

تم تحميل هذا الملف من موقع المناهج الإماراتية



الملف كتاب دليل المعلم

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روابط مواقع التواصل الاجتماعي بحسب الصف الحادي عشر العام



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# Bridge to Success 11

Teacher Guide

تم تحميل هذا الملف من  
موقع المناهج الإماراتية

[alManahi.com/ae](http://alManahi.com/ae)



Sheikh Zayed Bridge, UAE



## UNIT 1 LESSON 1 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 1</b>	<ol style="list-style-type: none"> <li>1. Ask learners what they know about the history of the UAE. Elicit answers and write a selection on the whiteboard.</li> <li>2. Discuss with learners what they think life was like 50 years ago.</li> <li>3. Ask them if they think life was easier or harder than it is today.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 1</b> <b>Audio Track 1</b>	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the <i>Listening strategy</i>.</li> <li>2. Look at questions 1 and 2 with learners and help them decide what type of information they should be listening for.</li> <li>3. Give them time to look at the other questions.</li> <li>4. Play the audio once. Monitor quietly.</li> <li>5. Play the audio again if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Learners compare their answers with a partner.</p> <p><b>Answers</b> 1 (The Bedouins moved between) the ocean, the desert and the oasis; 2 In 1498; 3 The Trucial Coast; 4 Sharjah; 5 The Japanese invented the cultured pearl; 6 In 1962; 7 Ras Al Khaimah</p>
<b>Coursebook page 1</b> <b>Audio Track 1</b>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Review the pronunciation of dates and years.</li> <li>2. Check any unfamiliar vocabulary with learners.</li> <li>3. Play the audio. Learners match the dates with the events.</li> <li>4. Play the audio once more if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Learners compare their answers with a partner.</p> <p><b>Answers</b> 1498; 1820s; 1930s; 1962; mid-1960s; 6th August 1966; 1971; 1972</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Print and distribute the audioscript so learners can read while listening.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. For Activity 2, ask learners to write two sentences about the two most important events in the UAE's history.</li> </ol>
<b>Workbook page 1</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Review the past simple tense (affirmative, negative, interrogative), regular and irregular as needed.</li> <li>2. Refer learners to the <i>Language tip</i>.</li> <li>3. Draw learners' attention to the sentences in Activity 1. Highlight the fact that gapped sentence (a) needs a negative form. Display or copy and distribute a list of irregular verbs if needed, for example <i>go, sing, write, buy</i>.</li> </ol>

	<p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners change the verbs. Pairwork check, then whole-class feedback.</p> <p><b>Answers</b></p> <p>1 weren't; 2 lived; 3 wasn't; 4 found; 5 became</p>
<b>Workbook page 1</b>	<p><b>Workbook: Activity 2</b></p> <p>1. Learners complete the gaps with the missing information.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare with a partner, then ask individual learners to read out their answers.</p> <p><b>Answers</b></p> <p>1 The Portuguese; 2 The Trucial Coast; 3 The pearl industry; 4 Abu Dhabi; 5 Ras Al Khaimah; 6 Sheikh Zayed; 7 Dubai</p>
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. In pairs, learners tell their partner something new they have learned about UAE history in this lesson.</p> <p>2. Monitor and provide support as needed.</p>

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## UNIT 1 LESSON 2 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>In groups, learners brainstorm and write down as many <i>key points</i> as they can remember about the UAE before the union.</li> <li>Groups compare their lists and then a winning group is announced.</li> <li>If appropriate, repeat the activity but learners brainstorm the <i>vocabulary</i> they can remember, for example <i>ancient</i>.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 2</b>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>Draw learners' attention to the <i>Speaking tip</i>.</li> <li>Ask learners to imagine they were present on Union Day. <i>What do you think happened? How did people feel? How did Sheikh Zayed feel?</i></li> <li>Encourage learners to express themselves using the past simple.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Encourage learners to ask follow-up questions: <i>Why do you think that?</i></p> <ol style="list-style-type: none"> <li>Review the past continuous tense (affirmative, negative, interrogative) as needed.</li> </ol> <p><b>EXTENSION</b></p>
<b>Workbook page 1</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Read the instructions with learners.</li> <li>Have them write the sentences they thought of in the speaking exercises or make up new ones.</li> <li>Learners read their sentences to each other.</li> <li>Monitor, correct and praise as appropriate.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask a few learners to read their sentences to the whole class.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Tell learners the base form of a verb (for example, <i>give</i>); the learner responds with the past simple form (for example, <i>gave</i>).</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners test each other, for example Learner A tells Learner B the base form of a verb (for example, <i>give</i>), Learner B responds with the past simple form (for example, <i>gave</i>).</li> </ol>
<b>Workbook page 2</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>Check that learners understand the period they should be writing about.</li> <li>Tell them they can use the words in the box, but should also try to use other vocabulary they have learned in the lessons.</li> <li>Encourage learners to use suitable connectors such as <i>and</i>, <i>but</i>, <i>also</i> and <i>however</i>. Remind them to use the past tense.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor, correct and praise as appropriate.</p>

<b>Coursebook</b> <b>page 2</b>	<b>Vocabulary: Activity 4</b> 1. Highlight the <i>Vocabulary</i> box. 2. Explain the task to learners. 3. Draw learners' attention to the word pool and the words and phrases in bold. 4. Learners match the words in bold with a synonym from the box. <b>CORE</b> <b>Feedback</b> Whole-class check. <b>Answers</b> 1 ancient; 2 nomads; 3 before; 4 generations; 5 values
<b>Workbook</b> <b>page 2</b>	<b>Workbook: Activity 5</b> 1. Explain that the words are scrambled. Point out the example <i>nomads</i> and remind learners that the words feature in the lesson. 2. Ask learners to unscramble the words. 3. Learners check their answers in pairs. Then whole-group feedback. <b>DESIRABLE</b> <b>Feedback</b> Display answers on the board. <b>Answers</b> ancient; generations; beliefs; tribes; values; prior 4. Ask learners to write sentences using the unscrambled vocabulary items. 5. Monitor, check, correct and praise as appropriate.
<b>Coursebook</b> <b>page 2</b>	<b>Speaking: Activity 5</b> 1. Ask learners to use the words in Coursebook Activity 4 in sentences of their own or read the sentences they wrote in Workbook Activity 4. 2. Draw learners' attention to the model sentence and provide one of your own as needed, for example <i>The nomads didn't stay in one place for very long.</i> 3. Encourage learners to formulate whole sentences using the past simple. <b>CORE</b> <b>Differentiation activities (Support):</b> 1. Provide prompts on the board for learners to produce sentences. <b>Differentiation activities (Stretch):</b> 1. Learners write complex sentences using linkers.
<b>Resources</b>	<b>Plenary</b> 1. Ask learners whether they were surprised by anything they have learned about UAE history. <i>Would you like to have experienced the atmosphere on Union Day?</i>

## UNIT 1 LESSON 3 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners what they remember from the previous lesson about the history of the UAE. Elicit a few answers.</li> <li>2. Ask learners: <i>Who is considered the founding father of the UAE?</i> (Sheikh Zayed).</li> <li>3. Ask learners what they know about him.</li> </ol> <p><b>Feedback</b></p> <p>Elicit a few ideas. Write them on the board, for example <i>He loved nature.</i></p>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 3</b>	<ol style="list-style-type: none"> <li>1. Ask learners to look at the picture and to imagine they could meet Sheikh Zayed. What would they ask him? What do they think he would say?</li> <li>2. Brainstorm ideas and write a few of the learners' suggested questions on the board. Encourage learners to use the correct question forms (for example, <i>Where did you grow up?</i>). Review the past simple interrogative form if needed.</li> </ol> <p><b>DESIRABLE</b></p>
<b>Coursebook page 3</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Elicit the word <i>biography</i> by asking learners: <i>What do you call a book or film about someone's life story?</i></li> <li>2. Explain they will read the biography of Sheikh Zayed, but the first sentence of each paragraph has been removed. Learners must match a sentence (topic sentence) to a paragraph.</li> <li>3. Explain that to do this, learners must read the paragraph quickly to get an overall idea of the topic of the paragraph, then find the sentence that introduces that idea.</li> <li>4. Do the first paragraph together as an example. Give the learners 30 seconds to read the first paragraph. Tell them not to look at the topic sentences yet.</li> <li>5. After 30 seconds, stop learners and ask them what the main idea of the first paragraph is (it is about the link between Sheikh Zayed and the UAE).</li> <li>6. Ask learners to find a topic sentence that expresses this idea (sentence 1).</li> <li>7. Learners complete the activity.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Pairwork check. Whole-class feedback.</p> <p><b>Answers</b></p> <p>a 1; b 8; c 4; d 7; e 5; f 6; g 3; h 2</p> <p>8. Go over any unknown vocabulary items.</p> <p><b>DESIRABLE</b></p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Help learners identify the topic sentence by having them highlight keywords in the paragraph.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners transform the topic sentences into questions, for example <i>Why is it important to understand the life of Sheikh Zayed?</i></li> </ol>

<p><b>Coursebook page 4</b></p>	<p><b>Reading: Activity 2</b></p> <p>1. Learners complete Activity 2 independently.</p> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Nominate learners for answers and ask them to justify their answers.</p> <p><b>Answers</b></p> <p>1 NG; 2 T; 3 T; 4 NG</p>
<p><b>Workbook page 3</b></p> <p><b>Coursebook page 3</b></p>	<p><b>Workbook: Activity 1</b></p> <p>1. Ask learners for another way of saying <i>rich (wealthy)</i>, <i>big (large)</i>, <i>little (small)</i>. Ask them what we call words which have a similar meaning. Elicit the term synonym.</p> <p>2. Draw learners' attention to the words in Workbook Activity 1 and ask them if they know a synonym. If they do not know a word, encourage them to look it up in a dictionary, for example <i>severe</i> is a synonym of <i>difficult</i>. Ask learners to look back at the text on Sheikh Zayed and find synonyms for the words in Workbook Activity 1.</p> <p>3. Learners write sentences using the target vocabulary.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor, correct and praise as needed.</p> <p><b>Answers</b></p> <p>a nearby; b recall; c passion; d values; e survive; f harsh</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <p>1. Ask learners if they've ever read a biography: <i>Whose was it? Did you enjoy it? Do you enjoy reading biographies?</i></p> <p>2. Learners discuss these questions in their groups.</p> <p><b>Feedback</b></p> <p>Nominate learners to tell the class about biographies they have read.</p>



## UNIT 1 LESSON 4 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> <li>In groups, ask learners to remember as many vocabulary items as they can from the previous lesson.</li> <li>Learners write each word on a separate piece of paper, then take turns picking up words and describing them for others to guess.</li> <li>The guesser gets to keep the paper. The learner with the most pieces of paper is the winner.</li> </ol>
Resources	Main activity
Coursebook page 4	<p><b>Writing: Activity 3</b></p> <ol style="list-style-type: none"> <li>Ask learners to compare the biography of Sheikh Zayed with the questions they came up with at the beginning of the previous lesson. <i>Which questions were answered? What new information did you learn?</i></li> <li>Set the writing task. Monitor, check, correct and praise as appropriate.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners share their paragraphs with each other and self- and peer-correct. Then a few learners share their paragraphs with the whole class. While monitoring, take this opportunity to give constructive feedback one-to-one to develop learners' writing skills and give purpose to their work. In particular, comment on length of text written and general coherence.</p>
Workbook page 3	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Draw learners' attention to the phrases they can use to introduce an idea.</li> <li>Learners complete the sentences using different facts from those in the sentences they wrote in Coursebook Activity 2.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Learners share and discuss their ideas. Encourage pair and group discussion.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Learners can copy some of the facts from the biography.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners can write a paragraph using suitable connectors.</li> </ol>
Workbook page 4	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Write the model sentences in Activity 3 on the board. (<i>Sheikh Zayed grew up in Abu Dhabi in the 1920s. The emirate was poor and undeveloped.</i>)</li> <li>Ask learners how they can join the sentences to make just one sentence. Suggest using <i>while</i> if learners cannot join the sentences. Remind learners to use the past continuous after <i>while</i>.</li> <li>Illustrate how the action which follows <i>while</i> changes to the past continuous.</li> <li>Learners complete Activity 3. Monitor, check, correct and praise as appropriate. Ensure learners have used past continuous correctly.</li> </ol>

	<p><b>CORE</b></p> <p><b>Feedback</b> Monitor for good examples and select model answers to share with the whole class. Write model answers on the board and elicit from learners why they are good examples.</p> <p><b>Answers</b></p> <p>1 While Sheikh Zayed was living with the Bedouins, he learned about falconry; 2 While Sheikh Zayed was working in Al Ain, he was responsible for six villages and a nearby desert region</p> <p><b>Differentiation activities (Support):</b> 1. Use a timeline on the board to remind students of when we use the <i>while</i> action.</p> <p><b>Differentiation activities (Stretch):</b> 1. Learners write a brief biography of the life of Sheikh Zayed.</p>
<p><b>Workbook page 4</b></p>	<p><b>Workbook: Activity 4</b> 1. Learners complete Activity 4 independently.</p> <p><b>EXTENSION</b></p> <p><b>Feedback</b> This extension activity can be used if learners need to consolidate the use of the past continuous. It can be done in class or set as homework. In feedback, write the correct <i>ing</i> form on the board and highlight the changes to the base form. Ask learners to read their <i>While ...</i> sentences to the whole class.</p> <p><b>Answers</b></p> <p>a trying; b living; c sleeping; d stopping. The final <i>e</i> is dropped The final <i>p</i> is doubled because it is preceded by a single short vowel</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <p>1. In pairs, learners tell each other about events in their lives so far which they think could be included in a biography about them.</p>

## UNIT 1 LESSON 5 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 5	<ol style="list-style-type: none"><li>1. Draw a timeline on the board showing a visual representation of last week. The timeline should show three events.</li><li>2. Elicit that this is a <i>timeline</i>.</li><li>3. Ask learners to ask questions about the three events.</li><li>4. Add extra information about the events: write <i>when, who, what, etc.</i></li></ol>
Resources	Main activity
Coursebook page 5	<p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Put learners in pairs. Ask them to look at the timeline. Explain that one learner will ask questions about the information on the timeline and the other will answer. Then, learners swap roles.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor and help learners as necessary.</p>
Coursebook page 5	<p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"><li>1. Set learners up in pairs: Learner A and Learner B.</li><li>2. Do a demonstration with a strong learner, showing how to do the information-gap task. For example, Learner A asks: <i>Who formed a Trucial Council?</i> Learner B answers: <i>The seven emirates.</i></li><li>3. Ask some instruction-check questions: <i>Are you working alone or in pairs?</i> (Pairs) <i>Can you look at and read your partner's text?</i> (No)</li><li>4. Allow all As and all Bs to work together for five minutes, working on forming these questions orally before doing the activity.</li><li>5. Learners complete the activity with their original partner.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor and make sure learners are on task, using correct question forms.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"><li>1. Divide the classroom into A and B. Learners write questions for their text in groups.</li></ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"><li>1. Don't allow a question-making stage and have learners ask and answer spontaneously.</li></ol>

<b>Workbook page 5</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners work in pairs to number the actions (underlined verbs) in the correct order.</li> <li>Monitor and support learners. Make sure they don't number the sentences according to their physical order in the sentence but on the meaning/use of the tense.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare with others, then have an open discussion eliciting the terms 'past perfect' and 'past simple'. Draw learners' attention to <i>Use of English</i> box for a brief summary of the use.</p> <p><b>Answers</b></p> <p>1 had worried 2 heard; 1 had already burned 2 arrived; 1 had taken off 2 got; 1 had already entered 2 stopped</p>
<b>Workbook page 5</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Learners work in pairs to change the verbs into past simple or past perfect.</li> <li>Monitor and support learners (pay attention to (5) and the use of negative forms in the past perfect).</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners compare the answers in pairs/groups and then write them on the whiteboard.</p> <p><b>Answers</b></p> <p>1 left/had started; 2 arrived/had begun; 3 was/had studied; 4 watched/had seen; 5 felt/hadn't slept</p>
<b>Workbook page 5</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners work individually to complete the sentences with the words from the box.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners compare the answers in pairs and then write them on the whiteboard.</p> <p><b>Answers</b></p> <p>1 elect; 2 spacecraft; 3 ruler; 4 vice-president</p>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>Ask: <i>Do you know the story of unity or independence of any other country? Tell your group about it.</i></li> </ol>

## UNIT 1 LESSON 6 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
	1. Ask learners if they can remember any of the important dates in the timeline about the UAE from the last lesson. <i>Why were they important?</i>
<b>Resources</b>	<b>Main activity</b>
<b>Workbook</b> page 6 <b>Coursebook</b> page 5	<b>Workbook: Activity 4</b> 1. Refer learners to the timeline on Coursebook page 12. 2. Start with a model of your own timeline on the whiteboard. 3. Make sure you write only notes/verbs on the timeline, not full sentences. 4. Learners work individually on making their own timelines. <b>CORE</b> <b>Feedback</b> Monitor and help as needed.
<b>Workbook</b> page 6	<b>Workbook: Activity 5</b> 1. Ask learners to write sentences about their lives using their timeline and the prompts in the Workbook for guidance. <b>DESIRABLE</b> <b>Feedback</b> Monitor, providing help and guidance.
<b>Workbook</b> page 6	<b>Workbook: Activity 6</b> 1. Learners swap timelines with their partner. 2. Learners ask each other about their timelines. <b>EXTENSION</b> <b>Feedback</b> Ask learners to spot any common events in their timelines.
<b>Coursebook</b> page 6	<b>Speaking: Activity 3</b> 1. Learners say the numbers out loud. 2. Praise correct pronunciation. 3. Model more challenging numbers (ones that learners pronounce wrongly) and have learners repeat them. <b>CORE</b>
	<b>Differentiation activities (Support):</b> 1. Learners write numbers/dates on cards and have their partners read them.
	<b>Differentiation activities (Stretch):</b> 1. Learners dictate numbers and dates in the task to each other.
<b>Coursebook</b> page 6	<b>Listening: Activity 4</b> 1. Choose a number/date for each line and say it. Learners circle the correct one. 2. Do this again by changing the numbers/dates and asking learners to underline the correct one. 3. Keep repeating this using different shapes (line, circle, triangle, cross) and vary the numbers/dates you say. <b>CORE</b>

<b>Coursebook page 6</b>	<b>Listening and speaking: Activity 5</b> 1. Ask learners to write five numbers or dates. Tell them to vary their choices. 2. Learners play a dictation game, quizzing each other, then checking the original numbers/dates for feedback. <b>DESIRABLE</b>
<b>Workbook page 6</b>	<b>Workbook: Activity 7</b> 1. Learners work in pairs to complete the sentences. 2. Encourage learners to read the full sentences in order to find the meaning and correct use of each form. 3. Monitor and support learners in this task (drawing their attention to the Use of English box in Lesson 5). <b>CORE</b> <b>Answers</b> 1 became/had died; 2 started/had been; 3 became/had discovered <b>Differentiation activities (Support):</b> 1. Ask learners to circle which action happened first in each sentence. <b>Differentiation activities (Stretch):</b> 1. Learners write a set of rules on using past perfect.
<b>Resources</b>	<b>Plenary</b> 1. Write some of the events from Coursebook Activity 1 on the whiteboard. 2. In groups, learners remember and write down the dates. The group with the most correct answers wins.

## UNIT 1 LESSON 7 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
Coursebook page 7	<ol style="list-style-type: none"><li>1. Ask learners what they see in the picture.</li><li>2. Learners think of examples of Emirati traditions and make lists in groups.</li><li>3. Ask learners about any traditions they practise in their lives.</li><li>4. Start with an example of your own to convey the meaning of <i>tradition</i>.</li></ol>
<b>Resources</b>	<b>Main activity</b>
Coursebook page 7	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"><li>1. In pairs, learners match the highlighted words with their definitions.</li><li>2. Monitor and support learners, offering guidance and prompts.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Display the answers on the whiteboard.</p> <p><b>Answers</b></p> <p>1 a; 2 d; 3 e; 4 b; 5 c</p>
Workbook page 7	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Learners complete the activity in pairs.</li></ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Ask individual learners to come to the whiteboard, say the word and write it up, underlining the stressed syllable.</p> <p><b>Answers</b></p> <p>hospitality; folklore; ancient; values; greetings</p>
Workbook page 7	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"><li>1. Learners complete the activity in pairs.</li></ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers with another pair. Display gapped sentences on the whiteboard and elicit answers.</p> <p><b>Answers</b></p> <p>1 hospitality; 2 ancient; 3 folklore; 4 greetings</p>
Coursebook page 8	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"><li>1. Learners read the text quickly and check which traditions they listed are mentioned. Learners tick mentioned traditions and count the result. Allow limited time for this activity.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers with different groups.</p>
Coursebook page 8	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"><li>1. Learners read the statements. They then read the text again to choose the correct answer. Allow additional time for this.</li><li>2. Learners compare their answers in pairs.</li></ol>

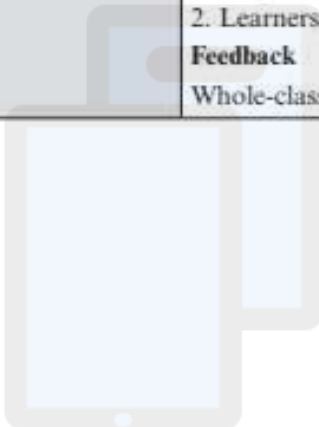
	<p><b>CORE</b></p> <p><b>Feedback</b> Elicit answers with a show of hands. Write them on the whiteboard.</p> <p><b>Answers</b> 1 F; 2 F; 3 T; 4 F; 5 T; 6 F</p> <p><b>Differentiation activities (Support):</b> 1. Learners complete the activity in mixed-ability groups.</p> <p><b>Differentiation activities (Stretch):</b> 1. Learners think of other traditions they know and write some T/F sentences for others to complete.</p>
<p><b>Workbook page 7</b></p>	<p><b>Workbook: Activity 3</b></p> <p>1. Ask learners to match the words to enrich their vocabulary before the writing stage in Lesson 10. 2. Monitor learners and help as needed.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Provide learners with the answer key on the whiteboard.</p> <p><b>Answers</b> 1 d – fascinating stories; 2 b – popular games; 3 a – bridal showers; 4 i – traditional game; 5 c – meeting place; 6 j – generous praise; 7 f – special occasions; 8 l – cultural make-up; 9 e – new clothes; 10 g – wooden boats; 11 h – family members; 12 k – warm greetings</p> <p><b>Differentiation activities (Support):</b> 1. Choose only five or six word pairs for less able learners to find.</p> <p><b>Differentiation activities (Stretch):</b> 1. Ask learners to choose three or four of the word pairs and write sentences.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <p>1. Ask learners if they know any traditions from other countries. 2. Learners discuss in groups.</p> <p><b>Feedback</b> Class discussion.</p>



