p> <p>1. Learners syllabise words first.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners quiz each other on the spelling of the words.</p>
Workbook page 110	<p>Workbook: Activity 3</p> <p>1. Learners work in pairs to complete the sentences. Advise them that there are two distractors in the word box.</p> <p>2. Monitor and guide learners to Activity 1 for consolidation of meanings.</p> <p>3. Remind learners that not all words will be used.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare answers with other pairs and then elicit answers to whiteboard.</p> <p>Answers</p> <p>1 skyscraper; 2 desert; 3 scene; 4 skyline; 5 crew members</p>

Coursebook page 139	Reading: Activity 1 1. Learners read the questions then read the text to find the answers. 2. Tell learners they should scan for the information and not read every word. CORE Feedback Learners compare. Ask different learners to write their answers on the whiteboard. <div style="background-color: #e0e0e0; padding: 2px;">Possible answers</div> 1 Dubai, Abu Dhabi; 2 23 days; 3 Etihad Towers, Emirates Palace, Corniche, Al Dhafra; 4 30 minutes; 5 a spacecraft, a large tower, a market; 6 No, the market was built specially for the movie		
Resources	<div style="background-color: #e0e0e0; padding: 2px;">Plenary</div> 1. Ask learners: <i>if you were an international film producer, which areas in your city would you use in a film? Why?</i> Feedback Encourage discussion even if some ideas are not realistic. Allow learners to be imaginative and creative.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 9 LESSON 12 TASKS/ACTIVITIES

Resources	Starter
	1. Learners quiz each other by trying to remember facts and figures about the films from the previous lesson.
Resources	Main activity
Coursebook page 140	<p>Language Focus: Activity 2</p> <ol style="list-style-type: none"> Learners work together to explore the sentences and questions. Monitor and support learners with the questions. Guide them towards <i>passive</i> Refer learners to the <i>Language tip</i>. <p>CORE</p> <p>Feedback</p> <p>An open class discussion on what learners discovered. Ask learners to try and change the first sentence into active: <i>Producers have filmed Hollywood motion pictures in different parts of the UAE</i>. Ask learners to notice the change in subject/object between active and passive.</p> <p>Answers</p> <p>1 Past; 2 No; 3 It's not important</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Go through each example on the whiteboard with learners by asking questions and leading the discovery. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to change all the sentences into active.
Workbook page 110	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Learners work in pairs on quizzing each other and finding the past participle of all the verbs. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare with other pairs, then answer key is provided.</p> <p>Answers</p> <p>chosen; known; began; become; built; bought; come; taught; flown; written; seen</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide learners with an irregular verb list for reference. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners add more irregular verbs to the list.

<p>Workbook page 111</p>	<p>Workbook: Activity 5</p> <p>1. Learners work in pairs to change the sentences.</p> <p>2. Monitor and help learners with transforming the object into subject and the word order.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare. Invite different learners to whiteboard to write answers.</p> <p>Answers</p> <p>1 The design of the room was changed; 2 Celebrities were invited to a lot of dinners while they were in the UAE; 3 Thousands of tickets have been bought to see the film; 4 Al Ain was chosen to film the beach scene; 5 The script for the movie was written in 2010; 6 Many awards have been given to this production/This production has been given many awards</p> <p>Differentiation activities (Support):</p> <p>1. Cut down the task to three sentences.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners add the ‘do-er’ of the action in every sentence (by ...).</p>
<p>Coursebook page 140</p>	<p>Writing: Activity 3</p> <p>1. Ask learners what other countries’ films are popular in the UAE, for example Bollywood.</p> <p>2. In groups, learners research facts about a film online (use the categories highlighted in the Coursebook).</p> <p>3. Allow appropriate time for this and monitor to ensure learners are focusing on the production of the film rather than the storyline and events, etc.</p> <p>4. Learners write a short text similar to the sample in the reading text.</p> <p>CORE</p> <p>Feedback</p> <p>Learners exchange texts to learn about other films.</p> <p>Differentiation activities (Support):</p> <p>1. Provide learners with suitable suggestions of films and some ready-made prompts.</p> <p>Differentiation activities (Stretch):</p> <p>1. Allow learners to mark other writers’ texts.</p>
<p>Coursebook page 140</p>	<p>Speaking: Activity 4</p> <p>1. Learners discuss the questions in small groups. Monitor and prompt learners to ensure interaction.</p> <p>CORE</p>
<p>Resources</p>	<p>Plenary</p> <p>1. Carry on with an open class discussion on the topic. Encourage learners to express their ideas even if they’re different/conflicting with others.</p>

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



Business person

You can ask about:

- services offered (related to your field)
- how long it takes to set up the business
 - what information is needed
 - what the fees are



DSC Manager

Information you can provide:

- services offered, include: commercial offices, production studios, use of production facilities
- how long it takes depends on the size of the business and the services needed
- information needed: completed application forms, bank statements, CVs and passports from the management staff
 - fees depend on the size of the business and the services needed