

تم تحميل هذا الملف من موقع المناهج الإماراتية



الملف دليل المعلم Book GENERAL

موقع المناهج ⇌ المناهج الإماراتية ⇌ الصف التاسع ⇌ لغة انجليزية ⇌ الفصل الثاني

روابط مواقع التواصل الاجتماعي بحسب الصف التاسع



روابط مواد الصف التاسع على تلغرام

الرياضيات	اللغة الانجليزية	اللغة العربية	التربية الاسلامية
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المزيد من الملفات بحسب الصف التاسع والمادة لغة انجليزية في الفصل الثاني

الصف التاسع، الفصل الثاني، لغة انكليزية، تحميل s'Learner Book و Instructional Planner و Teacher's Guide و Activity Book	1
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نموذج امتحان الاستماع والمحادثة لنهاية الفصل الثاني	3
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GENERAL

Book 9



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مكتبة المعلم

TEACHERS' HANDBOOK

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Introduction to the Course

This course will:

- develop and extend listening, speaking, reading and writing skills.
- develop and build on language structures.
- develop and build on vocabulary.
- explore global and local topics.

The following themes, skills and structures are explored in the book:

Unit	Reading and writing skills	Listening and speaking skills	Language	Vocabulary
Unit 5 People and their jobs	Reading: Article Job description Job advert Writing: Description Positives and negatives Formal email	Listening: Monologue Job descriptions Speaking: Asking and answering questions Making suggestions Talking about jobs and duties	Used to Must; have to	Jobs Careers Duties Personal qualities
Unit 6 Possessions and spaces	Reading: Description Article Internet comments Writing: Description A paragraph	Listening: Dialogue Radio show Speaking: Giving opinions Agreeing and disagreeing Asking and answering questions Showing interest	Relative clauses (defining) First conditional	Household items Personal possessions Rooms
Unit 7 Natural disasters	Reading: Article Story Poster Writing: Story ending An email to a friend A poster A flyer	Listening: Description Report Interview Speaking: Talking about experiences Dos and don'ts Giving opinions Presentation	Present perfect (experience) Modal verbs	Nature Environment Disasters Emergencies

Introduction to the Book

This book was developed to build upon a foundation of English literacy and language skills. It is important that the book is supplemented with activities that will engage and involve students in their learning. It is essential that students are encouraged to become more responsible for their own learning by assisting them to succeed in building on their current skills.

The book follows lesson patterns over the term, but teachers are not limited to using the activities in the book. Each lesson should be adapted to the needs of the students in a particular class. Perhaps some will achieve particular skills more readily than others, so teachers need to be flexible and prepared to establish differentiation and peer support in their classrooms.

The features of the book include:

1. **Variety of skill-related activities** – for explicit focus on different skills
2. **Key structures and vocabulary box** – makes expectations clear for students and teachers
3. **Explicit grammar practice** – explains essential grammar structures that may not have been previously understood by students
4. **Group and pair work opportunities** – encourages cooperative learning and communication
5. **Focused and simplified tip boxes** – encourages students to use specific reading and writing skills to achieve a higher fluency in language
6. **Level-appropriate language** – makes the content more accessible to the students so they have more chance of success in their learning
7. **Review** – includes lessons that focus on reviewing content from the unit to reinforce learning

Unit 3: Nature and the world
Lesson 1: Rainforests

- What is a rainforest?
- What animals live in a rainforest?

Activity 1 Vocabulary
Match the words to the pictures.

air medicine land rainforest percent

Key Structure
Giving reasons
Rainforests are important because animals live there.

Vocabulary
rainforest, land, medicine, clean, air, percent

Activity 3 Listening
Listen again. Are the sentences True or False?

1 The Amazon is the biggest rainforest in the world.	T	F
2 Nuts, coffee, lemons and oranges come from rainforests.	T	F
3 Many medicines come from rainforests.	T	F
4 Rainforests are becoming bigger.	T	F

Explicit grammar points

LANGUAGE TIP
Remember! We can use will to make predictions about the future. For negatives we can say will not or won't.