## UNIT 1 LESSON 8 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners what traditions they remember from the previous lesson.</li> <li>2. Play a hangman activity with the target vocabulary from Lesson 9.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 8</b>	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the sentences taken from different texts in the unit and answer the questions in their groups.</li> <li>2. Monitor and support learners through eliciting the different structure names and guiding them towards focusing on the difference of meaning and use.</li> <li>3. Ask each group to provide a summary of each structure. (This should include meaning and form analysis.)</li> <li>4. Start with a sample on the whiteboard: <i>We use 'used to' to talk about habits in the past. It looks like this: subject + 'used to' + infinitive form of the verb.</i></li> </ol> <p><b>CORE</b></p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide a model for learners to follow.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write another example sentence for each structure.</li> </ol>
<b>Workbook page 8</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the activity in pairs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Monitor and provide help as needed. Identify good examples and ask learners to write them on the whiteboard.</p>
<b>Workbook page 8</b>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Write the first jumbled sentence on the board and unscramble it with learners: <i>Hospitality in the UAE is shown through welcoming guests and offering big feasts.</i></li> <li>2. Remind learners that the original sentences can be found in Lesson 7.</li> <li>3. Learners complete the sentences in pairs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Whole-class feedback on the whiteboard.</p> <p><b>Answers</b></p> <p>2 Emirati folklore includes dance, music and poetry; 3 Dhaya Fort is an ancient building in Ras Al Khaimah; 4 Emirati values include keeping strong family ties</p>
<b>Coursebook page 8</b>	<p><b>Writing: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the different traditions in the text in Coursebook Activity 2 and complete the spidergram with different categories.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Monitor and assist learners in their categorisation. Make sure they are writing the category (<i>How it started, Where it happens, etc.</i>), and not the actual information.</p>

<b>Coursebook page 8</b>	<p><b>Writing: Activity 6</b></p> <ol style="list-style-type: none"> <li>Learners work in groups, writing a paragraph about their favourite Emirati tradition. Tell them they can choose a tradition not mentioned in the text.</li> <li>Tell learners to assign roles in their groups (writer, spellchecker, timekeeper and idea organiser).</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Collect writing and use a marking guide.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Provide a gapped/skeleton paragraph for learners to complete.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners peer-check each other's paragraphs.</li> </ol>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>Ask learners what they, their parents and their grandparents used to do when they were younger.</li> <li>Learners discuss in groups.</li> </ol> <p><b>Feedback</b> Whole-class feedback.</p>



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## UNIT 1 LESSON 9 TASKS/ACTIVITIES

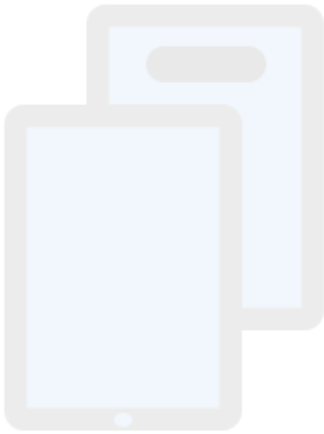
<b>Resources</b>	<b>Starter</b>
Coursebook page 9	<p>1. Ask learners to discuss the questions in groups. Provide clues and prompts if necessary.</p> <p>2. Ask learners if they have read any fables. <i>Did you enjoy them?</i></p> <p><b>Feedback</b></p> <p>Have an open class discussion on the topic.</p>
<b>Resources</b>	<b>Main activity</b>
Coursebook page 9	<p><b>Vocabulary: Activity 1</b></p> <p>1. Learners work in pairs or groups to complete the activity.</p> <p>2. Draw learners' attention to the <i>Language tip</i>.</p> <p>3. Do the first one as an example.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners check their answers in groups or pairs. Ask a learner to write the answers on the board.</p> <p><b>Answers</b></p> <p>1 e; 2 c; 3 b; 4 f; 5 a; 6 d</p>
Workbook page 9	<p><b>Workbook: Activity 1</b></p> <p>1. In pairs, learners complete the puzzle using the clues.</p> <p>2. Learners compare their answers.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners come to the whiteboard to complete the puzzle.</p> <p><b>Answers</b></p> <p>1 narrator; 2 translate; 3 moral; 4 fable; 5 character</p>
Workbook page 9	<p><b>Workbook: Activity 2</b></p> <p>1. Remind learners that they should read the complete sentence before deciding which word to use.</p> <p>2. Learners compare their answers with a partner.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Whole-class feedback.</p> <p><b>Answers</b></p> <p>1 characters; 2 translate; 3 moral; 4 Fables; 5 narrator</p>
	<p><b>Differentiation activities (Support):</b></p> <p>1. Allow less confident learners to use English dictionaries.</p>
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask stronger learners to find synonyms for the words.</p>
Coursebook page 9	<p><b>Reading: Activity 2</b></p> <p>1. Tell learners they're going to read about a book called <i>Kalila and Dimna</i>, and they need to predict what it's about from the picture, the <i>Did you know?</i> box and choices a–c.</p>

	<p>2. Allow learners to compare their choices before reading.</p> <p><b>CORE</b></p>
<p><b>Coursebook</b> page 10</p>	<p><b>Reading: Activity 3</b></p> <p>1. Tell learners to read the text but to focus only on finding the answer to Activity 2. Set a time limit for this.</p> <p>2. Monitor and make sure learners aren't tracing every word or highlighting difficult words.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers in pairs, then in an open class discussion.</p> <p><b>Answer</b></p> <p>a</p> <p>3. Ask learners to read the text again, more slowly this time. Ask: <i>What, do you think, is the moral of the story?</i></p> <p><b>Differentiation activities (Support):</b></p> <p>1. Put learners into mixed-ability pairs so they can peer-support each other.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask confident learners to find out about other stories from the series.</p>
<p><b>Workbook</b> page 10</p>	<p><b>Workbook: Activity 3</b></p> <p>1. Before learners write, revise the reporting verbs.</p> <p>2. In pairs, learners put the correct verbs in the gaps.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Nominate learners to come to the board and write the answers.</p> <p><b>Answers</b></p> <p>1 ordered; 2 told; 3 shouted; 4 whispered; 5 said</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <p>1. Learners work in a group to discuss the moral of the story.</p> <p>2. Monitor and get involved in the discussion.</p> <p><b>Feedback</b></p> <p>Have an open class discussion about this and encourage learners to briefly talk about their favourite story with a moral.</p>

## UNIT 1 LESSON 10 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
	<p>1. Learners work in groups to write as much information as they can remember about the story <i>The Crab and the Crane</i>.</p> <p><b>Feedback</b></p> <p>Groups compare their information.</p>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 10</b>	<p><b>Writing: Activity 4</b></p> <p>1. Tell learners they are going to prepare for writing by organising their ideas and thoughts.</p> <p>2. Ask them to choose a story in groups and allow time to gather information. Explain that they can add extra categories, but not delete any.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor and help learners by prompting with any vocabulary needed.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Provide a model based on the story <i>The Crab and the Crane</i>. (Fill in the spidergram.)</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners work individually for this activity.</p>
<b>Workbook page 10</b>	<p><b>Workbook: Activity 4</b></p> <p>1. Remind learners to think about sequencing and coherence when deciding what comes next.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask individual learners to read a section each to check answers.</p> <p><b>Answers</b></p> <p>b 5; c 2; d 4; e 6; f 3</p>
<b>Coursebook page 10</b>	<p><b>Writing: Activity 5</b></p> <p>1. Provide each group with A3 paper.</p> <p>2. Learners can use the story from the Coursebook as an example.</p> <p>3. Learners assign roles: <i>timekeeper</i>, <i>spellchecker</i>, <i>idea organiser</i>, etc.</p> <p>4. Monitor and make sure that all learners are working collaboratively and that everyone is participating. Remind learners of the tense used for telling stories.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Assist learners if they need help with vocabulary or structure. Remind them that this needs to be clear enough for other groups to read and enjoy.</p>

<b>Coursebook page 10</b>	<b>Speaking: Activity 6</b> 1. Groups give their stories clear titles and put the stories up around the classroom. 2. Tell learners to go around and read as many stories as they can and vote for their favourite story. (They can only choose one, and it can't be their own story.) 3. Ask learners to look at the questions. Give them time to consider their responses. <b>DESIRABLE</b> <b>Feedback</b> Discussion: either whole-class or in groups. Monitor and help with vocabulary. <b>EXTENSION</b> 4. Provide each group with another group's writing and ask them to make changes to improve it.
<b>Resources</b>	<b>Plenary</b> 1. Ask learners what other types of books, magazines or any other texts (online) they like to read. 2. In groups, learners discuss and make recommendations.



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## UNIT 1 LESSON 11 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
Coursebook page 11	<p>1. Ask learners what they can see in the picture.</p> <p>2. Elicit model answers, such as <i>as busy as</i>, <i>as tall as</i>, etc.</p> <p>3. Ask learners if they can think of the most important changes in Dubai.</p> <p><b>Feedback</b></p> <p>Discuss as a class. Write a few ideas on the board.</p>
<b>Resources</b>	<b>Main activity</b>
Coursebook page 11	<p><b>Reading: Activity 1</b></p> <p>1. Ask learners to read the text quickly. Were any of the points discussed above mentioned in the text?</p> <p>2. Learners read the text again, more slowly, and answer the questions.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Pairwork check. Whole-class feedback!</p> <p><b>Answers</b></p> <p>1 A humble pearl-fishing village; 2 Skyscrapers and outstanding buildings; 3 b; 4 a</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Ask learners to underline difficult words and look them up in a dictionary. Check that their pronunciation is accurate.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to make a list of new or interesting vocabulary. In pairs, learners guess the meaning of new words and then check in a dictionary.</p>
Workbook page 11 Coursebook page 11	<p><b>Workbook: Activity 1</b></p> <p>1. Learners look at the clues and refer to the text on Coursebook page 20 to find words to complete the crossword.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare answers with another learner. Conduct whole-class check.</p> <p><b>Answers</b></p> <p>Across: 3 skyscrapers; 5 outstanding; 6 humble</p> <p>Down: 1 flashy; 2 driving force; 4 intriguing; 7 boom</p>
Workbook page 11	<p><b>Workbook: Activity 2</b></p> <p>1. Learners write sentences using the words from the crossword in Activity 1.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Monitor, correct, give one-to-one feedback, write model answers (from students) on the board and praise as appropriate.</p>
<b>Resources</b>	<b>Plenary</b>
	<p>1. Ask learners to describe the development of any other Emirate in the UAE (Abu Dhabi, Ajman, etc.).</p> <p>2. Learners discuss what they know about the topic and share ideas in small groups.</p>

## UNIT 1 LESSON 12 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners if they've ever spoken to their grandparents about life in the UAE in the past.</li> <li>2. In groups, learners share the information and stories they have heard from family members.</li> <li>3. Monitor, noting down key ideas. Make a note of which learners said them.</li> </ol> <p><b>Feedback</b> Nominate learners with useful information to briefly tell the whole class what their family members told them.</p>
Resources	Main activity
<p>Coursebook page 12 Audio Track 2</p>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the picture. Ask learners: <i>What do you think he prefers: life today or life in the past? Why?</i> Elicit a few predictions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Learners listen once and decide if their prediction was correct.</p> <p><b>Answers</b> He prefers the UAE today.</p>
<p>Coursebook page 12 Audio Track 2</p>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the gapped sentences. Tell them to write the answers in their notebooks.</li> <li>2. Learners listen again.</li> <li>3. Draw learners' attention to the <i>Use of English</i> box.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Whole-class check.</p> <p><b>Answers</b> 1 as much money as; 2 smaller; 3 poorer than; 4 as many hospitals as</p>
<p>Workbook page 12</p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the sentences using comparative forms where appropriate.</li> <li>2. Monitor and provide guidance when necessary.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Learners compare sentences with a partner, and then share with the class.</p>
<p>Coursebook page 12</p>	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to describe/imagine life in Dubai in the past. <i>How did the people live? What was it like?</i> (Tip: ask open-ended questions, so learners can give you longer answers.).</li> <li>2. Encourage learners to use the <i>as ... as</i> comparative structure.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Select some of the facts learners mentioned and put them up on the board.</p>



<b>Coursebook</b> <b>page 12</b>	<b>Writing: Activity 5</b> 1. Learners expand the ideas you wrote on the board into full sentences. 2. Monitor, correct and praise as appropriate. <b>DESIRABLE</b> <b>Feedback</b> Encourage learners to self- and peer-correct by sharing their sentences.
<b>Workbook</b> <b>page 12</b>	<b>Workbook: Activity 4</b> 1. Revise the use of <i>as...as</i> . 2. Draw learners' attention to the examples. 3. Learners complete the sentences.. <b>DESIRABLE</b> <b>Feedback</b> Monitor, correct and praise as appropriate.  <b>Answers</b> 1 People weren't as wealthy as they are today; 2 There weren't as many cars in the past; 3 Families don't spend as much time together today <b>Differentiation activities (Support):</b> 1. Ask learners if they are writing about the past or present to determine which tense to use. <b>Differentiation activities (Stretch):</b> 1. Learners write more sentences for their peers to change.
<b>Resources</b>	<b>Plenary</b> 1. Ask learners to imagine they don't own a television or computer.. <i>What would life be like without televisions, computers or the Internet?</i> 2. Discuss as a class.

## UNIT 2 LESSON 1 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 14</b>	<p>1. Learners discuss the questions in groups. 2. Monitor and engage with learners in the discussion.</p> <p><b>Feedback</b> Have an open class discussion comparing the answers.</p>
<b>Resources</b>	<b>Main Activity</b>
<b>Workbook page 13</b>	<p><b>Workbook: Activity 1</b></p> <p>1. Learners complete the wordsearch in pairs. 2. After finding the words, learners match the words with the definitions.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Learners compare with other pairs. Then conduct open class feedback with the answer key.</p>
<b>Answers</b>	
1 landmark; 2 resort; 3 environment; 4 geographically; 5 population; 6 area	
<b>Differentiation activities (Support):</b>	
1. Provide learners with dictionaries to help with difficult words.	
<b>Differentiation activities (Stretch):</b>	
1. Learners put the words into sentences.	
<b>Workbook page 13</b>	<p><b>Workbook: Activity 2</b></p> <p>1. Learners practise saying the words with their partners. 2. Monitor learners and help them identify the correct stress.</p> <p><b>EXTENSION</b></p> <p><b>Feedback</b> Drill the words three or four times to reinforce correct stress.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>landmark; resort; environment; geographically; population; area</p>

<b>Workbook</b> <b>pages 13 and 14</b>	<b>Workbook: Activity 3</b> 1. Learners work in pairs to complete the sentences. 2. Monitor and guide learners by referring them to the meanings in Activity 1. <b>DESIRABLE</b> <b>Feedback</b> Pairs compare their choices. Elicit answers from learners, then confirm the answers on the whiteboard.  <b>Answers</b> 1 landmark; 2 geographically; 3 area; 4 environment; 5 resort
<b>Coursebook</b> <b>page 14</b> <b>Audio Track 3</b>	<b>Listening: Activity 1</b> 1. Ask learners if they've ever watched or listened to a documentary before. <i>What was it about? Did you enjoy it?</i> 2. Tell learners they're going to listen to part of a documentary about the UAE. 3. Learners read the questions, then listen to the text to find the answers. 4. If you notice that several learners are still missing over half of the answers, allow them to compare their answers and then listen again. <b>CORE</b> <b>Feedback</b> After a second listening, learners compare their answers again. Conduct class feedback, eliciting answers from different learners and encouraging them to justify their choices.  <b>Answers</b> 1 b; 2 b; 3 b; 4 a; 5 a; 6 c
<b>Resources</b>	<b>Plenary</b> 1. Ask learners if they've visited all the Emirates. <i>Which one was your favourite?</i> 2. Ask learners to make short sentences comparing the different emirates, give an example; <i>Dubai is busier than Ajman.</i> <b>Feedback</b> Learners compare their notes. There is no need for error correction here, as this will be focused on more closely in Lesson 2.

## UNIT 2 LESSON 2 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
	<p>1. In groups, learners compete to try to remember large numbers from the previous lesson's listening activity.</p> <p><b>Feedback</b> Display the audioscript to check answers.</p>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 15</b>	<p><b>Use of English: Activity 2</b></p> <ol style="list-style-type: none"> <li>Learners discuss the questions in small groups.</li> <li>Monitor and provide support while they initially do a quick review/comparison between comparative/superlative forms.</li> <li>Draw their attention to the missing part of the sentences <i>than ...</i></li> <li>Discuss with learners how we sometimes omit parts of superlative sentences to emphasise the 'superiority'.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Learners compare ideas with other groups. Then conduct open class feedback with the answer key. Ask learners to think about why we sometimes remove certain words. (Because we don't want to repeat the same information.)</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>Sentences <b>a</b> and <b>b</b> compare two things and sentences <b>c</b> and <b>d</b> compare more than two things</li> <li>'Dubai is more highly populated than Abu Dhabi' is the full form with 'than'</li> <li>No, this was removed because if we use it, we repeat the information. For example: <u>Sentence from the text</u> - Residents of the UAE still believe that compared to Dubai, Abu Dhabi is quieter. <u>Long sentence with repeated information (than Dubai)</u> - Residents of the UAE still believe that compared to Dubai, Abu Dhabi is quieter <u>than Dubai</u>.</li> <li>To avoid repeating information.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Do this step by step as an open class discussion.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners write sentences a-d in their full forms.</li> </ol>
<b>Workbook page 14</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>Learners work in pairs to choose and write the adjectives in their correct form.</li> <li>Monitor and provide support.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Nominate learners to come to the whiteboard and write the full sentences.</p> <p><b>Answers</b></p> <p>1 the biggest; 2 calmer; 3 tallest; 4 more humid</p>

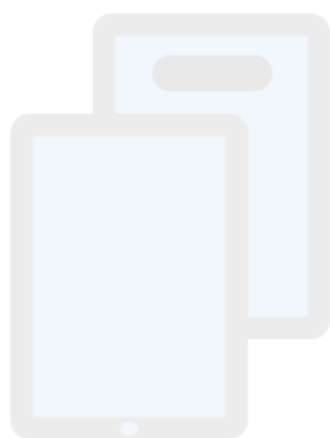
<p><b>Workbook</b> page 14</p>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>Learners work in pairs to rewrite the sentences they completed as full comparative and superlative sentences with <i>than</i>.</li> <li>Draw learners' attention to the examples from the Coursebook Use of English section: <i>Abu Dhabi is a highly populated city, but Dubai is even more highly populated.</i> In full form, this would be: ... <i>but Dubai is more highly populated than Abu Dhabi.</i></li> <li>Monitor and support learners as this might be tricky for some of them. If necessary, do the first one together as a class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers with other pairs. Finally, write the answers on the whiteboard.</p> <p><b>Possible answers</b></p> <p>1 Abu Dhabi is the biggest Emirate in the UAE; 2 Ajman is calmer than Sharjah; 3 Burj Khalifa is the tallest tower in the UAE; 4 Dubai's weather is more humid than Abu Dhabi's weather</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Give learners the beginnings of the sentences <i>Abu Dhabi is ...</i></li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners can make additional sentences comparing places in their Emirate.</li> </ol>
<p><b>Coursebook</b> page 15</p>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>Divide learners into groups of three to four. Assign each group an Emirate to research and present on.</li> <li>Guide learners towards the categories in the diagram, but encourage them to expand on them if they can think of any other information they want to add.</li> <li>Encourage learners to assume different roles within the group (leader, researcher, etc.)</li> <li>Remind learners that they need to split the categories at the end when they present their information to other groups. So, each learner has to be responsible for their part of the information and for taking clear notes.</li> <li>If any learners show a lack of interest, allow them to research and present on any other city or country that interests them.</li> <li>Depending on the class size, learners present information (possibly supported with a diagram) to the whole classroom or other small groups.</li> <li>Take notes during the presentations to help provide feedback later.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Praise learners' work and comment on any common errors you noticed.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>Learners compare their emirate to Abu Dhabi, for example <i>It's smaller. It's more populated</i>, etc.</li> <li>Monitor and engage with learners in the discussion.</li> </ol>

## UNIT 2 LESSON 3 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
Coursebook page 16	<ol style="list-style-type: none"><li>1. Introduce the topic of demographics by writing <i>Our population</i> on the board. Elicit what kind of statistics governments would collect about the population, for example ages, gender, employment rates, etc.</li><li>2. Tell learners to read the questions.</li><li>3. In small groups, learners discuss what they know about any aspects of the population of the UAE.</li></ol> <p><b>Feedback</b></p> <p>Ask learners what they have found out from their groups. Elicit any interesting or surprising facts and write them on the whiteboard.</p>
<b>Resources</b>	<b>Main Activity</b>
Coursebook page 16	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Ask learners to look at the charts and graphs. Ask what charts and graphs like these are generally used for. Elicit the words <i>pie chart</i>, <i>bar chart</i> and <i>table</i>. Don't tell them what they represent.</li><li>2. Give learners a few minutes to look at the three visuals and ask the following questions: <i>Which graph or chart describes the growth of the UAE population (both male and female) over the years?</i> (the table) <i>Which graph or chart describes the percentages of Emirati citizens and other nationality residents in the UAE?</i> (the pie chart) <i>Which graph or chart describes the average ages of the population in the UAE?</i> (the bar chart). Explain that they will need to look at more than just the headings to get a clear idea of what the visual is about.</li></ol> <p><b>CORE</b></p>
Coursebook page 16	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"><li>1. Explain to learners that they are going to read a short report about the demographics of the UAE. Explain that they need to match each piece of visual information to a paragraph in the report.</li><li>2. Give them one minute to skim the report, then ask them to check their answers in pairs.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from the class. Ask them what keywords they looked for to help them find the answers.</p> <p><b>Answers</b></p> <p>Paragraph 1: table; paragraph 2: pie chart; paragraph 3: bar chart</p>
Workbook page 15	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Tell learners they are going to practise some vocabulary related to talking about population.</li></ol>

	<p>2. Ask learners to read each word and choose the correct definition. For some words both definitions are correct, but only one matches the context in the Coursebook. It's important that the definition they choose is the one that matches the context.</p> <p>3. Learners choose the correct definitions individually or in pairs.</p> <p>4. Monitor learners while they are working.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from the whole class. Practise the pronunciation of the words.</p> <p><b>Answers</b></p> <p>1 a; 2 b; 3 b; 4 a; 5 a; 6 b; 7 a; 8 a; 9 b; 10 a</p>
<p><b>Coursebook page 17</b></p>	<p><b>Reading: Activity 3</b></p> <p>1. Ask learners to read the questions after the report. Elicit the type of answers they expect to find, for example a number, a place, etc.</p> <p>2. Before they read the report again, draw their attention to the <i>Reading strategy</i>.</p> <p>3. Learners read the report again more carefully and answer the questions. They check their answers in pairs.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from the class. Ask learners to tell you exactly where they got the answer from – the visuals, the report or both.</p> <p><b>Answers</b></p> <p>1 South Asia; 2 30–34; 3 9%; 4 1980s; 5 25–29</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Help learners by explaining where they will find the information for each question. For example, question 1 – pie chart, question 2 – table, question 3 – bar chart/last paragraph, question 4 – bar chart, question 5 – pie chart.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to find three or four more facts about the population of the UAE using the charts and table.</p> <p>2. Tell them to write sentences and give them to their partner to check.</p>
<p><b>Coursebook page 17</b></p>	<p><b>Use of English: Activity 4</b></p> <p>1. Tell learners to look at the three graphs. Ask: <i>What kind of graph is this?</i> (A line graph)</p> <p>2. Elicit what differences the learners can see between the three graphs and write them on the board.</p> <p>3. Ask learners to read the words and phrases in the box and to match them with each graph.</p> <p>4. Monitor learners while they are working and help with unknown vocabulary. There is another vocabulary exercise in the Workbook to practise this vocabulary.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from the whole class.</p> <p><b>Answers</b></p> <p>1 fall dramatically, decrease; 2 increase, grow steadily; 3 remain stable, level off, rise slightly</p>

Resources	Plenary
	<ol style="list-style-type: none"><li>1. Ask learners if they are surprised by any of the information they have read about.</li><li>2. In groups, tell them to write down which information has surprised them the most and why.</li></ol> <p><b>Feedback</b> An open class discussion about the topic.</p>



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## UNIT 2 LESSON 4 TASKS/ACTIVITIES

<p><b>Resources</b></p> <p>Coursebook page 17</p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>1. Write <i>The population of the UAE</i> on the board.</li> <li>2. Put learners into groups and ask them to write down everything they can remember about the demographics of their country.</li> </ol> <p><b>Feedback</b></p> <p>Encourage learners to use the new vocabulary they learned in the previous lesson. Write difficult words on the board and check for meaning.</p>
<p><b>Resources</b></p> <p>Workbook page 15</p>	<p><b>Main Activity</b></p> <p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Draw three line graphs on the board, one showing the line rising, one showing it falling and one showing it fairly flat. You could add some fairly steep increases or decreases to elicit <i>dramatically</i>.</li> <li>2. Elicit ways of describing these features from the class. Ask individual learners to make sentences about these graphs.</li> <li>3. Explain that they are going to learn some more words to help them describe change. Point to the table in the Workbook and tell them to put the words in the box into the correct columns in the table. Do the first one with the class, writing <i>dramatically</i> in the first column.</li> <li>4. Read the headings in the table and check for meaning.</li> <li>5. Ask learners to complete the table in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Draw the table on the board and ask learners to come up and complete it. If there is time, ask them to add any of their own words to the table.</p> <p><b>Answers</b></p> <p>Big change: dramatically, sharply, rapidly, suddenly, significantly          Little change: slightly          Gradual change: steadily, slowly</p>
<p>Workbook page 16</p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Explain to learners that the phrases we use to talk about trends often contain prepositions.</li> <li>2. Explain that they may need to look at the text in the Coursebook to help them complete some of the sentences.</li> <li>3. Ask learners to look at the prepositions in the box and work together or individually to complete the task. If necessary, point out that there are two extra prepositions which are not needed.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask learners to read out the completed sentences. If others disagree, tell the speaker to explain why they chose that particular preposition.</p> <p><b>Answers</b></p> <p>1 between; 2 by; 3 to; 4 in; 5 of; 6 to; 7 under, 8 over</p>

<p><b>Workbook</b> page 16</p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the graph and elicit what information it shows. Explain that there are five incomplete sentences about the information in the graph and they should use the words in the box to complete them. Highlight the fact that the sentences are about the percentage of non-Emiratis to Emiratis in all seven Emirates.</li> <li>2. Learners complete the sentences individually.</li> <li>3. Monitor learners and take notes of any problems they have using comparatives and superlatives.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from the whole class. Ask learners to make more sentences using comparatives and superlatives.</p> <p><b>Answers</b></p> <p>1 more; 2 the highest; 3 the highest; 4 lower; 5 as high as</p>
<p><b>Coursebook</b> page 17</p>	<p><b>Writing: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Remind learners of the three graphs about the population of the Emirate of Fujairah in their Coursebook and elicit the words they used to describe these graphs. Write their suggestions on the board.</li> <li>2. Tell them to find the graphs and check to see if they have forgotten any words or phrases.</li> <li>3. Explain that the three sentences need to be completed using phrases in the box in Activity 4 and the information in the graphs. Tell them that they can change the phrases, for example <i>risen steadily</i>, <i>decreased dramatically</i>, etc. There is no one correct answer, but whatever language they use should illustrate the graphs correctly.</li> <li>4. Remind them that they will need to change the tenses of the verbs. Elicit or explain that the simple past or present perfect can both be used here.</li> <li>5. Encourage them to use a range of tenses, verbs and adverbs, as they will need them in the following writing task.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to read out their sentences. Write them on the board. Check with the class if the sentences are grammatically correct and true.</p> <p><b>Possible answers</b></p> <p>1 has increased steadily; 2 fell dramatically; 3 has remained stable</p> <p><b>EXTENSION</b></p> <ol style="list-style-type: none"> <li>6. Learners could write more sentences about the Emirate of Fujairah using the information in the three graphs. Encourage them to compare the population of men and women, for example which is higher, the change in birth rates between 2013 and 2015, birth rates per month, etc.</li> </ol>

**Workbook: Activity 5**

1. Explain to learners that they are going to write four sentences.
2. Tell them to look at the line graph and elicit what it shows.
3. In groups, learners make notes about what trends they can see and write down some phrases that they think would be useful to include in the report. Remind them to use adverbs, comparatives and superlatives in their writing.
4. Learners work individually to write their reports. Encourage them to use the model in the Coursebook.
5. Monitor and help with vocabulary and grammar.

**CORE**

**Feedback**

Tell learners to swap their reports with a partner to read and check the grammar and vocabulary.

**Differentiation activities (Support):**

1. Give learners the start of four sentences about the graph.
2. Let them work in pairs, using the report in the Coursebook and sentences in the Workbook to help them.

**Differentiation activities (Stretch):**

1. Learners use the Internet to find some more statistics about the UAE.
2. Learners work in pairs to draw a graph or table to illustrate the information they have found. They then write a brief report describing the information.

**Resources**

**Plenary**

1. Ask learners how they think the population of the UAE will change in the next 50 years.
2. In groups, encourage them to talk about the biggest changes that are likely and why.

**Feedback**

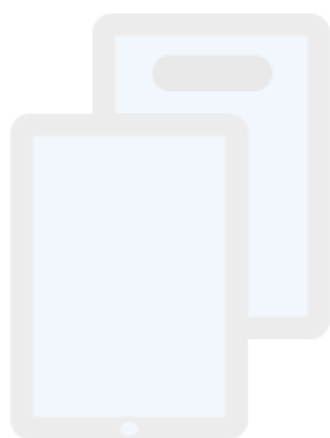
Conduct an open class discussion about the topic.

## UNIT 2 LESSON 5 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page</b>	1. Learners discuss the questions in groups. <b>Feedback</b> Have an open class discussion comparing the answers.
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 18</b> <b>Audio Track 4</b>	<b>Listening: Activity 1</b> 1. Learners read the choices, then listen to the interview and identify the topic. <b>CORE</b> <b>Feedback</b> Learners compare their choices with their partners.  <b>Answer</b> a
<b>Coursebook page 18</b> <b>Audio Track 4</b>	<b>Listening: Activity 2</b> 1. Tell learners that they need to take notes while listening this time. Allow them to work in pairs. 2. Before you play the audio again, ask learners to write any relevant ideas they remember from the first time they listened to it. 3. Demonstrate note-taking by writing three to four keywords on the whiteboard. 4. Elicit some ideas openly. Then play the audio and monitor initially to make sure learners are only writing notes and not full sentences. 5. If learners write full sentences, stop the task and give the instructions again. <b>DESIRABLE</b> <b>Feedback</b> Learners compare tables. Allow them to share information.
<b>Workbook page 17</b>	<b>Workbook: Activity 1</b> 1. Learners work in groups to complete the crossword puzzle. Remind them that there are some two-word items which are separated by hyphens in the crossword (point out that these words do not use a hyphen normally, this is only for the crossword fit). 2. Allow use of dictionaries for support. 3. Monitor and support learners. <b>CORE</b> <b>Feedback</b> Learners compare with others. Then conduct open class feedback and show learners the answer key.  <b>Answers</b> <i>Across:</i> 4 satellite campus; 5 highly ranked; 6 secondary; 7 curriculum; 8 tertiary <i>Down:</i> 1 postgraduate; 2 distance learning; 3 elementary
	<b>Differentiation activities (Support):</b> 1. Provide learners with dictionaries to help with difficult words.
	<b>Differentiation activities (Stretch):</b> 1. Learners write sentences using the words.

<p><b>Workbook page 17</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Learners practise saying the words with a partner.</li> <li>Monitor learners and help them identify the correct stress.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Write all the words on the whiteboard and have learners come and underline the stressed syllables.</p> <p><b>Answers</b></p> <p>tertiary, primary, secondary, curriculum</p>
<p><b>Workbook page 18</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners work in pairs to complete the sentences.</li> <li>Monitor and help learners by referring them back to the definitions in Activity 1.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners compare answers with other pairs and through open class feedback.</p> <p><b>Answers</b></p> <p>1 satellite campus; 2 secondary; 3 distance learning; 4 curriculum; 5 highly ranked</p>
<p><b>Coursebook page 19</b></p> <p><b>Audioscript</b></p>	<p><b>Use of English: Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners think about the questions in pairs.</li> <li>Monitor learners and help them work out the answers by asking more questions and guiding them to clues in the sentences.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare with others, then through open class feedback with answer key.</p> <p><b>Answers</b></p> <p>a to move from one idea to the next or to show the order of ideas  b most of them are adverbs  c next, eventually, after that, lastly, in the end</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Provide learners with more example sentences.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Provide learners with a copy of the audioscript. They try to add more transition words.</li> </ol>
<p><b>Workbook page 18</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>Learners work in pairs to complete the sentences with the correct transition word.</li> <li>Monitor and provide support.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners compare their choices with each other. Elicit the answers and display them on the whiteboard.</p> <p><b>Answers</b></p> <p>1 initially/first; 2 finally/eventually; 3 eventually/finally; 4 then/after that;  5 then/after that</p>

Resources	Plenary
	<ol style="list-style-type: none"><li>1. Learners discuss why they think education is important and if they think a certain stage of education is more important than another.</li><li>2. Monitor the discussion.</li></ol>



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## UNIT 2 LESSON 6 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
<b>Audioscript Track 4</b>	<p>1. In groups, learners try to remember as much information as possible from the listening (numbers, names and key information).</p> <p><b>Feedback</b></p> <p>Groups compare their information. Display the audioscript for Track 6 for them to check.</p>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 19</b>	<p><b>Writing: Activity 4</b></p> <ol style="list-style-type: none"> <li>Learners work in groups using the notes they have from Activity 2.</li> <li>Encourage learners to assign different roles within the group (spellchecker, idea organiser, scribe, etc.)</li> <li>Make sure learners are not writing separate sentences but joining them in a paragraph. Remind them to use transition words effectively.</li> <li>Monitor the process and make sure learners are only writing a three to four line summary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Groups exchange summaries and compare their organisation and ideas. Comment on strong production of different groups by putting up sentences and layout on the whiteboard.</p>
<b>Coursebook page 19</b>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>In groups, learners choose a country to focus on. This could be based on previous knowledge that any group members have or a special interest in another country.</li> <li>Encourage learners to use the chart as a reference for topics, but allow them to expand if they're interested in anything else.</li> <li>Remind learners that they only need to focus on one educational stage.</li> </ol> <p><b>CORE</b></p>
<b>Coursebook page 19</b>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>Learners work on dividing the information between them and creating a brief visual display of the ideas they have gathered.</li> <li>Tell learners that each member in the group will need to speak, and that they'll be presenting their findings to other groups in the class.</li> <li>Listen to the different presentations and make a note of any particularly well-phrased sentences and any common errors that need to be addressed.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>If time permits, choose one or two strong presentations for learners to present in front of the whole class. Comment on successful language use and effective use of vocabulary and transition words.</p>
<b>Resources</b>	<b>Plenary</b>
	<p>1. Learners discuss the following questions in groups: <i>How is education different in the UAE from the other countries you have researched? Would you like to study in a different country?</i></p>

## UNIT 2 LESSON 7 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 20	<p>1. Tell learners to read the advert. Elicit concept of a recruitment website. Establish that a recruitment agency is looking to attract foreign workers to the UAE.</p> <p>2. Ask learners to rank the attractive features of working in order of importance for themselves.</p> <p><b>Feedback</b></p> <p>Ask a learner to tell you the order they have decided upon. Ask other learners if they have a similar order. Discuss reasons for any differences.</p>
Resources	Main Activity
Coursebook page 20 Audio Track 5	<p><b>Listening: Activity 1</b></p> <p>1. Tell learners that they will listen to three foreign workers discussing why they chose to come to the UAE. Ask learners to match the speakers to the industries listed in their Coursebook.</p> <p>2. Elicit which of the attractive features in the advert were mentioned in the audio.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask individual learners to tell you the answers. Elicit which job each person does.</p> <p><b>Answers</b></p> <p>Sheena: hospitality. She's a hotel manager; Ruben: agriculture. He's a farm manager; Vivian: oil. She's a geophysicist</p>
Coursebook page 20 Audio Track 5	<p><b>Listening: Activity 2</b></p> <p>1. Tell learners to read through the eight questions listed in Activity 1 and ask them to listen again and identify which speaker mentions which of the ideas. Play the audio again.</p> <p><b>Feedback</b></p> <p>Go round the class and ask learners for their answers.</p> <p><b>Answers</b></p> <p>1 Ruben; 2 Vivian; 3 Ruben; 4 Sheena; 5 Sheena; 6 Vivian; 7 Ruben; 8 Sheena</p>
Workbook page 19	<p><b>Workbook: Activity 1</b></p> <p>1. Learners match the words in the box with the definitions provided. Learners may use a dictionary if necessary.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to check with each other in pairs and then write the answers on the board. Discuss any problem answers.</p> <p><b>Answers</b></p> <p>1 staff; 2 salary; 3 induction; 4 get promoted; 5 equipment; 6 production targets; 7 apply; 8 day off; 9 role; 10 perks</p>



**Speaking: Activity 3**

1. Organise learners into small groups. Tell them that they will be promoting the idea of working in the UAE to professionals at an international recruitment fair. This short monologue is usually called a 'pitch' and uses rich language such as adjectives to convince the audience of an idea.
2. Ask learners to discuss what they will say using the points in the list. Draw learners' attention to the expressions in the box, which will help them structure their pitches, and the examples in the speech bubbles. Tell learners that their pitch must last no more than two minutes.
3. Learners take turns to make their pitch. Learners who are listening should write down questions which can be asked at the end of the presentation.

**CORE**

**Feedback**

Note down a few phrases and expressions that are particularly good and which have errors for each group. Put these on the board. As a class, praise learners for their good attempts and invite learners to correct the phrases with mistakes. Do not single out individual learners for this.

**Differentiation activities (Support):**

1. Monitor closely during the planning phase and provide language support to ensure that learners use appropriate language.

**Differentiation activities (Stretch):**

1. Ask confident learners to pay attention to aspects of presentation delivery such as pausing, voice projection, maintaining eye contact.

**Resources**

**Plenary**

1. Ask the class: *Is it better to develop your career at home or abroad?*  
*What can you learn from an experience of working abroad?*

## UNIT 2 LESSON 8 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
	1. Ask learners to recall three details about Sheena, Ruben and Vivian from the listening activity (track 7).
<b>Resources</b>	<b>Main activity</b>
<b>Workbook page 19</b> <b>Audioscript</b>	<p><b>Workbook: Activity 2</b></p> <p>1. Ask learners to look at the language in the contexts and individually circle the correct word in each explanation.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through the answers with the class, using the board as necessary to provide further examples.</p> <p><b>Answers</b></p> <p>1 past; 2 present perfect; 3 past simple; 4 for; 5 since; 6 recently; 7 yet; 8 happened previously</p> <p>2. Ask learners to find further examples of the present perfect in the audioscript for audio track 7. Discuss the form and meaning of each example as necessary.</p>
<b>Workbook page 20</b>	<p><b>Workbook: Activity 3</b></p> <p>1. Ask learners to circle the correct answer for each form in bold.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Discuss the reasons for each answer.</p> <p><b>Answers</b></p> <p>1 applied, I've done; 2 have you lived, Since; 3 Did you meet, No, I didn't, I've met; 4 for, I've been, since</p>
<b>Coursebook page 21</b>	<p><b>Speaking: Activity 4</b></p> <p>1. Learners read the instructions. Give them time to read through the statistics in pairs.</p> <p>2. Ask learners to think of five examples of actions that might be taken in order to improve the performance of the business. Ask some of the more confident learners to tell the rest of the class their ideas. Then they compare their ideas in pairs. Do they have similar ideas?</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>After learners have finished, write any errors on the board (anonymously). Invite learners to correct them.</p>
	<p><b>Differentiation activities (Support):</b></p> <p>1. Provide less able learners with verbs that will help them express their ideas: <i>improve, introduce, create, invest, etc.</i></p>
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask confident learners to produce extended sentences linking the cause of the problem to the solution. For example, <i>Many employees left after a few months on the job so we have improved pay rates by 15%.</i></p>

<b>Workbook</b> <b>page 20</b>	<p><b>Workbook: Activity</b></p> <p>1. Tell learners that all the sentences in the activity contain errors connected to the present perfect and past simple. Ask learners to rewrite the sentences using the correct forms.</p> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Ask individual learners to explain what the original mistake was and give you their answer.</p> <p><b>Answers</b></p> <p>1 He left; 2 She has; 3 ever worked; 4 I've done; 5 we have lost two this year; 6 for 20 years; 7 have spoken; 8 We've invested; 9 It hasn't arrived; 10 He has never worked/He hasn't ever worked; 11 didn't read; 12 for six years</p>
<b>Coursebook</b> <b>page 21</b> <b>Audio Track 6</b>	<p><b>Listening and pronunciation: Activity 5</b></p> <p>1. Ask learners to listen to three sentences and underline the words that are stressed by the speaker. Play the audio track.</p> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Write the sentences on the board. Ask individual learners to come up and underline the words that are stressed.</p> <p><b>Answers</b></p> <p>Sheena: I <u>wanted</u> to do <u>more</u> than <u>routine</u> jobs; Ruben: There are <u>lots</u> of <u>perks</u> like <u>free</u> <u>housing</u>; Vivian: I <u>can't</u> <u>think</u> of a <u>place</u> I'd <u>rather</u> <u>be</u> than in the <u>UAE</u>.</p> <p>2. Show learners how content words like verbs and nouns are stressed and the sounds of smaller grammatical words like prepositions and pronouns become squeezed together.</p> <p><b>Answers</b></p> <p>1 I've worked as restaurant manager for five years; 2 I've always thought about starting my own business; 3 I haven't found an investor for my business idea yet;</p> <p>3. Drill the sentences individually and chorally.</p>
<b>Coursebook</b> <b>page 21</b> <b>Audio Track 7</b>	<p><b>Listening and pronunciation: Activity 6</b></p> <p>1. Ask learners to write down the three sentences they hear on the audio. Play audio track twice if necessary.</p>
<b>Resources</b>	<p><b>Plenary</b></p> <p>In pairs, learners discuss the following questions:</p> <ol style="list-style-type: none"> <li>1. <i>What are the benefits to our economy of hosting foreign workers?</i></li> <li>2. <i>Are there any drawbacks?</i></li> </ol>

## UNIT 2 LESSON 9 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
<b>Coursebook</b> page 22	<ol style="list-style-type: none"><li>1. Ask learners how they come to school each day. Write their answers on the board.</li><li>2. Tell learners to read the first question. Then, in small groups, learners discuss the different types of transport found throughout the UAE.</li><li>3. When they have listed the different means of transport, ask them to read the second question and give reasons for their choice.</li></ol> <p><b>Feedback</b></p> <p>Ask learners what they have found out from their groups. Conduct a quick poll to find out how most learners come to school and which is the most popular form of transport.</p>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook</b> page 22	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Ask learners to look at the photographs and the title of the text. Elicit what they think the article is about.</li><li>2. Tell them to read the rubric and ask them what they need to do. (Count the number of different types of transport mentioned.)</li><li>3. Explain that they are going to have a competition to see which team can find the most ways of travelling in a given time. Divide the class into teams of four and give each team a large piece of paper (around A2 size). Suggest that they think of a team name and write it at the top of their sheet.</li><li>4. In their teams, tell them that they need to scan the text and write down the different ways of travelling on the piece of paper.</li><li>5. Set a time limit of three minutes and make sure they all stop writing when the three minutes is up.</li></ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Draw columns on the board, one per team, and ask one member of each team to come up to the board and write the name of their team and the types of transport they found.</p> <p><b>Answers</b></p> <p>Nine different types of transport are mentioned: car (driving), taxi, metro, tram, railway, bus, water bus, water taxi, abra</p>
<b>Workbook</b> page 21	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Tell learners that the words are all from the reading text about travelling in Dubai.</li><li>2. Ask them to complete the sentences with the correct words.</li><li>3. Learners check their answers in pairs.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from the class by asking learners to read out the completed sentences. Go through any vocabulary learners are still unsure about.</p> <p><b>Answers</b></p> <p>1 automated; 2 congestion; 3 rush hour; 4 stressful; 5 freight; 6 commute; 7 schedule; 8 integrated; 9 tram; 10 Traffic jams</p>

<p><b>Coursebook</b> page 23</p>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they are going to read the text more carefully and answer some multiple choice questions about it.</li> <li>2. Find out what they remember about answering multiple choice questions. Remind them that a good strategy is to choose what they believe is the correct answer first, before going back and reading the text again to check.</li> <li>3. Learners work individually or in pairs.</li> <li>4. Monitor learners while they are working.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from the whole class. Ask learners to give reasons for their choices.</p> <p><b>Answers</b></p> <p>1 a; 2 b; 3 b; 4 c; 5 a</p>
<p><b>Coursebook</b> page 23</p>	<p><b>Use of English: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Read the <i>Language tip</i> with the class. Review what nouns are and what they do. Elicit some examples and write them on the board. Explain that a gerund looks like a verb with the <i>-ing</i> ending, but it is in fact a noun that names activities, for example <i>driving, eating, trying</i>, etc.</li> <li>2. Tell learners to find examples in the text, in pairs or independently.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and write them on the board. Make sure learners do not confuse the gerund with the Present Continuous form of the verb.</p> <p><b>Answers</b></p> <p>Paragraph 1: Driving; Paragraph 3: Connecting; Paragraph 4: Travelling; Paragraph 5: Crossing; Paragraph 6: Choosing</p>
<p><b>Workbook</b> page 21</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Write the example sentence on the board and elicit from the class how the sentence has changed. If necessary, point out that the verb <i>fly</i> has now become a gerund, with an <i>-ing</i> ending, and is being used as a noun. Ask if they notice any other changes in the sentence (<i>by</i> has been added and the verb has become singular). Ask: <i>Why is the verb now singular?</i> (Because it has to agree with the singular noun 'flying'.)</li> <li>2. Before they do the exercise, tell learners that in some cases they will need to add a preposition after the gerund. Advise them to use the article in the Coursebook if they need help.</li> <li>3. Learners rewrite the sentences in pairs.</li> <li>4. Monitor learners while they are working.</li> </ol> <p><b>CORE</b></p>