Activity 4 Speaking
Talk to a partner and answer the questions.

Would you like to visit a rainforest? Why or why not?

Why do you think rainforests are important?

Why do we need parks or gardens in a city?

Will rainforests become smaller in the future? Why or why not?

Explicit vocabulary practice

Fact File: Rainforests

1. Tropical rainforests cover about _____% of the land in the world.
2. More than _____% of the world's plants and animals live and grow in rainforests.
3. _____% of all bugs live in rainforests.
4. The largest rainforest is the _____.
5. The _____ in the rainforest keep the air clean by releasing the oxygen we breathe.

VOCABULARY
percent: out of 100; 50/100 is 50 percent (50%)
oxygen: a gas in the air; we need it to breathe to breathe: to take air in and out of your mouth

Simplified tip boxes

Rainforests are important because many animals live there.

I think rainforests will get bigger. People will help the plants and animals.

Cities need parks because they have trees.

Lessons

Lessons generally appear in the order of listening/speaking followed by reading/writing. Additionally, each unit contains two language focus lessons which focus on the rules of language and allow students to develop their use of language.

Language Focus

New language can be presented in many ways. Teachers can decide what works best for their students depending on students' level of knowledge and their individual needs. Many of the **language focus lessons** in the Access book facilitate a guided discovery approach. Other approaches that can be used are PPP (presentation, practice and production) and TTT (test, teach, test). Lessons can be adapted and supplementary activities can be used.

Guided discovery

Guided discovery is an active approach to learning that can be implemented at any level. Students are exposed to language first. They then use inference to understand the meaning. This is then followed by learning explicit rules and practice.

- 1 Expose students to the language through examples. Examples in context are most effective as they facilitate understanding. This can be carried out through reading and listening texts or using visuals like photos.
- 2 Teachers guide observation of language. This can be done through guided questions or activities (gap fills, matching examples to rules, etc.). Activities and questions should draw attention to language and allow students to hypothesise, compare and contrast.
- 3 Teachers use the information from 2, to state the rule, or elicit the rule from students.
- 4 Apply the rule in practice tasks of varying difficulty. Activities can move from more controlled activities (e.g. gap fills or matching activities) to freer practice (e.g. open-ended discussion questions or writing tasks).

PPP

This is a widely used approach with clear language aims. The three stages are presentation of the target language, practise of the language and production of the language.

Present This stage is used to introduce the target language. Teachers can use tools such as visual aids, questions, or drills to present the language. The goal of this stage is to present information, not facilitate immediate understanding.

Practice Students carry out controlled practice activities such as question and answer, read and repeat or role plays. Clearly defined correct and incorrect answers allow students to build an understanding of how language is used.

Produce Students can practice freely and explore the language. Freer activities include open-ended discussion questions and writing activities. Emphasis is placed on fluency more than accuracy.

TTT

With a TTT approach the aim is to find out what students do and do not already know. It is likely that learners will often have had prior exposure to the target language. It is beneficial to explore the extent of their knowledge to shape the lesson. Teachers should be prepared to adapt the lesson depending on the outcome of the test stage.

Test Start with a test to find out what students can and cannot do. This usually involves a form of controlled practice using the target language such as completing a text with the correct verb form. Students are monitored to inform the next stage.

Teach Teachers clarify the meaning, pronunciation and form of the target language. The test stage is used to inform the extent and coverage required in the teaching stage. For example, if students are able to complete a gap fill activity with the correct past simple verb forms but struggle with negative forms, then more time should be spent focussing on negative forms. It is important to do what the students have shown they need.

Test The next test stage is controlled practice similar to the first stage. Students should now be able to do the test stage as a result of the teach stage.

Practice Students practice the language through freer practice tasks to develop fluency.

Key Aspects

Language focus lessons are presented in a logical manner to facilitate the teaching of meaning, pronunciation, form and use or application. Meaning addresses the meaning of the language and/or its meaning in the context in which it is used. Form refers to the visible and audible parts of language. Use is connected to meaning and refers to when and why the language is used. Teachers should use the lesson content as a guide for the extent of coverage required for the key language structure being taught. Knowledge of every aspect is required to fully understand a structure.