	<p><b>Feedback</b> Elicit answers and write them on the board. Make sure learners do not confuse the gerund with the Present Continuous form of the verb.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Travelling by abra is cheap and relaxing</li> <li>2 Sitting in traffic jams can be very stressful</li> <li>3 Paying with a/by travel card is convenient for commuters</li> <li>4 Updating the bus schedule has been great for workers</li> <li>5 Being a train driver is a great job</li> <li>6 Commuting by car is very popular</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give learners the complete sentences including the gerund, but jumbled up, for example <i>abra / cheap / is / by / travelling / relaxing / and</i>.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look back at the article in the Coursebook and try and rewrite some of the other sentences using the gerund as the subject.</li> <li>2. Explain that some sentences may need quite a lot of rewriting. To help with this, give them some possible gerunds, for example in paragraph 1 <i>Looking ~ Looking for other means of a transport has become important for many Dubai residents.</i></li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Lead an open class discussion about the advantages and disadvantages of the different ways of getting around the Emirates. Make sure they give reasons for their answers.</li> <li>2. Encourage learners to use gerunds, for example <i>Travelling by car is more convenient, because..., Using public transport is better for the environment as....</i></li> </ol>

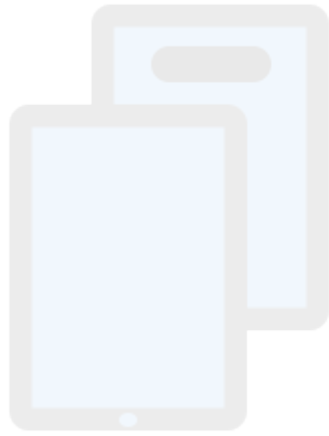
## UNIT 2 LESSON 10 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 23	<ol style="list-style-type: none"><li>1. Ask learners to write down all the types of transport mentioned in the article on Dubai. Set a time limit of one minute.</li><li>2. Tell them to give their list to a partner.</li></ol> <p><b>Feedback</b></p> <p>Ask learners to call out the words on their lists and write them on the board. Tell learners to mark each other's lists, giving one mark for the correct word and one mark for the correct spelling.</p>
Resources	Main Activity
Workbook page 22	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"><li>1. Tell learners they are going to read about transport in Abu Dhabi. Ask them to read the title. Elicit what the main idea of the article will be (future plans).</li><li>2. Tell learners to skim the first paragraph and then elicit anything they can remember about it. Write their ideas on the board in no particular order, so they don't know which ones are more important. When all the ideas are on the board, ask them to decide which one(s) summarises the main idea in the paragraph.</li><li>3. When they have agreed that the main idea is about improving and developing the public transport system, ask everyone to underline 'plans for a variety of public transport schemes'.</li><li>4. Ask learners to read the rest of the text and find and underline the main ideas in the remaining paragraphs.</li><li>5. When they have finished, they compare their answers.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the ideas from learners and put them on the board. Check they have underlined just the main ideas and not minor ones.</p> <p><b>Answers</b></p> <p>Paragraph 1: Plans to improve the transport network in Abu Dhabi Paragraph 2: Park and Ride scheme now and in the future, Abu Dhabi Metro Rail System plans Paragraph 3: Buses now and in future, ferry services now Paragraph 4: Cycling in Abu Dhabi</p>

<p><b>Workbook</b> page 22</p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to look at the notes about the article on Abu Dhabi.</li> <li>2. Ask learners what they notice about the notes. (They are short and they contain abbreviations and arrows.) Explain that sentences are not needed when making notes.</li> <li>3. You might like to highlight the <i>Writing tip</i> in the Coursebook at this point.</li> <li>4. Tell learners to use the notes to write complete sentences which could be used as a summary. Explain that they need to use their own words and not the words used in the article.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from the class by asking learners to read out the completed sentences. Go through any vocabulary learners are still unsure about.</p> <p><b>Suggested answers</b></p> <p>There are 95 bus routes which carry more than 50 million passengers each year; There are plans to build a metro and link it to the buses and trams; There is one Park and Ride at the moment, but there will be another one. Since it opened, the amount of traffic coming into the city has fallen; There are two daily ferries which travel to and from Delma Island. The ferry service started in 2010; The Department of Transport is encouraging people to cycle to keep healthy. They organised a cycle to work day in January</p>
<p><b>Coursebook</b> page 23</p>	<p><b>Writing: Activity 4</b> موقع المناهج الإماراتية</p> <ol style="list-style-type: none"> <li>1. Draw the mind map on the board and ask learners what it is. Find out if anybody in the class uses mind maps and why.</li> <li>2. Explain that mind maps are very useful for organising ideas and are another way of making notes. They are particularly useful for visual learners. If learners have never seen or used a mind map, show how the circles contain information that is linked in some way. Starting with the main topic of transport, explain that there are two kinds of transport mentioned: land and water. From 'land', there are several types of transport: <i>bus, car, taxi</i>, etc. Each of these words are put into a circle with short notes, for example <i>bus – frequent, clean, improved</i>, etc.</li> <li>3. Tell learners to draw the mind map in their notebooks and to complete them using ideas from the text and any additional ideas they had during the speaking activity. Explain that mind maps are personal and the number of interlinking circles will vary depending on what the learner thinks is important.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to complete the empty mind map you drew on the board at the start of the activity. This might become large and learners may not agree with one another about how the circles link, but that doesn't matter.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>EXTENSION</b></p> <ol style="list-style-type: none"> <li>4. When learners have completed the mind map, ask them to use their notes to write sentences to create a short summary in their own words.</li> </ol>



	<b>Differentiation activities (Support):</b> <ol style="list-style-type: none"><li>1. Before learners start completing the mind map, brainstorm all the possible headings that could go in each circle.</li><li>2. Learners draw the mind maps in pairs, adding one additional point under each heading.</li></ol>
	<b>Differentiation activities (Stretch):</b> <ol style="list-style-type: none"><li>1. When learners have completed the mind map, ask them to use the information to produce notes similar to the ones in the Workbook.</li><li>2. For those learners who like using mind maps, ask them to draw one about the Abu Dhabi transport system.</li></ol>
<b>Resources</b>	<b>Plenary</b>
	<ol style="list-style-type: none"><li>1. Ask learners: <i>Can you remember what future transport plans were mentioned? Have an open class discussion about the topic.</i></li></ol>



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## UNIT 2 LESSON 11 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 24</b>	<ol style="list-style-type: none"> <li>Elicit the concept of landscape photography.</li> <li>Look at the opening questions together. Ask learners to think about which places would be interesting for a landscape photographer to take pictures. Ask learners to explain their answers.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook pages 24–25</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Tell learners that they are going to read an article about a landscape photographer who gives advice about taking photos and tells us about her favourite places around the country for photography. Read through the four headings, checking that the meaning of key words in the headings is clear.</li> <li>Ask learners to read and match each heading with a paragraph from the text.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask individual learners to give their answers.</p> <p><b>Answers</b></p> <p>1 c; 2 b; 3 d; 4 a</p> <p><b>Feedback</b></p> <p>Once the majority of learners have finished, go through the answers in plenary style, discussing the reason for each of the answers in detail.</p> <p><b>Answers</b></p> <p>1 For the light and shade; 2 Panoramic views; 3 The atmospheric silence; 4 statues; 5 From a hot-air balloon; 6 All the time; 7 To create a focal point; 8 Wild birds and animals have been preserved</p>
<b>Coursebook pages 24–25</b>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>Tell learners to read through the text again and answer the questions.</li> </ol>
<b>Workbook page 23</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Put learners into teams. Ask each team to skim through the text quickly to identify the words for each definition.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write the answers on the board.</p> <p><b>Answers</b></p> <p>1 range; 2 valley; 3 gorge; 4 shrub; 5 moor; 6 dune; 7 marsh; 8 coast</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Provide images of the vocabulary items to help learners understand meaning.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Ask stronger learners to write a definition for other landscape words that appear in the text, for example <i>peak</i>, <i>cave</i>, <i>forest</i>.</li> </ol>

<p>Coursebook page 25</p>	<p><b>Use of English: Activities 3 and 4</b></p> <p>1. Tell learners to study the words and expressions in bold in sentences 1–4 from the article. Ask learners what these words and expressions have in common.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Take answers from individual learners, but allow for discussion if necessary.</p>															
	<p><b>Use of English: Activity 4</b></p> <p>1. Ask learners to re-read sentences 1–4 and complete the column 'Idea 2' in the chart to identify the contrasting ideas in each sentence.</p> <p><b>Feedback</b></p> <p>Check answers with class as a whole, completing the chart on the board.</p> <p><b>Answers</b></p> <table border="1" data-bbox="344 618 1294 1133"> <thead> <tr> <th></th> <th>Idea 1</th> <th>Idea 2</th> </tr> </thead> <tbody> <tr> <td>Paragraph 1: <i>but</i></td> <td>Rock climbers like the mountains for the challenging climbs.</td> <td>Photographers like the mountains for the contrasts in <b>the light and shade</b>.</td> </tr> <tr> <td>Paragraph 2: <i>however</i></td> <td>Wadi Al Bin has lots of beautiful thing to see.</td> <td>Good landscape photography is also about the <b>atmosphere</b> of a place.</td> </tr> <tr> <td>Paragraph 3: <i>even if</i></td> <td>The best view is from the sky.</td> <td>You can still enjoy the desert from <b>the ground</b>.</td> </tr> <tr> <td>Paragraph 4: <i>It's not just, but..too</i></td> <td>The wild birds have benefitted from conservation work.</td> <td>And so have <b>land animals</b>.</td> </tr> </tbody> </table>		Idea 1	Idea 2	Paragraph 1: <i>but</i>	Rock climbers like the mountains for the challenging climbs.	Photographers like the mountains for the contrasts in <b>the light and shade</b> .	Paragraph 2: <i>however</i>	Wadi Al Bin has lots of beautiful thing to see.	Good landscape photography is also about the <b>atmosphere</b> of a place.	Paragraph 3: <i>even if</i>	The best view is from the sky.	You can still enjoy the desert from <b>the ground</b> .	Paragraph 4: <i>It's not just, but..too</i>	The wild birds have benefitted from conservation work.	And so have <b>land animals</b> .
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<p><b>Resources</b></p>	<p><b>Plenary</b></p> <p>1. Ask the following questions as the learners discuss the topic:</p> <ol style="list-style-type: none"> <li><i>How often do you take photos? What do you take photos of?</i></li> <li><i>Why is it important to preserve the landscape of our country?</i></li> <li><i>What things could we do to preserve the landscape in our local area?</i></li> </ol>															

## UNIT 2 LESSON 12 TASKS/ACTIVITIES

<p><b>Resources</b></p>	<p><b>Starter</b></p> <p>1. Ask learners to recall the four pieces of advice that Reem Al Shamsi gave about taking good landscape photos.</p> <p><b>Feedback</b></p> <p><b>Answers</b></p> <p>Think about light; Feel the mood; Use space and perspective; Animals add interest. Accept answers in any order.</p>
<p><b>Resources</b></p> <p>Workbook page 23</p>	<p><b>Main Activity</b></p> <p><b>Workbook: Activity 2</b></p> <p>1. Ask learners to use a dictionary to find the adjective form of each noun in the list.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Call out the noun form and learners call back the adjective form.</p> <p><b>Answers</b></p> <p>mountain–mountainous; hill–hilly; rock–rocky; coast–coastal; nature–natural; marsh–marshy; bush–bushy; shade–shady; atmosphere–atmospheric; wind–windy; dust–dusty; sand–sandy</p> <p>2. Ask learners to think of other adjective endings and complete the chart with an example of each.</p> <p><b>Feedback</b></p> <p>Collect answers from the class and write them on the board in categories to allow learners to note them down.</p> <p><b>Answers</b></p> <p>-ous, -y, -al, -ic</p> <p>Possible answers: -ful: beauty–beautiful; -ish: child–childish; -less: use–useless; -ly: month–monthly; -ical: history–historical</p>
<p>Workbook page 23</p>	<p><b>Workbook: Activity 3</b></p> <p>1. Ask learners to notice the endings of the adjectives and elicit the five suffix patterns.</p> <p>2. Drill the pronunciation of atmosphere–atmospheric to highlight the shifting stress pattern in this word.</p>
<p>Workbook page 24</p>	<p><b>Workbook: Activity 4</b></p> <p>1. Check that learners understand the meaning of <i>blog</i> (an online diary of thoughts and experiences). Tell learners that Jake is travelling through the country and has written about his experiences. Tell learners to underline the correct form of each word in bold.</p> <p>2. Monitor learners during the task.</p> <p><b>Feedback</b></p> <p>Once most learners have finished, write the answers on the board.</p> <p><b>Answers</b></p> <p>Day 1: nature, rocky, atmospheric, mountainous; Day 2: coastal, wind; Day 3: dust, shady, sandy</p>

<p>Coursebook page 25 Workbook page 25 Audio Track 1</p>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the list of words from the Reem Al Shamsi text. Elicit that these words are 1) all adjectives 2) used with positive meaning in the text. Tell learners that Reem uses these adjectives to enrich her language to make it more vivid and interesting.</li> <li>2. Ask learners to go back through the text and note down the nouns that the adjectives refer to.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b> Ask individual learners to tell you an answer.</p> <p><b>Answers</b></p> <p>3 breathtaking sense of open space; incredible silence; unforgettable experience; overwhelming sense of emptiness; amazing peaks/places; brilliant panoramic views; excellent locations; spellbinding view; spectacular sight; wonderful nature reserves; awesome animals</p>
<p>Workbook page 25 Audio Track 1</p>	<p><b>Workbook: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they will now listen to the words. They should write them in the correct place in the chart, according to which syllable is stressed. Play audio.</li> </ol> <p><b>Feedback</b> Ask individual learners to read out the words. Check answers.</p> <p><b>Answers</b></p> <p>First syllable: breathtaking, brilliant, excellent, spellbinding, wonderful, awesome; Second syllable: incredible, amazing; Third syllable: unforgettable, overwhelming</p> <ol style="list-style-type: none"> <li>2. As a follow-up, you can write simple sentences using these adjectives in context and have a running dictation. For example, <i>a. The view from the top of the mountains is breathtaking. b. The light and shade contrast in the sand dunes is just incredible. c. There are a number of wonderful nature reserves along the coast.</i></li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. In order to support less able learners, write down the paragraph number where each adjective appears and create a list of collocating words so that it becomes a quick matching exercise.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask confident learners to use the Internet or a dictionary to identify other words that could collocate with some of the adjectives.</li> </ol>
<p>Workbook page 25</p>	<p><b>Workbook: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to write a short blog post about a trip to the countryside that they have made.</li> <li>2. Encourage learners to use rich language from the adjectives that they have learned in this lesson.</li> <li>3. Pin learners' blog posts up around the room. Learners walk around reading the texts. Learners choose the best text and the author sits in the 'hot seat' to answer questions about their experience.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Ask learners which text was the most interesting to read and why.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Ask the following questions as the learners discuss the topic:       <ol style="list-style-type: none"> <li>a. Which new place in the UAE would you like to visit the most?</li> <li>b. Why is visiting new places beneficial?</li> </ol> </li> </ol>

## UNIT 3 LESSON 1 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Tell learners that the lesson is about the city of the future and elicit words that they think might be connected to the lesson.</li> <li>2. Prompt categories, for example <i>technology, travel, pollution, population</i> and write the words that learners suggest on the board.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Workbook</b> <b>page 26</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners work in small groups to match the words to their definitions.</li> <li>2. Monitor learners and encourage them to discuss the options and to share any prior knowledge they have in order to reach a decision.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Groups compare and discuss their answers together and then in open class feedback. Write the correct answers on the board as learners give them.</p> <p><b>Answers</b></p> <p>1 effect; 2 rise; 3 avoid; 4 study; 5 structure; 6 urban planning; 7 predict</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with dictionaries to help with difficult words.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners use the words in sentences.</li> </ol>
<b>Workbook</b> <b>page 26</b> <b>Audioscript</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners decide on the part of speech for each word.</li> <li>2. Explain that some of the words can be more than one part of speech, for example <i>a study/to study</i>.</li> <li>3. If necessary, ask learners for example sentences using the words. Write them on the board, and use them to help learners work out the part of speech of the target words.</li> </ol> <p><b>DESIREABLE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers with other pairs. Then nominate two pairs to come to the whiteboard to write their answers.</p> <p><b>Answers</b></p> <p>1 verb; 2 noun/verb; 3 noun; 4 verb/noun; 5 verb; 6 noun; 7 noun/verb</p>
<b>Workbook</b> <b>pages 26–27</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs to complete the sentences. Remind them that there's an extra word that won't be used.</li> <li>2. Monitor and refer learners back to the definitions in Activity 1.</li> </ol> <p><b>Feedback</b></p> <p>Learners compare their answers with other pairs. Elicit answers and write them on the whiteboard.</p> <p><b>Answers</b></p> <p>1 avoid; 2 predict; 3 effect; 4 urban planning; 5 rise</p>

<p>Coursebook page 28 Audio Track 8</p>	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Read through the question and options as a class. Concept check: <i>What do you need to do?</i></li> <li>2. Play audio.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their choices with each other. Elicit the answer from learners, then confirm on the whiteboard. Ask learners how they came to their decision.</p> <p><b>Answer</b></p> <p>2 Predictions about cities in the future</p>
<p>Coursebook page 28 Audio Track 8</p>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they're going to listen again, but this time for specific details.</li> <li>2. Learners read through the statements. Draw learners' attention to the <i>Listening strategy</i>. Can they remember any of the details? Don't confirm at this stage whether they are right or wrong.</li> <li>3. Play audio.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers. Ask for a show of hands for each statement, for example: <i>Do you think number 1 is true?</i> Confirm answers on the whiteboard.</p> <p><b>Answers</b></p> <p>1 T; 2 T; 3 T; 4 F; 5 T; 6 NG</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Ask learners if they've ever talked to their parents or other older people in their families (grandparents, aunts, uncles) about the past and the future and whether these relatives ever made predictions when they were young.</li> </ol> <p><b>Feedback</b></p> <p>Learners compare their ideas and discuss as a class.</p>

## UNIT 3 LESSON 2 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b> 1. In pairs, learners try to remember three details from the talk they heard in the previous lesson. <b>Feedback</b> Learners compare lists in pairs, and then feed back to the class.
<b>Resources</b>  <b>Coursebook page 28</b>	<b>Main Activity</b> <b>Use of English: Activity 3</b> 1. In pairs or small groups, learners read the sentences and questions, then discuss their ideas. 2. Monitor learners and provide guidance only when learners are struggling. Allow them time to work out the answers independently. <b>CORE</b> <b>Feedback</b> Learners compare answers with other pairs or groups, and then discuss their ideas as a class. Draw learners' attention to the <i>Language tip</i> and the negative form. Ask learners to convert example sentences 1 and 2 from the talk into negative sentences ( <i>This, of course, won't create a housing problem; So, experts believe that driverless vehicles won't be one of the principal means of transport.</i> ) <b>Answers</b> 1 future; 2 No, not sure; 3 will; 4 infinitive (without to)
<b>Coursebook page 29</b> <b>Workbook page 27</b>	<b>Workbook: Activity 4</b> 1. Learners work independently to identify the mistake in each sentence. They then write the sentence correctly. 2. Monitor and refer learners to the Use of English section on Coursebook page 43. <b>CORE</b> <b>Feedback</b> Learners compare their answers with a partner. Then conduct an open class discussion and, if time, ask individual learners to write the correct sentences on the whiteboard. Encourage peer correction. <b>Answers</b> 1 In 50 years, the weather will be even hotter 2 I don't know what the future holds, but I'm sure there won't be many green spaces left. 3 Do you think robots will live amongst humans in the future? 4 Scientists predict that all the icebergs in Antarctica will melt in the future 5 Will all countries use the same currency? 6 My brother believes that in 20 years people will live in skyscrapers taller than the Burj Khalifa! <b>Differentiation activities (Support):</b> 1. Highlight the part of the sentence that contains the mistake to help learners. <b>Differentiation activities (Stretch):</b> 1. Learners write sentences with mistakes for their peers to correct.



<b>Coursebook page 29</b>	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>Learners think about their city and use the categories for ideas.</li> <li>Remind learners that they are making notes and so should only write down key words and phrases, not complete sentences.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Encourage learners to share ideas.</p>
<b>Coursebook page 29</b>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>Tell learners that when discussing a topic they should be polite and take turns, allowing others to speak and express their opinion.</li> <li>Learners work in pairs to complete Activity 5.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers with another pair. Display answers on the whiteboard.</p> <p><b>Answers</b></p> <p>1 A; 2 G; 3 A; 4 A; 5 G; 6 G; 7 G; 8 G; 9 G; 10 A</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Tell learners how many phrases there are in each category.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Ask learners if they know phrases to agree/disagree with an opinion.</li> </ol>
<b>Coursebook page 29</b>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>Depending on the size of the class/original groups, either put one learner from each group from Activity 4 into a new group, or pair original groups with another group, to discuss their predictions.</li> <li>Tell learners to discuss their predictions from Activity 4 and, as a group, agree on five of them.</li> <li>Remind learners to use the phrases from Activity 5 to ask for and give opinions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Groups tell the class which predictions they agreed on.</p>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>Learners agree on five predictions as a whole class.</li> </ol> <p><b>Feedback</b></p> <p>Nominate a learner to write the final list on the whiteboard.</p>

## UNIT 3 LESSON 3 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
Coursebook page 30	<ol style="list-style-type: none"> <li>1. Tell learners to look at the <i>Star Wars</i> poster on page 45 in their Coursebooks and find out if they recognise it.</li> <li>2. Ask learners for a show of hands to find out who has seen which <i>Star Wars</i> films. Write the list on the board and then find out which one is the most popular. Encourage learners to give their reasons. If nobody has seen any of the films, ask them why.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
Coursebook page 30 Audio Track 9 PCM 1	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at photographs of the two boys. Elicit what they are doing and what they might be talking about.</li> <li>2. Explain that they are going to listen to and read the dialogue and answer the question. Elicit suggestions for what a <i>geek</i> is – if necessary explain that it is someone who knows a lot about a particular subject, for example <i>computer geek</i>, <i>sci-fi geek</i>, etc.</li> <li>3. Distribute copies of the dialogue (PCM 1).</li> <li>4. Tell learners to listen to and follow the dialogue to find the answer.</li> <li>5. Play audio.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to tell you which one of the two boys is a <i>Star Wars</i> geek. Why did they make that decision? Find out if anybody in the class considers themselves to be a geek, and if so, about what.</p> <p><b>Answer</b></p> <p>Marwan – he's the one telling Fahad all about the films.</p>
Coursebook page 30 PCM 1	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read and listen to the dialogue again. Then they answer the questions.</li> <li>2. Discourage learners from looking up any unknown vocabulary and encourage them to try and work out the meaning from the context.</li> <li>3. Learners answer the questions individually or in pairs. Monitor learners while they are working.</li> <li>4. Play the audio again.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers with the class and go through any problems that arise. For question 4, point out that although the two droids are not human, they should still be included.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Marwan and Fahad</li> <li>2 <i>Star Wars</i>, Episode 4</li> <li>3 They're not as good as the original films</li> <li>4 Eight – Anakin Skywalker (Darth Vader), Obi-Wan, Luke Skywalker, Palpatine, R2-D2, C-3PO, Princess Leia, Han Solo</li> <li>5 Nine – three prequels, three main films, three sequels</li> </ol>

**Vocabulary: Activity 3**

1. Tell learners to read the ten definitions and ask them to find an appropriate word in the dialogue to match each definition.
2. Point out that the words appear in the text in the same order as the definitions – the word *confusing* is the first answer that learners encounter in the dialogue.
3. Give learners time to find the words and check their answers in pairs.

**DESIRABLE**

**Feedback**

Elicit the words and write them on the board. If learners are unsure or disagree about any of the words, ask them to use a dictionary to check. When all the words have been agreed, check the pronunciation of any new words.

**Answers**

1 confusing; 2 prequel; 3 trilogy; 4 evil; 5 brainwash; 6 droid; 7 empire;  
8 sequel; 9 review

**Differentiation activities (Support):**

4. Give learners the first letter of each word they need to find or tell them which section of the dialogue to look in.

**Differentiation activities (Stretch):**

1. When learners have found the ten words in the text, ask them to write a sentence for each one to show they have understood it correctly.
2. Tell learners to check their sentences with a partner, to make sure each one makes sense. If their partner thinks there is something wrong with the sentence, get them to either check with another learner or in a dictionary.

**Resources**

**Plenary**

1. Ask learners: *Are film sequels a good idea? How often are the sequels as good as the original films?*
2. In groups, learners discuss their ideas and give examples and reasons.

**Feedback**

1. Have an open class discussion about the topic.

## UNIT 3 LESSON 4 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 30</b> <b>PCM 1</b>	<ol style="list-style-type: none"> <li>1. Ask learners to look at the <i>Star Wars</i> poster at the top of page 45 and elicit what they remember about the conversation between the two boys.</li> <li>2. Tell them to work in pairs and write down any words or expressions that the boys used.</li> </ol> <p><b>Feedback</b></p> <p>Ask learners to try and report back the dialogue between Fahad and Marwan and write it on the board. When they have finished, tell them to look at PCM 1 to see how accurate they were.</p>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 31</b>	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Explain to the class that Fahad reports the conversation he's had with Marwan to his sister. Tell them to read the dialogue and underline the verbs used to report what Marwan says.</li> <li>2. Learners work individually or in pairs, underlining the reporting verbs.</li> <li>3. Monitor learners while they are working.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from the whole class. Draw two columns on the board and put <i>said</i>, <i>explained</i> in one column and <i>told</i>, <i>asked</i> in the other. Tell learners to look back at the dialogue and explain why you have separated them into two columns. Elicit or explain that the verbs <i>tell</i> and <i>ask</i> need to be followed by an object pronoun, <i>me</i>, <i>you</i>, <i>him</i>, <i>her</i>, etc.</p> <p><b>Answers</b></p> <p>said, explained, told (me), asked (him)</p> <p><b>EXTENSION</b></p> <ol style="list-style-type: none"> <li>4. Leave the columns on the board and put learners into small groups to see how many more reporting verbs they can think of. When they have finished, write the verbs in the correct column on the board. You might like to set a time limit and turn it into a competition.</li> </ol>
<b>Coursebook page 31</b> <b>PCM 1</b>	<p><b>Use of English: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the phrases and then find and underline the corresponding information in the original conversation.</li> <li>2. Tell them to answer the questions individually or in pairs.</li> <li>3. Monitor learners while they are working.</li> <li>4. When they have finished, you might like to tell them to look at the <i>Reading strategy</i>. They will need to look at it again more carefully for the final activity in the Workbook.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the answers to both questions and make sure that learners notice that in reported speech, the past simple, present perfect and past perfect tenses all change to the past perfect.</p> <p><b>Answers</b></p> <p>1 All the verbs change to the past perfect. 2 The sentences are being reported.</p>

**Workbook: Activity 1**

1. Explain to learners that they need to report each of the sentences in the speech bubbles. First, ask them to quickly skim all the speech bubbles and elicit what tenses they are in – past simple, present perfect and past perfect.
2. Choose a learner to read the first speech bubble to the class. Then say: [name of learner] *said that he had seen the latest Star Wars film.*
3. Tell learners to use the verb in brackets when they report the sentence or question. Before they start, remind them that *tell* and *ask* have to be followed by an object pronoun.
4. Ask learners to work independently writing the reported speech.

**CORE**

**Feedback**

5. Put learners into groups of three; one learner reads the speech bubble, one reports what was said and the third checks that the reporting is correct. Tell them to change roles so they all have a chance to read, report and check. Monitor the groups, helping if necessary.
6. When they have checked their answers, ask the class to look at number 3 – the question. Elicit the correct answer and write it on the board. Ask: *Do you need a question mark when you report someone's question? (No).*

**Answers**

- 2 Khalaf said that his sister had never seen a science fiction film.
- 3 Sarah asked me if Laila had got a new *Star Wars* poster.
- 4 Dana told me that her uncle had owned a lot of *Star Wars* toy when he was a boy.
- 5 Marwan claimed that Harrison Ford had wanted to make a new *Star Wars* film for ages.
- 6 Zainab explained that *Star Wars* had influenced real scientific research.

**Workbook: Activity 2**

1. Tell learners to look at the questions in the two boxes. Explain that they are going to do a questionnaire in the next activity and these are some of the questions they will use.
2. If necessary, elicit the meaning of follow-up questions, and make sure they understand that the follow-up question needs to be logically linked to the previous question.
3. Ask them to read the questions in Box A and then find a suitable follow-up question in Box B.
4. Learners work individually or in pairs, finding the appropriate follow-up questions.

**DESIRABLE**

**Feedback**

Ask individual learners to read a question from Box A and then ask another learner to read out the follow-up question from Box B. Check that they are all in agreement before moving on to the next activity.

**Answers**

- 1 C; 2 D; 3 A; 4 E; 5 B

<p><b>Workbook</b> page 29</p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Explain that learners need to complete the table with all the questions and follow-up questions from Activity 2 (including the example questions). Tell them that they then need to write one more question and follow-up question on the same theme - Science Fiction or science.</li> <li>2. Draw the table on the board and write in the example questions, but do not write the name or answers.</li> <li>3. Choose a confident learner to demonstrate what needs to be done and write in their name and answers in the table on the board.</li> <li>4. Give learners time to complete the table and write one more question and follow-up question of their own. Encourage them to work in pairs and help one another.</li> <li>5. Tell learners to stand up and walk around the class, asking different learners their questions. Explain that they should ask five different people, but remind them that they need to ask each person <b>ONE</b> main question and the follow-up question. If they ask someone a question who answers 'No' or in the case of question 1, they don't have a favourite science fiction film, tell them to move on to another question.</li> <li>6. Make sure they write the names and answers down as they will need them for Activity 3. Encourage them not to ask the people who they usually sit next to.</li> <li>7. Mingle with the learners as they ask and answer. Allow learners to ask you as well if appropriate.</li> </ol> <p>NOTE: If you think that very few people in the class watch science fiction films, change the question to <i>What's your favourite film?</i></p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check that everyone has completed the table and has six names and answers to the questions. Explain that they will need this information for the next activity.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give learners additional questions to choose from and ask them to choose one and write it into their own table.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write their own questions and follow-up questions. Tell them they can use some of the questions given, but should write several more of their own.</li> <li>2. Check their follow-up questions are logical and are linked to the first question.</li> </ol>
<p><b>Workbook</b> page 29</p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Put learners into small groups and ask them to report back their findings to their group. Encourage them to use different reporting verbs such as <i>tell, claim, explain, and ask</i>.</li> <li>2. Before they start, focus their attention on the table on the board and read the example sentence with the class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask members of different groups to report back some of their more interesting findings to the whole class.</p>

<b>Workbook</b> <b>page 29</b>	<b>Workbook: Activity 5</b> 1. Tell learners to choose four people to write about. Explain that they need to include both questions in their sentences and they should use reported speech whenever possible. 2. Direct learners' attention to the example information in their book, elicit a possible sentence and write it on the board. For example, <i>Saeed said that his favourite science fiction film was Star Wars and he told me that he had seen it in March 2016.</i> 3. Learners write the sentences on their own. 4. Monitor as they work and help with any problems using reporting verbs. 5. Tell learners to exchange their summary with their partner to check it. <b>DESIRABLE</b> <b>Feedback</b> When the summaries have been checked and corrected, tell learners to write them out neatly. Then display on the wall for everyone to read.
<b>Resources</b>	<b>Plenary</b> 1. Ask learners if they are interested in watching more (or any) of the <i>Star Wars</i> films now? What about other science fiction films? 2. In groups, learners discuss their ideas and give reasons. <b>Feedback</b> An open class discussion about the topic.

## UNIT 3 LESSON 5 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
<b>Coursebook</b> page 32	<p>1. In groups, learners discuss the questions and make predictions about future homes.</p> <p><b>Feedback</b></p> <p>Have an open class discussion comparing ideas. Keep a note on the whiteboard of learners' predictions for future homes to refer to in the listening activity.</p>
<b>Resources</b>	<b>Main Activity</b>
<b>Workbook</b> page 30	<p><b>Workbook: Activity 1</b></p> <p>1. Learners work in pairs to add the words to the correct categories.</p> <p>2. Monitor and help as needed.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare with others. Display the table and ask individual learners to come to the board and complete it.</p> <p><b>Answers</b></p> <p>Words related to buildings: building materials, organic, architecture, contractor, energy-efficient, automation, smart; Words related to the environment: fumes, organic, environmentalist, energy efficient</p> <p>3. Learners work in pairs to write a definition for each word or phrase.</p> <p>4. Monitor and provide support.</p> <p><b>Feedback</b></p> <p>Elicit examples and write them up on the whiteboard.</p> <p><b>Possible definitions</b></p> <p>building materials: products used in making buildings (for example, clay, rock, wood); fumes: gas or vapour that smells strongly and is dangerous to breathe in; organic: made from natural ingredients without chemicals; architecture: the study or practice of designing and constructing buildings; contractor: a person who manages building projects; environmentalist: a person who cares about protecting the environment; energy efficient: using less energy but providing the same result; automation: using technology to do things that are usually done by humans; smart: computer controlled, as if by human intelligence</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Provide learners with dictionaries to help with difficult words.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners write sentences using the words.</p>



<b>Workbook</b> <b>page 30</b>	<b>Workbook: Activity 2</b> 1. Learners practise saying the words with their partners and underline the stressed syllable. 2. Monitor learners and help them identify the stressed part of the word. <b>EXTENSION</b> <b>Feedback</b> Write all the words on the whiteboard and have learners underline the stressed syllable. <b>Answers</b> <u>architecture</u> , <u>environmentalist</u> , <u>smart</u> , <u>organic</u> , <u>energy efficient</u> , <u>automation</u> , <u>contractor</u>
<b>Coursebook</b> <b>page 32</b> <b>Audio Track 10</b>	<b>Listening: Activity 1</b> 1. Refer learners to their predictions from the beginning of the class, which are listed on the whiteboard. 2. Tell learners to listen to the interview. Ask: <i>How many of your ideas are mentioned?</i> 3. Play audio. <b>CORE</b> <b>Feedback</b> Discuss as a class how many of their predictions were mentioned. Ask: <i>Which other predictions were made?</i>
<b>Coursebook</b> <b>page 32</b> <b>Audio Track 10</b>	<b>Listening: Activity 2</b> 1. Ask learners to read through the questions before listening. Help with any difficult vocabulary. 2. Play audio as many times as necessary. <b>CORE</b> <b>Feedback</b> Learners compare answers with a partner. Elicit answers and write them on the whiteboard. <b>Possible answers</b> 1 because they have been thinking about creating homes with cost-efficient and long-lasting material; 2 because it's expensive; 3 turning on the water heater while outside the house/using their smartphone; 4 to clean the floors; 5 they will have sensors to reduce energy use in rooms
<b>Workbook</b> <b>page 30</b>	<b>Workbook: Activity 3</b> 1. Learners work in pairs to complete the sentences. 2. Monitor learners and refer them to the definitions they wrote. <b>CORE</b> <b>Feedback</b> Allow learners to compare answers. Then ask individual learners to read out their sentences. Write them on the whiteboard. <b>Answers</b> 1 Energy-efficient; 2 environmentalists; 3 organic; 4 architecture; 5 Building contractors; 6 automation
<b>Resources</b>	<b>Plenary</b> 1. Ask learners if they have seen or heard of any of the aspects talked about in the interview in homes in the UAE, or anywhere else they've visited.

## UNIT 3 LESSON 6 TASKS/ACTIVITIES

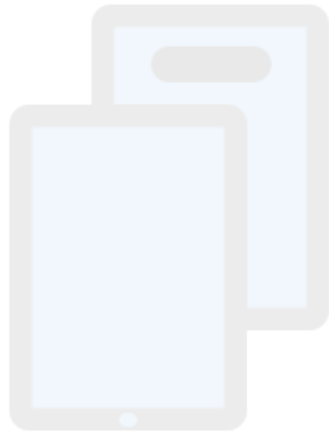
<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>Learners quiz each other in pairs on the spelling of the vocabulary items from Lesson 5.</li> <li>Learner A says a word and Learner B writes, or says the spelling of, the word.</li> <li>Learners can check Workbook page 41 Activity 1 for answers.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook</b> page 32	<b>Use of English: Activity 3</b> <ol style="list-style-type: none"> <li>In small groups, learners complete the activity.</li> <li>Monitor learners and help them focus on the target language.</li> <li>Encourage learners to look at the <i>Language tip</i> to understand the use of the these adverbs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Groups compare answers. Then conduct open class feedback.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>To talk about the chances of something happening.</li> <li>adverbs</li> <li><i>Will</i> usually comes before, infinitive verbs usually come after.</li> <li>possibly, perhaps, probably, certainly, definitely</li> </ol>
<b>Workbook</b> page 31	<b>Workbook: Activity 4</b> <ol style="list-style-type: none"> <li>In pairs, learners order the words to create correct sentences.</li> <li>Monitor learners and refer them back to the Use of English section in the Coursebook.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare answers. Invite learners to write the correct sentences on the board. Encourage peer correction.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>I think it will definitely rain tonight.</li> <li>The guests will probably be late.</li> <li>Energy-efficient buildings will definitely become more popular in the future.</li> <li>Buying houses will possibly be more expensive in the next 20 years.</li> <li>The company will certainly have more branches soon.</li> </ol>
<b>Coursebook</b> page 33	<b>Speaking: Activity 4</b> <ol style="list-style-type: none"> <li>Start with an example for learners, for example <i>Robots: advantages: cleaning the house will certainly become easier; disadvantages: many people will probably become very lazy.</i></li> <li>In pairs, learners choose a topic. They then make lists of advantages and disadvantages on the topic.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor, and help with vocabulary and structures.</p>

<b>Coursebook</b> <b>page 33</b>	<b>Speaking: Activity 5</b> 1. Tell learners to work with another pair that chose the same topic. 2. Learners discuss their ideas. Remind them to use probability adverbs and start their sentences with <i>I think</i> or <i>I believe</i> . <b>CORE</b> <b>Feedback</b> Monitor, ensuring that learners are using the target vocabulary and structures.
<b>Workbook</b> <b>page 31</b>	<b>Workbook: Activity 5</b> 1. Learners work individually on writing a short paragraph about their future home. 2. Encourage learners to use as much vocabulary and language as possible from this lesson and previous lessons. 3. Monitor and help learners. Allow use of dictionaries and the Internet to add ideas. <b>DESIRABLE</b> <b>Feedback</b> Allow learners to exchange their paragraphs in pairs and read about the different imagined homes.
<b>Resources</b>	<b>Plenary</b> 1. In groups, learners suggest two extra things they'd like to see in future homes. 2. All learners vote for their favourite feature. 3. Announce the most popular future home feature.

## UNIT 3 LESSON 7 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 28</b>	1. Learners discuss the questions in small groups. <b>Feedback</b> Have a brief open class discussion.
<b>Resources</b>	<b>Main Activity</b>
<b>Workbook page 32</b>	<b>Workbook: Activity 1</b> 1. In pairs, learners complete the wordsearch. 2. After finding all of the words, learners match them with the correct definition. 3. Monitor and help learners as needed. <b>CORE</b> <b>Feedback</b> Learners compare with another pair. Display a completed wordsearch on the whiteboard and ask individual learners for the definitions. <b>Answers</b> 1 preservatives; 2 nutritionist; 3 pressure cooker; 4 processed food; 5 canned food; 6 agriculture; 7 vending machine <b>Differentiation activities (Support):</b> 1. Provide learners with dictionaries to help with difficult words. <b>Differentiation activities (Stretch):</b> 1. Learners use the words in their own sentences.
<b>Coursebook page 28</b>	<b>Reading: Activity 1</b> 1. Learners complete the activity individually. 2. Allow learners some time to do this task. Don't rush them as they are required to look for details. <b>CORE</b> <b>Feedback</b> Learners compare their answers in pairs. Ask for a show of hands for each statement. <b>Answers</b> 1 F; 2 T; 3 T; 4 F; 5 NG
<b>Workbook pages 32–33</b>	<b>Workbook: Activity 2</b> 1. In pairs, learners read the statements about the words from Activity 1 and decide whether they are true or false. 2. Encourage learners to look at the definitions in Activity 1. <b>DESIREABLE</b> <b>Feedback</b> Learners compare their answers with other pairs. They then have an open class discussion. <b>Answers</b> 1 F; 2 T; 3 F; 4 F; 5 F

<b>Workbook page 33</b>	<b>Workbook: Activity 3</b> 1. Learners work in pairs to complete the sentences. 2. Monitor learners and refer them back to the definitions. <b>CORE</b> <b>Feedback</b> Learners compare their answers. A pair is nominated to write the answers on the whiteboard. <b>Answers</b> 1 nutritionist; 2 Canned food; 3 Preservatives; 4 agriculture; 5 vending machine; 6 processed food
<b>Resources</b>	<b>Plenary</b> 1. Ask learners if they or anyone in their family use traditional cooking methods. Do they think it's a positive or negative thing?



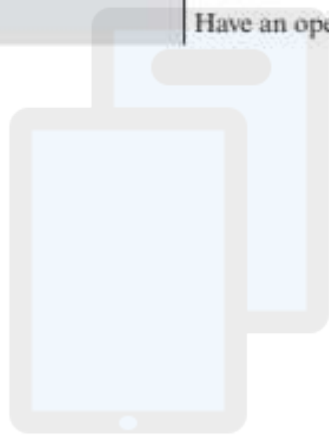
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## UNIT 3 LESSON 8 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
	1. Learners quiz each other on the vocabulary from the previous lesson. Learner A gives a definition or example of the vocabulary item and Learner B guesses. They swap roles once.
<b>Resources</b>	<b>Main Activity</b>
<b>Coursebook page 35</b>	<b>Use of English: Activity 2</b> 1. Learners work in pairs to answer the questions. 2. Monitor and support learners in their guided discovery. Point out the <i>Language tip</i> . <b>CORE</b> <b>Feedback</b> Learners compare answers with others. Then, lead the learners in an open class feedback and analysis of target language. <b>Answers</b> a to express the possibility of something happening; b (modal) verbs; c No, we are not sure; d no; e. infinitive form of verb without to
<b>Workbook page 33</b>	<b>Workbook: Activity 4</b> 1. In pairs, learners complete the activity. <b>DESIRABLE</b> <b>Feedback</b> Learners compare their sentences with different pairs. Nominate learners to write the final sentences on the whiteboard. <b>Answers</b> 1 may/might close down; 2 may/might go; 3 may/might discover; 4 may/might lose; 5 may/might change
<b>Coursebook page 35</b>	<b>Speaking: Activity 3</b> 1. If possible, play a short clip from a popular health talk show to introduce the topic of the role-play. 2. Divide the class into three big groups (talk show hosts, nutritionists and environmentalists) and let them brainstorm and exchange their opinions about the future of food. 3. Make sure learners are all taking notes (remind them that they'll be split into new groups later). 4. Regroup learners into groups of three (one talk show host, one nutritionist, one environmentalist). 5. Learners prepare their role-play using the information they gathered during the brainstorm. Encourage learners to use the language from Activity 2. <b>CORE</b> <b>Feedback</b> Encourage learners to write key word prompts for the role-play. Remind them that they should be speaking not reading.

<p><b>Coursebook page 35</b></p>	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Each group performs their role-play for one other group.</li> <li>2. Circulate and monitor, making sure the watchers are listening (not preparing).</li> <li>3. Take note of correct language use and common errors.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate one or two (depending on time) strong groups and invite them to act out their role-play in front of others.</p> <p>Display some of the common errors on the whiteboard and ask learners to correct these in groups (make sure this is anonymous). Then do this as open class feedback.</p> <p>Praise strong 'chunks' of language from the role-play and any effective use of language learned from the unit, especially <i>may/might</i>.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to think about their eating habits and how they could improve them (kinds of food they eat, time at which they eat, etc.).</li> </ol> <p><b>Feedback</b></p> <p>Have an open class discussion based on their suggestions and the ideas in the text.</p>



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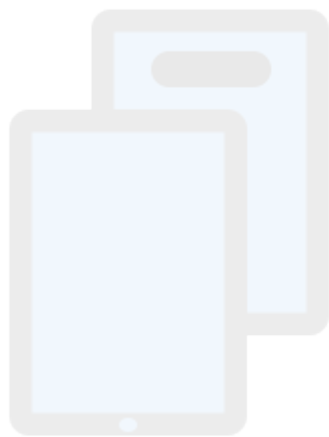
## UNIT 3 LESSON 9 TASKS/ACTIVITIES

Resources	Starter
<p>Coursebook page 36</p>	<p>1. Write the words <i>social media</i> on the board. Ask learners: <i>How important is social media to you?</i> If you have access to the Internet in your classroom, open up a popular social media site and <i>then</i> ask the question.</p> <p>2. Learners read and discuss the bulleted questions in small groups. Encourage them to think about face-to-face communication as well as using technology.</p> <p><b>Feedback</b></p> <p>Ask learners what they have found out from their groups. Write two headings on the board <i>Friends</i> and <i>Family</i>. Elicit how learners communicate with their friends and with their family and write their answers down under the appropriate heading. Is there a difference between how they communicate with the two groups? For example, do they talk to their grandparents face-to-face and message their friends using electronic devices?</p>
Resources	Main Activity
<p>Coursebook page 36</p>	<p><b>Reading: Activity 1</b></p> <p>1. Ask learners to look at the three headlines and photographs.</p> <p>2. Learners work in pairs to decide what the headlines might be about without looking at the articles on the page.</p> <p>3. Encourage them to give reasons for their decisions.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit some possible ideas from the class and write them on the board. Ask if they have ever seen headlines like this before, and if so where and when. At this point do not confirm if the learners are correct in their predictions.</p>
<p>Coursebook page 36</p>	<p><b>Reading: Activity 2</b></p> <p>1. Tell learners to skim the two articles and decide which headline goes with which article.</p> <p>2. If necessary, elicit the meaning of <i>skim</i> so that they don't spend too much time reading every word.</p> <p>3. Set a time limit of one minute.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from the whole class. Ask learners to give reasons for their choices.</p> <p><b>Answers</b></p> <p>Article 1: Headline C; Article 2: Headline A</p>



<p><b>Coursebook</b> page 37</p>	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they are going to read the two articles again, but this time more carefully and in more detail.</li> <li>2. Before they start reading, ask them to look at the questions below and elicit what they have to do. Remind them that they should choose NG if the information is not in the text. Point out that even if they believe the answer is probably true or false, if it isn't in the text then they must choose NG.</li> <li>3. Learners work individually or in pairs.</li> <li>4. Monitor learners while they are working.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from the whole class. Ask learners to give reasons for their choices.</p> <p><b>Answers</b></p> <p>1 F; 2 T; 3 NG; 4 T; 5 T; 6 NG</p> <p><b>EXTENSION</b></p> <ol style="list-style-type: none"> <li>5. When you have checked the answers and any further unknown vocabulary, ask learners to go online and see what they can find out about the future of Virtual Reality or the Museum of the Future.</li> </ol>
<p><b>Coursebook</b> page 36 <b>Workbook</b> page 34</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Explain to learners that they are going to complete a crossword using words from the two articles on Coursebook page 53.</li> <li>2. Learners complete the crossword in pairs. Encourage them to try and work out the answers before looking back at the Coursebook.</li> <li>3. Learners check their answers with another pair.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Draw or display the crossword on the board and ask learners to complete it. Go through any vocabulary learners are still unsure about and practise the pronunciation of problematic words.</p> <p><b>Answers</b></p> <p><i>Across:</i> 4 immersive, 6 tweet, 7 exhibition, 8 upload, 9 decade <i>Down:</i> 1 virtual, 2 goggles, 3 simultaneously, 5 artificial, 9 dream</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give learners the words they need to complete the crossword. Depending on the level of the learners, either give them the ten words jumbled up or tell them which words go with the <i>Across</i> clues and which words go with the <i>Down</i> clues.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the two articles again and find five words related specifically to communication and technology, for example <i>Twitter</i>, <i>global dreaming network</i>, <i>tweet</i>, etc.</li> <li>2. When they have selected five words, tell them to write a definition for each word.</li> <li>3. Learners then give their definitions (without the word) to a partner who has to decide what the word is. To make it easier, the number of letters required could be given.</li> </ol>

Resources	Plenary
	<ol style="list-style-type: none"><li data-bbox="336 174 1321 246">1. Ask learners if they think that having virtual meetings is a good idea and why. Do they think that virtual classrooms might be next?</li><li data-bbox="336 246 1321 286">2. In groups, learners discuss their ideas and give reasons.</li></ol> <p data-bbox="336 286 1321 327"><b>Feedback</b></p> <p data-bbox="336 327 1321 367">Have an open class discussion about the topic.</p>



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## UNIT 3 LESSON 10 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners if they used any form of social media last night or this morning.</li> <li>2. Learners write a list of all the social media sites and applications they used, for example <i>Facebook, Twitter, WhatsApp, Facetime, Instagram</i>, etc.</li> <li>3. In groups, learners compare their lists and explain why they used these social media sites.</li> </ol> <p><b>Feedback</b></p> <p>Elicit the different forms of social media learners used and ask how many times they used each one and what they used it for (for example, to upload photos, chat with friends, download music, etc.).</p> <p>Write a list of all the different forms of social media used and find out which is the most popular one in the class.</p>
<b>Resources</b>	<b>Main Activity</b>
<p><b>Coursebook</b> page 37</p>	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners read the three sentences and then find them in the articles.</li> <li>2. Learners answer the three questions individually or in pairs. Elicit the answers to these questions first.</li> <li>3. Learners read the articles again and find any other words or phrases which have similar meanings.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to read out the words and phrases they have found and explain whether they are being used to give a reason, give support or add information. Write the words and phrases on the board and elicit other words and phrases that can be used in an argumentative essay, for example <i>because of, Another (reason) is, Furthermore, Moreover</i>, etc.</p> <p><b>Answers</b></p> <p>1 because; 2 for instance; 3 In addition</p> <p>Other examples: So, Since, as, As a result</p>
<p><b>Workbook</b> page 34</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Write <i>Giving an opinion</i> on the board and ask learners if they can remember what words and phrases are used to support an opinion, give a reason or add extra information. If necessary, write the words on the board.</li> <li>2. Read the words in the box with the class and check they understand the meaning of each word or phrase.</li> <li>3. Tell learners to complete the paragraph either individually or in pairs.</li> <li>4. When they have finished, ask them to compare their answers with one another learner or pair.</li> </ol> <p><b>CORE</b></p>

	<p><b>Feedback</b></p> <p>Ask individual volunteers to read out the completed paragraph. When they have finished and you have checked the answers, tell learners to read the paragraph again and explain the function of each word in the box. Is it signalling a reason, extra information, etc?</p> <p><b>Answers</b></p> <p>2 such as/for example; 3 In addition; 4 for example/such as; 5 because/since/as; 6 one reason; 7 Another reason; 8 since/because/as</p> <p><b>EXTENSION</b></p> <p>5. Ask learners to use either the Internet or a thesaurus to find other words they could use when writing an essay which needs opinions.</p>
<p><b>Workbook page 35</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Remind learners of the <i>Writing tip</i> on Coursebook page 54 and if necessary, read it with them again.</li> <li>2. Learners read each statement. Explain that these are all <i>possible</i> ideas and opinions.</li> <li>3. Learners work in pairs to think of reasons to support each statement. At this level, the facts do not need to be proven, just generally accepted ideas.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor what the learners are writing and give individual feedback as appropriate.</p> <p><b>Answers</b></p> <p>Learners' own ideas.</p>
<p><b>Workbook page 35</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they are going to write an essay answering the question in Activity 3. Before they start, elicit how they will plan and write their essay. Stress the importance of having an introduction, clear paragraphing and a conclusion.</li> <li>2. Before they start, brainstorm some ideas. First, put the following questions on the board: <i>What should go in the introduction?</i> (An explanation of what social media is and how it has changed how we communicate.) <i>What should go in the conclusion?</i> (A summary of what has been said and their own opinion.) <i>How many other paragraphs should there be? What should they contain?</i> (The other paragraphs could illustrate two different viewpoints: 1: how and why communication will change and how it will become more effective; 2: why ways of communicating won't change much in the future.)</li> <li>3. Learners write their essays. Tell them that they can use the ideas from Activity 3 or they can use their own ideas.</li> <li>4. While they are writing, monitor and help with grammar and vocabulary if necessary.</li> </ol>

	<p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>When learners have finished their essays, collect them in and then redistribute the essays to different learners. Ask learners to read each other's work, indicating where they think there are spelling and grammar mistakes.</p> <p>Put on the board; S = spelling, T = tense, V = vocabulary. (You may prefer learners to look for punctuation errors instead, but don't ask them to look for too many things at the same time.)</p> <p>Encourage learners to underline the words/phrases they believe are incorrect and write the letter S, T or V next to it.</p> <p>You may like to collect the work in afterwards to check.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give learners an essay plan or outline for them to follow with the main points included.</li> <li>2. Ask them to write four paragraphs, including the introduction and conclusion and to only use some of the ideas in the Workbook.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to create their own essay plan and possibly a mind map.</li> <li>2. Tell them to use their own ideas, not just the ones in the Workbook, and to add additional reasons for each point.</li> </ol>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Ask learners if they believe they spend too much time on social media sites. Do they think this will change as they get older?</li> <li>2. In groups, learners discuss their ideas and give reasons.</li> </ol> <p><b>Feedback</b></p> <p>An open class discussion about the topic.</p>

## UNIT 3 LESSON 11 TASKS/ACTIVITIES

<b>Resources</b>  <b>Coursebook</b> <b>page 38</b>	<b>Starter</b>  1. Learners discuss the questions in small groups. 2. If possible, allow learners a couple of minutes on the Internet to find out what the World Expo is. If you do not have Internet access in the classroom, briefly explain to learners what it is. (A large public exhibition on different themes – it will be held in Dubai in 2020 on the theme ‘Connecting Minds – Creating the Future’.)  <b>Feedback</b> Have an open class discussion and write any interesting ideas on the whiteboard.
<b>Resources</b>  <b>Coursebook</b> <b>page 38</b>	<b>Main Activity</b>  <b>Reading: Activity 1</b> 1. Tell learners they’re now going to read about the future of technology. 2. Learners read the paragraph headings, then skim the text to match them with the paragraphs. Set a time limit.  <b>CORE</b> <b>Feedback</b> Learners compare their choices with other learners. Elicit the answers from individual learners. Ask: <i>Were any of the technologies you thought of at the beginning of the class mentioned?</i>  <b>Answers</b> 1 b; 2 c; 3 d; 4 a
<b>Workbook</b> <b>page 36</b>	<b>Workbook: Activity 1</b> 1. Learners complete the crossword puzzle. 2. Monitor and help learners by providing further clues. You could provide the first letter of each word if necessary. Allow learners to refer to the article on Coursebook page 55 if they are struggling.  <b>CORE</b> <b>Feedback</b> Display the crossword and ask individual learners to add the answers.  <b>Answers</b> <i>Across:</i> 6 artificial intelligence <i>Down:</i> 1 developing countries; 2 nanotechnology; 3 hard disk; 4 robotics; 5 globe; 7 innovation; 8 interface NB the hyphens in the crossword are only there to show that the words are separate.  <b>Differentiation activities (Support):</b> 1. Provide learners with dictionaries to help with difficult words.  <b>Differentiation activities (Stretch):</b> 1. Learners use the words in sentences of their own.

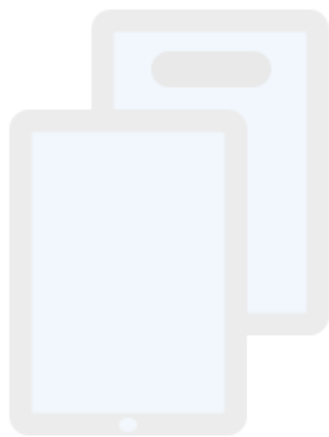
<b>Workbook</b> <b>page 37</b>	<b>Workbook: Activity 2</b> 1. Learners look for the words in the article. The letters in brackets give their paragraph location in the text. 2. Learners read the sentences they are in to work out which part of speech they are. <b>DESIRABLE</b> <b>Feedback</b> Learners compare the answers in pairs/groups. Write them on the whiteboard. <b>Answers</b> artificial: adjective; robotics: noun; globe: noun; innovation: noun; nanotechnology: noun; interface: noun
<b>Workbook</b> <b>page 37</b>	<b>Workbook: Activity 3</b> 1. Learners work in pairs to complete the sentences with the correct words. 2. Monitor and support learners by referring them to the clues in Activity 1. <b>DESIRABLE</b> <b>Feedback</b> Learners compare their choices with other pairs. Elicit the answers to the whiteboard. <b>Answers</b> 1 hard disk; 2 Nanotechnology; 3 robotics; 4 developing countries
<b>Coursebook</b> <b>page 39</b>	<b>Reading: Activity 2</b> 1. Learners read the questions then read the text again more carefully to find the answers. <b>CORE</b> <b>Feedback</b> Learners compare answers with others, then elicit answers to the whiteboard. Ask learners to justify their answers and say where they found them. <b>Possible Answers</b> 1 Because many world expos will have been held by then; 2 developing countries; 3 nanotechnology; 4 using voice command; 5 plastic, metal, concrete, fabrics and food
<b>Resources</b>	<b>Plenary</b> 1. Ask learners if they would like to use any of these technological inventions and if they think they'll become popular where they live. 2. Facilitate a discussion between different groups in the classroom.

## UNIT 3 LESSON 12 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
	<p>1. Ask learners what innovations they can remember from the article in the previous lesson.</p> <p><b>Feedback</b></p> <p>Brainstorm as a class and write innovations on the whiteboard.</p>
<b>Resources</b>	<b>Main Activity</b>
<p><b>Coursebook</b> page 39</p>	<p><b>Use of English: Activity 3</b></p> <p>1. Learners work in groups to analyse the language and answer the questions.</p> <p>2. Monitor learners and help them work out the meaning and form of the language. Refer them to the <i>Language tip</i>.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare with others. Then conduct open class feedback.</p> <p><b>Answers</b></p> <p>1 future; 2 before; 3 future perfect; 4 have + past participle</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Highlight the sequence and completion of the activities through a timeline.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to place the specific time, as well as the activity and its duration, on a timeline.</p>
<p><b>Workbook</b> page 37</p>	<p><b>Workbook: Activity 4</b></p> <p>1. Learners work on changing the form of the verb to complete the sentences.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners compare answers in pairs/groups. Then, write them on the whiteboard.</p> <p><b>Answers</b></p> <p>1 will have changed; 2 will have cooked; 3 will have become; 4 will have improved; 5 Will (she) have finished; 6 won't have started</p>
<p><b>Coursebook</b> page 39</p>	<p><b>Speaking: Activity 4</b></p> <p>1. In groups of four, learners choose a topic and make predictions about what will happen within those topics by 2050. Provide learners with an example: Education: <i>By 2050, the UAE will have integrated the use of digital books in all schools, and paper will no longer be used.</i></p> <p>2. Encourage learners to think of as many ideas as possible and to make notes/write down keywords.</p> <p>3. Learners create posters for their topics with visuals to demonstrate their predictions.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Groups listen to other presentations. Encourage them to ask questions as they listen. Rotate groups so that each group listens to each topic at least once. Learners take note of any similar predictions they had.</p>



Resources	Plenary
	<ol style="list-style-type: none"><li>1. Ask learners to discuss the advantages and disadvantages of having so much technology around us.</li><li>2. Monitor and engage with learners in their discussion.</li></ol>



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## UNIT 4 LESSON 1 TASKS/ACTIVITIES

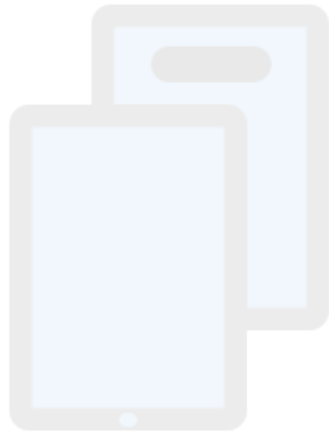
<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 41</b>	<ol style="list-style-type: none"> <li>Learners complete the first bulleted activity in groups of four. Set a time limit and encourage learners to try to be the group with the longest list.</li> <li>Engage with learners in a discussion of the second question.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 41</b> <b>Audio Track 11</b>	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners read the options then listen to the audio to match the people to the jobs.</li> <li>Remind learners before you play the audio that there are two extra jobs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their choices with each other. Elicit the answers from learners, then confirm the answer on the whiteboard.</p> <p><b>Answers</b></p> <p>1 b; 2 c; 3 e; 4 a</p>
<b>Workbook page 38</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners complete the wordsearch in pairs.</li> <li>Learners match the words with their meanings.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare with other pairs. Then open class feedback. Display the wordsearch and allow individual learners to mark up the answers.</p> <p><b>Answers</b></p> <p>1 conference; 2 duties; 3 judge; 4 court; 5 academy; 6 post; 7 prestigious; 8 career</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Provide learners with dictionaries to help with difficult words.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners use the words in sentences.</li> </ol>
<b>Workbook page 38</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>In pairs, learners practise saying the words.</li> <li>Learners underline the stressed syllables.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers with other pairs, then nominate two pairs to underline the stressed syllable on the whiteboard.</p> <p><b>Answers</b></p> <p>career; duties; prestigious; conference; academy</p>

<p><b>Coursebook</b> page 39 <b>Audio Track 11</b></p>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they're going to listen again but this time for detail.</li> <li>2. Learners read the statements then listen and decide whether they are true or false.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers with a partner. Elicit the answers to the whiteboard and encourage learners to correct the false sentences. Ask: <i>Why are they false?</i></p> <p><b>Answers</b></p> <p>1 F; 2 F; 3 T; 4 F; 5 T; 6 F</p>
<p><b>Workbook</b> page 39</p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs to put the correct word in each sentence. Remind them that there are extra words that won't be used.</li> <li>2. Monitor and refer learners back to the definitions in Activity 1.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers with other pairs and then elicit answers to the whiteboard.</p> <p><b>Answers</b></p> <p>1 duties; 2 conference; 3 academy; 4 court; 5 career; 6 prestigious; 7 judge</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Ask learners what they think are the top three dream jobs among people their age.</li> <li>2. Engage with learners in the discussion and encourage them to expand their ideas and justify their choices.</li> </ol>

## UNIT 4 LESSON 2 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
Coursebook page 41	1. Learners quiz each other on the spelling of the vocabulary items from Lesson 1.
<b>Resources</b>	<b>Main activity</b>
Coursebook page 61	<p><b>Use of English: Activity 3</b></p> <p>1. In groups of three, learners look at the sentences and the questions.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor learners and help them work out the meaning and form of the target language through prompting questions.</p> <p><b>Answers</b></p> <p>Sentence a: 1 Yes; 2 infinitive; 3 No Sentence b: 1 No; 2 Yes; 3 infinitive</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Do this as an open class activity led and facilitated by the teacher.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to write sentences using <i>must</i> and <i>don't have to</i> about the classroom or school in general.</p>
Workbook page 39	<p><b>Workbook: Activity 4</b></p> <p>1. Learners work in pairs to complete the sentences.</p> <p>2. Encourage learners to look at the whole sentence before deciding on an answer and then to read the completed sentence. <i>Does it make sense?</i></p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers with other pairs, then nominate two pairs to come to the whiteboard to write their answers.</p> <p><b>Answers</b></p> <p>1 must study; 2 don't have to arrive; 3 don't have to deliver; 4 must get; 5 must be</p>
Coursebook page 42 PCM 3	<p><b>Speaking: Activity 4</b></p> <p>1. Demonstrate how to play with an open group to make sure learners understand. Learners should place the cards face down on the table.</p> <p>2. In groups of four, learners play the game.</p> <p>3. Remind learners that they need to take turns for this game – only one learner takes a card each turn and reads it out.</p> <p>4. Remind learners to use <i>must</i> and <i>don't have to</i>.</p> <p>5. Monitor and make sure learners are playing the game correctly.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>In each group, learners check who has the biggest number of cards. That person is the winner! Make some general comments about their use of <i>must</i> and <i>don't have to</i> and correct any common errors.</p>

<b>Coursebook page 42</b>	<b>Speaking: Activity 5</b> 1. In groups, learners work on ranking the jobs, guided by the categories. 2. Remind learners to use the target language and language they have previously learned for discussions, for example <i>What's your opinion?</i> 3. Monitor and help learners expand on their ideas. <b>CORE</b> <b>Feedback</b> Learners engage in an open class discussion to reach a mutual ranking. Monitor this and serve as a facilitator to allow learners to expand on their ideas.
<b>Resources</b>	<b>Plenary</b>
	1. Ask learners to tell each other about their dream job based on the lesson and what they discussed and heard.



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## UNIT 4 LESSON 3 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
Coursebook page 43	1. Elicit which learners think a routine is important and why. Find out how many believe variety is better and encourage them to suggest jobs which have fewer routines. Ask: <i>What sort of person do you think prefers a job with a lot of variety?</i>
<b>Resources</b>	<b>Main activity</b>
Coursebook pages 43–44	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to quickly look at the photographs of the two men and the school and elicit what they think the relationship might be between the men.</li> <li>2. Tell them not to read the texts but just look at the photographs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask learners to tell you what they think the relationship is. They will discover what the actual jobs are in the next few activities, so don't tell them at this point.</p> <p><b>Answer</b></p> <p>They work together – the older man is the younger man's boss</p>
Coursebook page 43	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to look at the first article and elicit what they think the man's job might be.</li> <li>2. Write their suggestions on the board. Using the photo of the school as a hint, learners may guess that the man is either a teacher or school administrator.</li> <li>3. Learners scan the article to find the answer, then compare their answer with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the answer from the class and ask them if they think the principal at their own school has a similar routine to Dr Malik.</p> <p><b>Answer</b></p> <p>He's the principal of a rural boys' school</p>
Coursebook page 43	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the article again and complete each statement with the correct answer.</li> <li>2. Learners work individually and then check their answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to read the completed statements to the class. Encourage the rest of the class to correct any answers they believe are wrong.</p> <p><b>Answers</b></p> <p>1 a; 2 a; 3 b; 4 a; 5 b (He usually starts at 7 and finishes at 4.30 – he gets home at 5.)</p>

<p><b>Coursebook</b> page 44</p>	<p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to look at the photograph and elicit what they think the man does for a living. In Activity 1 they learned that the two men work together and they should have guessed that he is the native-speaker teacher mentioned in Activity 2.</li> <li>2. Before they start reading, ask them to look at the sentences above the text and elicit what they have to do. Remind them that they should choose NG if the information is not in the text.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from the class and ask learners to explain how they decided on their answers.</p> <p><b>Answers</b></p> <p>1 F; 2 T; 3 NG; 4 F</p>
<p><b>Workbook</b> page 40</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Explain that learners need to complete the text with the words and phrases provided. Tell them that all the words and phrases are from the two articles in the Coursebook.</li> <li>2. Remind them that they do not need two of the words, although those words are in the article.</li> <li>3. Learners complete the text on their own. If they are unsure of the meaning of any of the missing words, encourage them to try and complete the text using the context to help them.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask individual learners to read the text aloud. If learners are unsure or disagree about any of the words ask them to use a dictionary to check the meaning.</p> <p><b>Answers</b></p> <p>2 commute; 3 staff; 4 colleagues/peers; 5 workplace; 6 boss; 7 open plan; 8 peers/colleagues; 9 coffee breaks; 10 department</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to use a dictionary to look up any words they don't know.</li> <li>2. When they have finished the gap fill, ask them to write down the words and the dictionary definitions of any new vocabulary.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write ten new sentences using the words in the gaps. Explain that these sentences should be different from the ones in either the Workbook or Coursebook.</li> <li>2. For those that finish early, ask them to write sentences for the two additional words, <i>facilities</i> and <i>principal</i>.</li> </ol>

**Reading: Activity 5**

1. Explain that often people don't say exactly what they mean but imply it by using different words or by not saying it. For example, sometimes what is NOT said is as important as what is said. This can be very difficult to understand sometimes and so it is important to use the context to recognise the meaning.
2. Tell learners that all the statements are true. Read the first one with the class and ask learners to find words or ideas that reflect this. He says ... *although it's a difficult job at times I'm very proud of what my staff and I have achieved so far*. The use of words such as *proud* and *achieved* implies that he enjoys what he's doing.
3. Ask learners to read the rest of the statements and then work in pairs to find words and phrases to support these ideas. Remind them that the answers are in both articles.
4. Monitor learners while they work.

**CORE**

**Feedback**

Elicit answers from the whole class and ask learners to explain how these words and phrases support the ideas in the statements.

**Answers**

- 1 He's proud of what he and his staff have achieved.
- 2 Head of a rural school is a challenge/fewer facilities.
- 3 Young people prefer to stay and work in the cities.
- 4 Wants staff to remain for a long time.
- 5 Josh finds it hard/doesn't understand local culture.
- 6 Good manager; 7 Only non-Arabic speaker, lonely, only foreigner

**Resources**

**Plenary**

1. Ask learners if they would prefer a 7.30–2.30 job or one which had more flexibility.
2. In groups, learners discuss their ideas and give reasons.

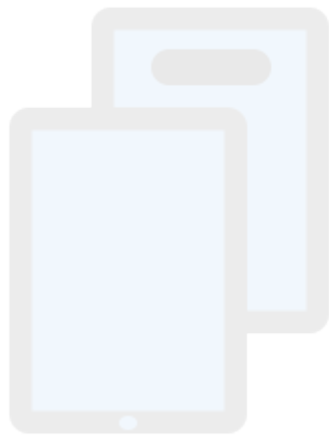


## UNIT 4 LESSON 4 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
<b>Coursebook pages 43–44</b>	<ol style="list-style-type: none"> <li>1. Show the photographs of the two men to the class and ask learners to make a note of everything they can remember about them without looking in their books.</li> <li>2. Set a time limit of two minutes. When they have finished, ask them to compare their notes with their partner and add or change anything on their list.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 44</b>	<p><b>Use of English: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to read the two pairs of sentences and underline the differences in the second sentence in each pair. Check they understand the meaning of <i>seldom</i>.</li> <li>2. When they have underlined the differences ask them to answer the two questions, then discuss their answers with a partner.</li> <li>3. Before you discuss the answers with the class, ask learners to look at the <i>Reading strategy</i> and check their own answer to question 2.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit what the differences are. Learners should have noticed that the word order has changed in both pairs of sentences and that in the first pair different words have been used to link the two clauses in the sentence. If necessary, point out that the first sentence consists of two clauses linked with 'and' – <i>We have fewer facilities ... and we have a bit of a problem recruiting ...</i> whereas the second sentence consists of two clauses which start with a negative and are linked with 'but' – <i>Not only do we have ... but we have a bit of a problem ...</i></p> <p>Ask if the two sentences have the same meaning and make sure all learners understand that they do.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1. The word order changes so that the verb is put before the subject. It can be used in any tense, but these examples are all in the present simple.</li> <li>2. It is often used as a literary technique for emphasis or special effect. It makes a sentence sound impressive or unusual, but can sound very formal.</li> </ol>
<b>Workbook page 40</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Read the first sentence and example with the class to make sure that they understand what to do.</li> <li>2. Give them time to rewrite the inverted sentences.</li> <li>3. Monitor while they work, making sure they do not change the tense at all. All these sentences are in the present tense.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask learners to check their answers in pairs and go through any individual problems that arise.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>2 The girls rarely misbehave.</li> <li>3 Young teachers seldom want to work in a rural school.</li> <li>4 Tariq is hardworking and (he is) also very helpful.</li> <li>5 My brother is rarely late for work.</li> </ol>

<p><b>Workbook</b> page 41</p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to read the questionnaire and Josh's answers.</li> <li>2. Point out that the answers are in note form and contain the main information that then appears in the article.</li> <li>3. Ask learners to work together to decide how Josh supported his opinions. Explain that they will need to look back at the article on Coursebook page 63 to see how these ideas are expanded.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write learners' suggestions on the board and elicit whether Josh's article includes additional implicit ideas and not just clearly stated ones. For example, he says he is lonely but doesn't say, but implies, that culture shock has been one of the causes of his loneliness. He also says he goes to Abu Dhabi in his free time to see other expats, but this also implies that he's not very happy living in Al Gharbia.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Put learners into small groups and ask them to find examples for just one question, for example <i>What are the good things about your job?</i> or <i>What are the bad things about your job?</i></li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Put learners into small groups and ask them to find examples of Josh's views which have not been included in the questionnaire but are implied in the article, for example cultural issues.</li> <li>2. Encourage learners to think about what other opinions Josh might have but doesn't openly say.</li> </ol>
<p><b>Workbook</b> page 41</p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to look at the second questionnaire and elicit who it's about – Aisha Al Shamsi.</li> <li>2. Ask them to read her answers and then write a short summary, similar to the one about Josh. In pairs, tell them to plan the summary and think about where they could include some inverted sentences. Remind them that they need to include (and possibly invent) some examples to support Aisha's opinions.</li> <li>3. Learners write the summary on their own.</li> <li>4. Monitor as they work and make sure they are creating inverted sentences correctly – help if necessary.</li> <li>5. Tell learners to exchange their summary with their partner to check it.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>When the summaries have been checked and corrected, tell learners to write them out neatly. Collect them in to make sure they have used inversions correctly as well as expanding the answers.</p> <p><b>EXTENSION</b></p> <ol style="list-style-type: none"> <li>6. Ask learners to interview a family member or a friend about their daily life using the same questions. Encourage them to ask for reasons for the answers. When they have finished, ask them to write a summary.</li> </ol>

Resources	Plenary
	<ol style="list-style-type: none"><li>1. Ask learners why people sometimes choose not to say exactly what they mean, but just imply what they mean. Ask: <i>Is this cultural?</i></li><li>2. In groups, learners discuss their ideas and give reasons.</li></ol> <p><b>Feedback</b></p> <p>Have an open class discussion about the topic.</p>



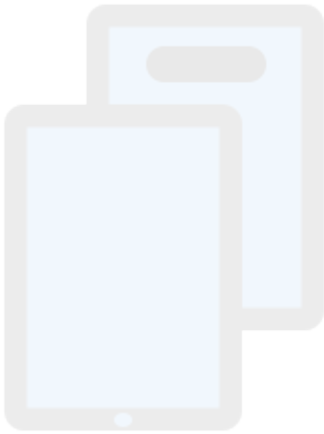
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## UNIT 4 LESSON 5 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 45</b>	1. Learners answer and discuss the questions in pairs. Then have a class discussion comparing the answers.
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 45</b>	<p><b>Reading: Activity 1</b></p> <p>1. Learners work individually to answer the questions.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare answers with a partner then open class feedback.</p> <p><b>Answers</b></p> <p>1 Disappearing jobs, Growing jobs and New jobs; 2 health reasons; 3 drop in number of postmen; 4 non-specialist work</p>
<b>Workbook page 42</b>	<p><b>Workbook: Activity 1</b></p> <p>1. Learners work in pairs to complete the crossword puzzle. Tell learners that all the words appear in the text on Coursebook page 64.</p> <p>2. Monitor and support learners as needed by providing them with clues.</p> <p>3. Encourage learners to start with words that are familiar to them to make the task easier. Make sure learners don't get stuck on one item.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare with others, then open class feedback and nominate learners to complete the puzzle on the board.</p> <p><b>Answers</b></p> <p>Across: 2 diminish; 5 decade; 6 consultant</p> <p>Down: 1 multitask; 3 harvesting; 4 clerical; 7 obsolete</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Provide learners with dictionaries to help with difficult words.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners put these words in sentences.</p>
<b>Workbook page 43</b>	<p><b>Workbook: Activity 2</b></p> <p>1. Learners practise saying the words with their partners.</p> <p>2. Monitor learners and help them identify the correct stress.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Write all the words on the board and ask learners to come and underline the stressed syllable.</p> <p><b>Answers</b></p> <p>clerical, multitask, decade, harvesting, diminish, obsolete, consultant</p>

<b>Workbook page 43</b>	<b>Workbook: Activity 3</b> 1. Learners work in pairs to complete the sentences. 2. Monitor learners and refer them back to the meanings in Workbook Activity 1. <b>CORE</b> <b>Feedback</b> Learners compare their answers, then a pair is nominated to write the answers on the board. <b>Answers</b> 1 multitask; 2 harvesting; 3 decade; 4 obsolete; 5 consultant; 6 clerical
<b>Resources</b>	<b>Plenary</b> 1. Ask learners if they think it's a positive or negative thing that some jobs are being replaced by technology and machines. 2. Monitor and engage with learners in the discussion.



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## UNIT 4 LESSON 6 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Split the classroom into two groups. One learner from each group sits with their back to the board while teammates try to describe a word the teacher has written on the board (chosen from the words in the Workbook in the previous lesson).</li> <li>2. Monitor and encourage learners to use language and descriptions for their teammate to guess the word.</li> <li>3. The team with the most correct guesses/answers is the winner.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 46</b>	<p><b>Use of English: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs to answer the questions and look at the example sentences in the text.</li> <li>2. Encourage learners to help each other, assuming the roles of teachers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare with other pairs and discuss the meaning and form of the target language.</p> <p><b>Answers</b></p> <p>1 future; 2 no; 3 always <i>be</i> + past participle; 4 future simple passive</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Analyse one of the marker sentences on the board as a whole-class activity.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to create their own summary or rule for the target language.</li> </ol>
<b>Coursebook page 46</b>	<p><b>Writing: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. In groups of three, learners brainstorm their thoughts about jobs specific to the UAE.</li> <li>2. Encourage learners to think about the specific contextual facts of the country (weather, development, population).</li> <li>3. Encourage them to use the future simple passive at least once.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Make sure learners are only writing notes here, not long detailed sentences.</p>
<b>Coursebook page 46</b>	<p><b>Writing: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. In the same groups, learners work on creating a short text similar to the paragraphs featured in the Coursebook.</li> <li>2. Ask learners to assign roles within their groups (idea gatherer, scriptwriter, spellchecker, timekeeper).</li> <li>3. Monitor learners and support them with any difficult vocabulary needed or challenging language structures.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners read each other's texts and compare their ideas.</p>

<p><b>Workbook</b> page 43</p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>Learners work in pairs to change the sentence forms.</li> <li>Encourage learners to look at the structure of the example answer.</li> <li>Monitor and help learners by asking questions about the word order.</li> <li>Encourage the learners to make the choice of using <i>by</i> to highlight the 'doer'. Tell them that this relates to the individual sentences and the message that they want to deliver.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners compare answers with other pairs. Then display the answer key on the board.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>Books won't be printed anymore, everything will be electronic.</li> <li>Children will be raised to eat more healthily.</li> <li>Business students will be trained to be more time-efficient.</li> <li>Smaller portions of food will be served by restaurants.</li> <li>Medication will only be prescribed in emergencies.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>In their same groups, ask learners to suggest the best fields of study for the future based on what they have read or thought about.</li> <li>Engage in the discussion and facilitate an exchange of ideas between the different groups.</li> </ol>

## UNIT 4 LESSON 7 TASKS/ACTIVITIES

<p><b>Resources</b></p> <p>Coursebook page 47</p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>Write on the board: <i>In the USA, the currency is called...</i> and elicit the correct answer (Dollars).</li> <li>Tell learners to complete the table matching the currency listed with the name of the country from the box.</li> </ol> <p><b>Feedback</b></p> <p>Invite learners to draw and complete the table on the board.</p> <p><b>Answers</b></p> <p>Brazil – Real, China – Yuan Renminbi, Germany – Euro, India – Rupee, Great Britain – Pound Sterling, Japan – Yen, Mexico – Peso, Turkey – Lira, United States – Dollar</p>
<p><b>Resources</b></p> <p>Coursebook page 47</p> <p>Audio Track 12</p>	<p><b>Main activity</b></p> <p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>Elicit names of financial capitals around the world. Ask learners if they have ever seen, heard or watched financial news programmes. Elicit the kinds of things that get mentioned such as <i>shares, stock prices</i>. Elicit the fact that financial markets operate in different time zones and often react quickly to events in the news.</li> <li>Ask learners to listen to the audio and decide which graph best describes the news from Tokyo, Dubai and New York. Play the track twice if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through the answers with the whole class, nominating learners to recall trends from the broadcast. Ask learners if they can identify the news event which has influenced each market.</p> <p><b>Answers</b></p> <p>Graph 1: Dubai (good news about green technology investment)          Graph 2: New York (investigation into Megacorp Industries)          Graph 3: Tokyo (strong sales in automobile industry)</p>
<p>Workbook page 44</p> <p>Audioscript for Track 12</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Tell learners that the broadcast uses a number of multi-word verbs to describe trends. Provide an example on the board: <i>to build up</i>. Elicit that this verb describes an increase. <i>Build up</i> is formed with a verb and a preposition.</li> <li>(Optional) Tell learners to complete the chart with other examples of multi-word verbs from the audioscript.</li> </ol> <p><b>Feedback</b></p> <p>Nominate different learners to read out the verbs according to the categories. Look at the sentences in the audioscript to check that learners understand the context.</p> <p><b>Answers</b></p> <p>Describing an increase: to be boosted by, to build up, to push up          Describing a decrease: to dip further, to settle back down, to shave off, to slide down          Describing little or no change: to hover around, to remain steady</p>



<p><b>Workbook page 44</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to look at the graph and read through the text that describes it.</li> <li>2. Ask learners to work in pairs and choose the correct option for each answer.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write the answers on the board. Discuss them with the class.</p> <p><b>Answers</b></p> <p>1 rise; 2 trend; 3 growth; 4 peak; 5 jump</p> <p><b>Differentiation activities (Support):</b></p> <ul style="list-style-type: none"> <li>• Provide learners with a copy of the audioscript to allow them to deduce the meaning of the target language from the context.</li> </ul> <p><b>Differentiation activities (Stretch):</b></p> <ul style="list-style-type: none"> <li>• Draw learners' attention to the fact that several nouns can also become verbs, for example <i>a drop</i> (n) – <i>to drop</i> (v), <i>a slump</i> (n) – <i>to slump</i> (v).</li> </ul>
<p><b>PCM 4</b></p>	<p><b>PCM 4</b></p> <ol style="list-style-type: none"> <li>1. Nominate each learner as either <i>Student A</i> or <i>Student B</i>. Tell learners that they will read out a description of currency trends to their partner. The learner listening must draw graphs to represent the information he or she hears. Learners then swap roles.</li> <li>2. Monitor and provide language support as necessary.</li> <li>3. Ask learners to choose a currency and to write a brief description of a trend (this can be invented). Learners swap and draw as before, then compare answers.</li> <li>4. Encourage learners to reflect on how important it is to be clear and specific when communicating detailed information.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Discuss with the class why it is useful to be able to understand statistics and graphs in real life (for example, starting a business, opening a bank account, writing a report at work).</li> </ol>

## UNIT 4 LESSON 8 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
	<p>1. Ask learners to recall financial capitals around the world and elicit the currency used in that country. For example, New York – United States, US Dollar; Shanghai – China, Yuan Renminbi; Frankfurt – Germany, Euro; London – Great Britain, Pound Sterling; Tokyo – Japan, Yen.</p>
<b>Resources</b>	<b>Main activity</b>
<p><b>Workbook</b> page 45</p>	<p><b>Workbook: Activity 3</b></p> <p>1. Write various numbers on the board, for example <math>\frac{1}{5}</math>, 0.4, <math>2\frac{1}{2}</math>, 80000. Elicit the ways to say these numbers.</p> <p>2. Correct common mistakes as learners attempt to say them, for example <i>two and a half</i>, not <i>two half</i>.</p> <p>3. Tell learners to match the numbers in the box with the ways to say them a–g.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate individual learners to answer. Do choral and individual drilling.</p> <p><b>Answers</b></p> <p>1 a; 2 e; 3 f; 4 c; 5 d; 6 g; 7 b</p>
<p><b>Workbook</b> page 45</p>	<p><b>Workbook: Activity 4</b></p> <p>1. Tell learners to complete the activity by choosing the correct way of saying each number.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask for volunteers to provide the answers. Discuss and then do choral and individual drilling of each one.</p> <p><b>Answers</b></p> <p>1 two point five; 2 forty-five per cent; 3 seven million pounds; 4 twenty thousand; 5 half a million dollars; 6 one point six seven; 7 zero point five (nought point five)</p>
<p><b>Coursebook</b> pages 47–48</p>	<p><b>Reading: Activity 2</b></p> <p>1. Ask learners if they know anything about The Dubai Financial Centre. (Answers: It opened in 2008, home to the Dubai Stock Exchange, it is a centre for international businesses looking to trade in the Middle East.) Remind learners that the graph they saw in the previous lesson was about the DIFC.</p> <p>2. Tell learners to focus on the two questions and read the article to find out the answers.</p> <p><b>Feedback</b></p> <p>Discuss the answers with the whole class.</p> <p><b>Answers</b></p> <p>1 c; 2 a</p>

<p><b>Coursebook pages 47–48</b></p>	<p><b>Reading: Activity 3</b></p> <p>1. Tell learners to read the text again and find the numbers listed a–g. For each number, learners must write a sentence to explain its significance according to the text. Focus learners on the example provided.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Once the majority of learners have finished the task, invite individual learners to write their answers on the board, then discuss as a class, referring to the article if necessary.</p> <p><b>Answers</b></p> <p>a The number of companies registered at DIFC in 2015 rose by 18%.  b 20000 people currently work at DIFC.  c The market (in the UAE) is worth 1.5 trillion dollars.  d 350 AED million has been spent on the Spine development.  e Asian financial business represents (only) about 11% of the total.  f By 2024, over 50000 employees could be working at DIFC.  g Financial services account for about 12% of the UAE economy.</p>
<p><b>Coursebook page 48</b> <b>Audio Track 13</b></p>	<p><b>Listening: Activity 4</b></p> <p>1. Tell learners that they will listen to some amazing numbers about the DIFC.  2. Ask learners to listen to the audio and fill the gaps in the sentences with the correct numbers.</p> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Nominate individual learners to read out the completed sentences. Model and drill pronunciation as necessary.</p> <p><b>Answers</b></p> <p>1 1445; 2 4000; 3 350; 4 ¼; 5 2024, 50000; 6 62.5; 7 18%; 8 4300; 9 2020, 40%</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <p>1. As a class, discuss what the benefits are for the UAE that Dubai is recognised as a global financial capital.</p>

## UNIT 4 LESSON 9 TASKS/ACTIVITIES

<b>Resources</b>	<b>Starter</b>
Coursebook page 49	<ol style="list-style-type: none"><li>1. Ask learners what kinds of jobs members of their families have. <i>How did they find these jobs?</i></li><li>2. Elicit what learners think are the most popular ways of looking for a job nowadays.</li><li>3. Find out if learners believe that the way most people find jobs is similar to the past or different.</li><li>4. Ask learners if they think that some jobs are more likely to be found online, for example jobs for new industries such as IT, and some jobs are still found via more traditional means, for example jobs linked to family businesses, etc?</li></ol>
<b>Resources</b>	<b>Main activity</b>
Coursebook page 49	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Ask learners to scan the text quickly and answer the question. Elicit the answer from the class and write it on the board.</li><li>2. Tell them to read the text again more carefully and ask them to think about where they might see an article like this. Have they ever read similar articles in Arabic? Do they think these articles help job seekers? Why/Why not?</li><li>3. Ask them to work in pairs to think of a suitable title for the article.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit their suggestions and write them on the board. Have a class vote as to which they think is the most appropriate title for an article like this.</p> <p><b>Answer</b></p> <p>Things job seekers should and shouldn't do in order to get a job</p>
Coursebook page 49	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"><li>1. Tell learners to read the article again and answer the questions. Encourage them to write full sentences.</li><li>2. Learners answer the questions individually and then compare their answers with a partner.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the answers from the class and ask if they agree with the article. Do they have any suggestions of their own that they would add?</p> <p><b>Answers</b></p> <ol style="list-style-type: none"><li>1 You are more likely to be considered if you are applying for jobs which match your qualifications and experience.</li><li>2 They have spelling mistakes and grammar errors.</li><li>3 A cover letter should focus on the particular job you are applying for and explain why you are suitable.</li><li>4 Use social networking sites.</li><li>5 Pester the HR manager on a daily basis.</li></ol>

<p><b>Coursebook</b> page 50</p>	<p><b>Vocabulary: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that all the words in this activity can be found in the article. Explain that they may not know the words yet but should be able to find them by using the definitions and the context.</li> <li>2. Learners work individually and then check their answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from the class and ask learners to explain what clues in the text helped them to find the right words. Check the pronunciation of any new words, making sure the /p/ in 'prospective' and 'pester' are pronounced correctly.</p> <p><b>Answers</b></p> <p>1 check out; 2 be selective; 3 pertinent; 4 references; 5 get ahead; 6 tap into; 7 sign up (to); 8 pester</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Put learners into groups of four and divide them into pairs A and B. Give Pair A words 1, 3, 5, 7 and 9 to look for and Pair B words 2, 4, 6, 8 and 10.</li> <li>2. When they have found their own words, put them back into groups and tell them to ask and answer about the words, they don't know. For example: <ul style="list-style-type: none"> <li>A: Which word means expected to do something or become something?</li> <li>B: prospective</li> </ul> </li> <li>3. When they have finished, ask learners to use a dictionary to look up any words they are still unsure about.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write ten new sentences using these words and phrasal verbs.</li> <li>2. For those that finish early, ask them to think of other words that you might need to use when looking for work. Encourage them to write a sentence using the new English word, as this ensures they have the correct word and will also help them to remember it.</li> </ol>
<p><b>Workbook</b> page 46</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Explain to learners that they need to use the clues to complete the word spiral. Point out that this is similar to a crossword and that each clue corresponds to the number in the spiral.</li> <li>2. Learners work alone or in pairs to complete the puzzle.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Draw the empty spiral on the board and ask individual learners to complete it. If you have an interactive whiteboard, project the spiral from the book onto the board for learners to complete.</p> <p><b>Answers</b></p> <p>1 pester; 2 references; 3 team player; 4 qualifications; 5 get ahead; 6 sign up; 7 achievements; 8 time management; 9 prospective; 10 network</p>

<p>Coursebook page 50 Audio Track 14</p>	<p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the rubric. Ask <i>What do you think the two men will be discussing? Who wants a new job?</i> (David).</li> <li>2. Before learners listen to the conversation, ask them to read the six bullet points and explain that as they listen to the conversation they need to decide which of these things David has done.</li> <li>3. Play the recording. Learners listen and answer the first question. Then play the recording again and ask learners to tick the boxes.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from the class. Ask: Do they agree with Ali's views on what is required on a CV if you are applying for a job in the Middle East?</p> <p><b>Answers</b></p> <p>David is trying to find a job in the Middle East; Sent unfocused CVs, No photo, No mention of achievements, Not enough personal details</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Ask learners if there are more or fewer jobs available now than in the past. Do they think it's easier to get a job now?</li> <li>2. In groups, learners discuss their ideas and give reasons.</li> </ol> <p><b>Feedback</b></p> <p>An open class discussion about the topic.</p>

## UNIT 4 LESSON 10 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 49	<ol style="list-style-type: none"><li>1. Ask learners if they can list some of the errors that jobseekers make when applying for jobs.</li><li>2. Elicit learners' ideas and write them on the board. Ask them which they think are the most important errors that should be avoided and why.</li></ol>
Resources	Main activity
Coursebook page 50	<p><b>Use of English: Activity 5</b></p> <ol style="list-style-type: none"><li>1. Ask learners to read the <i>Language tip</i> and point out that imperatives can be both positive and negative. Explain that they can be used in a variety of different ways.</li><li>2. Ask learners to read the article again and underline all the examples they can find.</li><li>3. Monitor and assist where needed.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and write them on the board. Ask learners if they can think of any examples of imperatives used in their classes, for example <i>Write in your notebook</i>, <i>Don't forget your homework</i>, etc. These will probably be in Arabic so help learners to translate them into English.</p> <p><b>Answers</b></p> <p>There are many but these are the key ones:</p> <ul style="list-style-type: none"><li><i>Take your time</i></li><li><i>Be selective</i></li><li><i>Focus your CV</i></li><li><i>Don't just list the jobs</i></li><li><i>Check your spelling and grammar</i></li><li><i>Write a focused cover letter</i></li><li><i>Don't write one cover letter</i></li><li><i>Take time</i></li><li><i>Don't just go to traditional job sites</i></li><li><i>Follow up</i></li><li><i>Don't pester</i></li></ul>

**Workbook: Activity 2**

1. Ask learners to decide if each imperative is a positive or negative. They then put them into the correct column in the table.
2. Before they start, go through the example *Check your spelling* with the class. If necessary, elicit why this should go under 'Do'. Although it would be grammatically correct to put it under 'Don't,' it wouldn't make sense in the context of getting a job.
3. Point out to learners that sometimes more than one option is possible for some of the verbs and phrases.

**DESIRABLE**

**Feedback**

Ask learners to read out their answers and check their pronunciation.

**Suggested answers**

DO

Check your spelling

Focus your CV

Contact the company

Follow up your application

DON'T

Write one cover letter

Include just a long list of jobs

Depend on websites and newspapers

Phone HR daily

Make grammar mistakes

4. Put learners into small groups and ask them to think of other imperatives related to looking for a job. This could also include what to do and not do at the interview. Get them to add these imperatives to the table.

**Writing: Activity 6**

1. Ask the class to think back to the Listening and remember what David was doing wrong when applying for jobs in the Middle East.
2. Explain that they are going to read a cover letter that David has written to a prospective employer. Hand out copies of PCM 5. Give learners 30 seconds to skim the letter and find out what kind of job he's applying for. (Web Developer.)
3. In pairs, learners match the advice to the corresponding parts of the letter.
4. When they have finished, ask: *What mistake has David made?* Elicit why it is important not to use a jokey or very personal email address when applying for a job.

**CORE**

**Feedback**

Elicit answers from class. Highlight other details in the letter, such as the reference to the CV and qualifications and the actual layout of the letter. Ask if they would include anything else.

**Answers**

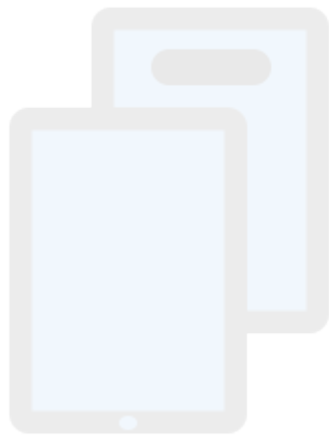
1 h; 2 d; 3 e; 4 b; 5 g; 6 c; 7 f; 8 a

Mistake – David has used a non-professional email address



<p><b>Workbook page 47</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the two job advertisements and decide which one they would like to apply for. Try and encourage half the class to apply to one and half to the other as this will make it easier to do Activity 4.</li> <li>2. Explain that they need to think about what they would include in a cover letter if they were applying for the job. Encourage them to use the letter in the Coursebook to help them.</li> <li>3. Tell them to make notes to help them write their letter.</li> <li>4. Monitor while they work.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check that everyone in the class has made sufficient notes to write their cover letter. Elicit some suggestions for each letter and write them on the board. This will help those learners who may have struggled to come up with sufficient ideas.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Put learners into groups to plan their cover letters.</li> <li>2. If necessary, give them a list of bullet points with possible ideas they could use in their letters.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write a CV to go with their cover letter. If they have no paid work experience, encourage them to include any work they have done within the family – helping a younger sibling with homework, helping with the cooking, etc.</li> </ol>
<p><b>Workbook page 47</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to write their cover letters using the notes they made in Activity 3. Before they begin, ask learners to read the <i>Writing strategy</i> in the Coursebook – remind them that their letters need to be formal and without contractions such as <i>I'm, don't, etc.</i></li> <li>2. Remind them to look at the parts of the letter listed in Activity 6 of the Coursebook (PCM 5) and make sure they include all these points.</li> <li>3. Whilst they are writing, monitor and help with grammar and vocabulary if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>When learners have finished their cover letters, collect them in. Divide the letters into two groups – one for each job. Hand out the letters, making sure that each learner receives a letter applying for the job they did not apply for. Tell learners they are going to read and comment on this new letter. Ask them to check that the points listed in Activity 6 in the Coursebook have been included. Tell them to check for grammar and spelling mistakes too.</p> <p>When they have commented and corrected the letters, they should give them back to the writer.</p> <p>If time, ask learners if they agree with the comments their classmates have written on their letters.</p>

Resources	Plenary
	<ol style="list-style-type: none"><li>1. Elicit from the class whether they think that there will always be a need for a cover letter and CV.</li><li>2. For those that believe the cover letter will become outdated, ask them how they think people will apply for jobs in the future.</li><li>3. In groups, learners discuss their ideas and give reasons.</li></ol> <p><b>Feedback</b> An open class discussion about the topic.</p>



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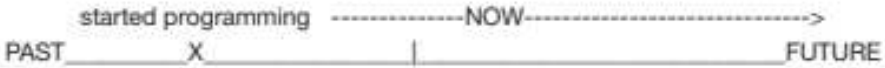
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## UNIT 4 LESSON 11 TASKS/ACTIVITIES

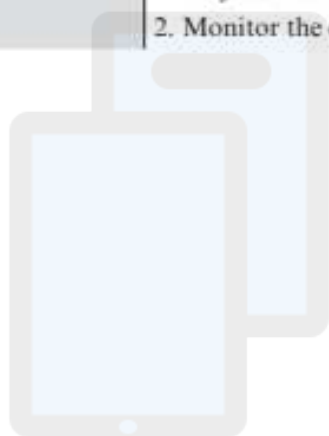
<p><b>Resources</b></p> <p>Coursebook page 51</p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>Learners discuss the question in groups of three or four.</li> <li>Monitor learners and encourage them to express their own opinions.</li> </ol> <p><b>Feedback</b></p> <p>Have an open class discussion comparing the choices. Ask them to give reasons for their opinions.</p>
<p><b>Resources</b></p> <p>Workbook page 48</p>	<p><b>Main activity</b></p> <p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners work in pairs to find out the meanings of the words. They can use dictionaries and/or the Internet to find examples of use.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners sit with another pair and 'teach' each other these words using examples and definitions.</p>
<p>Workbook page 48</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Learners complete the activity individually.</li> <li>Encourage learners to find the words in the article in the Coursebook to help them decide on the parts of speech.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners compare the answers in pairs/groups. Display answers on the whiteboard.</p> <p><b>Answers</b></p> <p>1 v; 2 n; 3 n; 4 n; 5 n; 6 v; 7 adj; 8 n</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Allow learners to consult a dictionary and check for the different parts of speech.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Ask learners to extend the activity by 'word building', for example turning the verb <i>create</i> into a noun (<i>creation</i>) etc.</li> </ol>
<p>Workbook page 48</p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners work in pairs to complete the sentences with the correct words.</li> <li>Monitor and support learners.</li> <li>Remind learners that there are extra words.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners compare their choices with other pairs. Elicit the answers to the board.</p> <p><b>Answers</b></p> <p>1 launched; 2 social media; 3 market; 4 event; 5 sharing</p>

<b>Coursebook page 51</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to read the different summary sentences then to read the article and choose the best one. Tell them they should read the whole text (but not focus on the meaning of every word).</li> <li>2. Learners read individually then compare answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their choices with other learners. Then elicit the answer.</p> <p><b>Answer</b></p> <p>Summary 2</p>
<b>Coursebook page 52</b>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners read the statements then read the article again to find the answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare answers with others, then open class feedback. Ask them to justify their answers and say where they found them in the text.</p> <p><b>Answers</b></p> <p>1 F: 2 T: 3 F: 4 F: 5 NG: 6 F</p>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Ask learners if they can think of any other successful young businesspeople. What do they know about them?</li> <li>2. Facilitate an exchange of information between different groups in the classroom.</li> </ol>

## UNIT 4 LESSON 12 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> <li>Stick vocabulary lists (each list has <b>three</b> words from this unit) on the walls around the classroom.</li> <li>Tell learners they have to work in teams of three; they have different roles that will rotate.</li> <li>Demonstrate the activity with a strong learner. Learner 1 runs to the list and memorises word number 1. They come back to the group and tell the word to another learner who writes it down – learners all help each other to get the correct spelling. Then, learner 2 runs to the list and memorises word number 2 and so on until the list is complete with correctly spelled words.</li> <li>Tell learners that the winning group is the one that finishes the fastest with correct spellings.</li> <li>Monitor this and ensure safety in the classroom by removing all bags from the floor. Make sure all learners are running through different paths.</li> </ol>
Resources	Main activity
<p>Coursebook page 52</p>	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> <li>Learners work in groups of three to answer the questions and add the tense to the timeline.</li> <li>Monitor and support learners. Ask learners extra questions about specific sentences, for example <i>Does Mark Zuckerberg still programme now?</i></li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare with others. Then open class feedback and display answer key.</p> <p><b>Answers</b></p> <p>a past; b yes; c been + present participle; d</p> 
<p>Workbook page 49</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> <li>Learners work in pairs to complete the sentences.</li> <li>Monitor and encourage learners to look back at the Use of English in the Coursebook.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners compare the answers in pairs/groups and then write them on the board.</p> <p><b>Answers</b></p> <p>1 has been developing; 2 has been growing; 3 has been thinking; 4 has been expanding; 5 has been treating</p>

<b>Coursebook page 52</b>	<b>Writing: Activity 4</b> <ol style="list-style-type: none"><li>1. In groups of three, tell learners to think of other young businesspeople they know. They can be from anywhere in the world and in any field. Allow them to use the Internet for reference.</li><li>2. In their groups, learners write descriptions of these people using the categories provided in the book to guide them.</li><li>3. Encourage learners to use present perfect continuous to show the continuation of the person's business and its development.</li><li>4. Monitor learners and help with structure and vocabulary if needed.</li></ol> <b>CORE</b> <b>Feedback</b> <p>Learners share their texts with other groups. Provide feedback on some strong uses of language (structure and vocabulary).</p>
<b>Resources</b>	<b>Plenary</b> <ol style="list-style-type: none"><li>1. Ask learners to talk about what difficulties young people like them might face if they want to start and grow a business.</li><li>2. Monitor the discussion and engage with learners.</li></ol>



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**Marwan:** Did you see *Star Wars* on TV last night?

**Fahad:** Yes, but one thing I didn't understand was why was it called Episode 4 when it looked older than Episode 3? I mean, the special effects weren't very good, they were definitely better in Episode 3.

**Marwan:** That's because it was made before the first three episodes. It's all a bit confusing. The first film they made was *Star Wars*, Episode 4. That was the one you saw last night. Then, they made Episodes 1 to 3 after they'd made Episode 6.

**Fahad:** What? Why?

**Marwan:** Well, the original *Star Wars* film came out in 1977 and because it was so successful the film studio decided to produce two more films, *The Empire Strikes Back* and *Return of the Jedi*. And the director, George Lucas, said he always wanted to make a series of films rather than just one.

**Fahad:** So when did they film *The Phantom Menace*? That was the first film in the whole series, wasn't it?

**Marwan:** Yes, that was in 1999 ... 22 years after they'd made the first film. Then they made two more prequels, but I don't think they're as good as the original films.

**Fahad:** What are they about?

**Marwan:** Mainly Anakin Skywalker. At the beginning of the trilogy he's a young boy who's rescued by Obi-Wan, a knight, who wants him to help The Galactic Republic fight evil. In fact, Anakin turns out to be Luke's dad.

**Fahad:** But isn't Darth Vader his dad?

**Marwan:** Yes. In the next episodes, this nasty guy called Palpatine slowly brainwashes Anakin who then decides to change his name to Darth Vader. And at the end of the third episode, Obi-Wan fights Darth Vader and leaves him to die on a volcanic planet.

**Fahad:** So how does he survive?

**Marwan:** Palpatine saves him. He puts him in a black mask and armour which helps him to breathe. He'd have died otherwise.

**Fahad:** OK. So I assume Luke doesn't know Darth Vader is his dad.

**Marwan:** No, not until *The Empire Strikes Back*. In that film, Darth Vader defeated him in a fight and tried to make him change to the Dark Side. Then he tells Luke that he's his father.

**Fahad:** I haven't seen that one. So *Star Wars*, the first film made, but the fourth episode, is about Luke Skywalker who buys two droids, R2-D2 and C-3PO, and while he's cleaning them gets a message from Princess Leia to help her.

**Marwan:** Yes, she's fighting the Galactic Empire and has stolen the plans of the Empire's Death Star space station. She's a rebel and wants to destroy the space station. Then in Episode 3, Leia, Luke, a friend called Han Solo, and the droids fight the empire and win. They're the good guys!

**Fahad:** Right. So *The Force Awakens* comes after *Return of the Jedi*?

**Marwan:** Yes, it's the first of the sequel trilogy.

**Fahad:** Have you seen it?

**Marwan:** No, not yet. I've heard it's really good. Loads of the actors from the original films have returned and it had brilliant reviews in the papers.



**Listening**

While you are listening to the other group's presentation, think of two questions you want to ask about their city of the future. With your team members, discuss the good things about this presentation and provide some suggestions to improve it.

Group Name:	
Two questions	
<hr/> <hr/> <hr/> <hr/>	
<b>Feedback on presentation</b>	
Strengths	Suggestions
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

firefighter

fashion  
designer

dentist

chef

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surgeon

novelist

plumber

TV presenter

nursery  
teacher

actor

salesperson

school  
headmaster

**Student A:** Read the description to your partner.

**Student B:** Listen and complete the graph in the box.

**Student A**

<p><b>The Brazilian Real</b></p> <p>From a value of 0.89 AED in 1995, the Real reached a peak of 1.2 AED in 2000 before plunging sharply in 2006. Since then, exchange rates against the Dirham have remained static around the 0.65 mark.</p>	<p><b>Draw your graph</b></p>
<p><b>The Euro</b></p>	
<p><b>The Japanese Yen</b></p> <p>After an initial period of fluctuation in the early months of the year, the Yen has risen dramatically to reach a peak of 0.034 Dirhams, although there has been a slight dip in recent times.</p>	<p><b>Draw your graph</b></p>
<p>The British Pound Sterling</p>	



Choose a currency: \_\_\_\_\_

Describe a trend over the last 12 months:

**Student A:** Listen and complete the graph in the box.

**Student B:** Read the description to your partner.

**Student B**

<b>The Brazilian Real</b>	
<b>The Euro</b> The Euro has hovered around the 3.9 mark for the first quarter and then dipped slightly to 3.6. Dirhams. Over the last few months there has been a steady recovery and the Euro finished the on a high of 4.1 Dirhams.	<b>Draw your graph</b>
<b>The Japanese Yen</b>	
<b>The British Pound Sterling</b> The rate of the Pound Sterling rose steadily until a downward blip around March, dropping to a low point of 4.7 Dirhams. The market recovered to show a gradual improvement throughout the year, with a sharp increase in the last quarter to it's current rate of 5.2	<b>Draw your graph</b>

Choose a currency: \_\_\_\_\_

Describe a trend over the last 12 months:

6 Look at David's cover letter. Match the details of the letter to the advice. What mistake has David made?

- a Say what you want to happen next
- b Write the name of the person you are writing to
- c Match your skills to the job
- d Use a professional email address
- e Include the date
- f Outline your achievements
- g Make it clear what job you are applying for
- h Include a phone number

1 M. 0419 737 4432  
E. supersnowboarder@mail.co

3 David Marshall  
124 Newton Drive  
West Beach SA 5048  
Australia

2

4 June 21, 2016  
Mr. Zafar  
HR Manager  
KN Shipping  
PO Box 430  
Dubai, UAE

5 Dear Mr Zafar,  
**Re: Web Developer**  
I am writing to apply for the position of Web Developer, which was advertised on your website on June 15, 2016.

6 I have enclosed a copy of my CV to support my application, which shows how I would bring valuable skills and experience to the position, including:

7 **Experience** I have five years' experience working in web design in Australia and a further year in Oman.  
**Results** I was responsible for creating a bespoke website for a large Australian export and import company.

8 **Qualifications** I have a degree in Web Design and Production from the University of Canberra and a diploma in Graphic Design.

I would value the opportunity to discuss this position with your further and how I could use my skills to benefit your organisation.

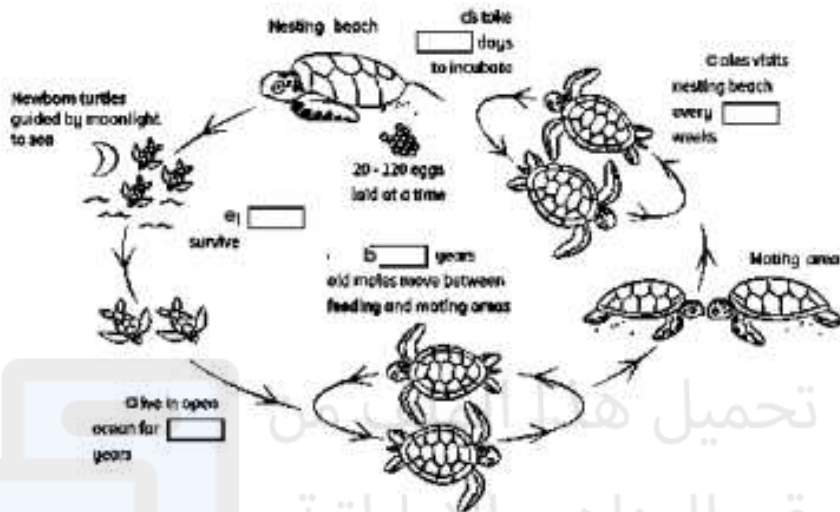
Thank you for considering my application. I look forward to hearing from you.

Yours sincerely,  
D. Marshall  
David Marshall

<b>Kuwait</b>	<b>Spain</b>	<b>Morocco</b>
<b>Canada</b>	<b>Saudi Arabia</b>	<b>France</b>
<b>Singapore</b>	<b>Jordan</b>	<b>Russia</b>
<b>India</b>	<b>Egypt</b>	<b>Maldives</b>

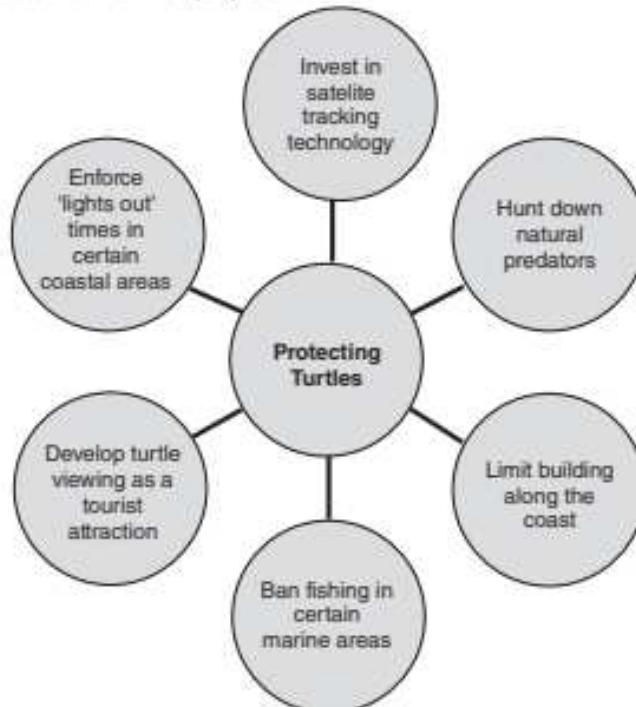
**Oman****Spain****Tunisia****Canada****Italy****France****Mexico****Denmark****Turkey****Armenia****Romania**

- 1 Using the text in the Coursebook, complete the infographic below, completing each gap with correct statistics from the text.



- 2 The government has decided to take steps to protect the marine turtle population in the UAE. Look at the different options below and discuss the advantages and disadvantages of each one. Talk together and decide which **TWO** options would be the most suitable.

Use these expressions to help you:





<p>Giving your opinion</p> <p>I believe that ...</p> <p>I'm of the opinion that ...</p> <p>I'm in favour of ...</p>
<p>Speculating</p> <p>As far as I can tell ...</p> <p>I'm fairly sure that ...</p> <p>I'm not so certain that ...</p>
<p>Introducing a contrasting point of view</p> <p>But it's also necessary to think about ...</p> <p>But if you look at it from another point of view ...</p> <p>Yes, but up to a point, I mean ...</p>

**3 Think about your performance in the previous speaking task. Answer the questions below and give yourself a rating: 1 = In need of improvement, 2 = Satisfactory, 3 = Good.**

Self-Evaluation Criteria for Discussion	Rating
I was able to participate actively during the discussion.	1 2 3
I was able to express my point of view clearly.	1 2 3
I used a range of grammar and vocabulary.	1 2 3
I was able to react to ideas that my partner expressed.	1 2 3
I was able to ask my partner for their opinion.	1 2 3

**4 Now work in your pairs to prepare a short presentation (five minutes) of a proposal to protect the marine turtle population in the UAE.**

You will need to:

- explain what steps you think should be taken
- clarify why this action is necessary
- consider the costs and drawbacks of your proposal
- conclude and reaffirm the benefits of the action you propose.