Example: Phrasal verbs

Meaning: There are literal phrasal verbs which can be understood by their individual parts. There are also figurative phrasal verbs where understanding the verb and the particle do not assist in comprehension. Additionally, there are phrasal verbs with more than one meaning. Teachers should use their own judgement and be aware that, at lower levels, it is not often necessary to cover all aspects of meaning for a particular language structure. In addition to referring to the weekly lesson outcomes, teachers can assess the level of explanation required by looking ahead at the lesson content and production activities.

Form: At a lower level, the form could be described as a two or three-part verb consisting of a verb and a particle. Phrasal verbs have their own stress patterns and pronunciation can be practiced before expanding upon use in order to facilitate reading.

Use: Phrasal verbs tend to be more common in spoken language and less common in formal writing.

Considerations

It is important to remember that students do not learn structures one at a time, but with repeated practice and exposure over time, they will improve gradually. It takes time to master all aspects of a structure. Students at a beginner or lower level are more likely to rely on their native language to inform their understanding of English. Therefore, teachers should try to anticipate potential errors or misunderstandings in advance.

Suggested reading

Thornbury, S. (1999). How to Teach Grammar. Pearson Education Limited
Murphy, M. (2008) Essential Grammar in Use. Cambridge University Press

Activities

Picture brainstorm

- Provide students with a visual and ask them to brainstorm words about the visual.
- The best visuals to use for picture brainstorms are those with many different objects that relate to a single scene or topic.
- Provide words for students who are not able to find their own words, or provide words to start the activity.
- Provide students with possible categories for the words or ask them to come up with their own categories.
- Next, let students complete a 'fill in the blank' activity with sentences about the visual and the words from their brainstorm - sentences prepared by teacher.
- Students make their own 'fill in the blank' sentences using the words from the brainstorm and swap these sentences with others to complete.
- Students develop sentences into paragraphs.
- Structure paragraphs into simple essays.
- Finally, choose a title for the essay.

Speech bubbles and Think bubbles

- Provide students with images of people or other characters and students work in pairs or small groups.
- Ask students to create think or speech bubbles for the people or characters in the visual.
- Provide students with laminated speech or think bubbles and let them use dry wipe pens to fill in the bubbles.
- Scaffold the activity by adding sentence starters to the bubbles.
- Students act out the conversations or thoughts of people or characters.
- Group some of the images and see if students can link and connect conversations and thoughts from their visuals.
- With carefully chosen visuals students develop short narratives from a range of visuals.

Draw the picture

- Describe a visual to the students and they draw what they understand from the description.
- Students can also work in pairs. Student A describes the visual and student B responds by drawing.

Match the description

- Provide students with a set of visuals and matching descriptions.
- Students work in pairs. Student A describes the visual, and student B identifies the matching description.

Make questions

- Provide students with visuals and flashcards with the words: *what, why, who, where, when, why, how*. Ask them to make questions about the visuals.
- Place a stack of visuals and flash cards face down on the table. Students pick up a visual and flash card to make questions.
- Teacher can provide question starters for this activity.

Compare and contrast

- Provide students with two visuals and students work in pairs or small groups.
- Students develop sentences about the visuals to identify similarities and differences.
- The teacher provides sentence starters or sentence frames as scaffolds.

Every face tells a story

- Provide students with a range of portraits (different gender, age, etc.).

- Ask students to classify the portraits. Ask them to explain their choice for classification.
- Ask students to talk about the people in the portraits. Ask questions such as: *Who do you think this person is? Who do you think took this portrait? What do you think the person in the portrait is looking at? Do you think the person in the portrait knows the photographer? Would you like to meet this person? Why?*
- If possible, ask students to collect portraits from magazines or newspapers that they think are interesting, and then share their ideas about the portraits in class.

Make a story

- Provide students with visuals and ask them to make a short story about the visuals.
- Alternatively, ask students to take photographs or bring photographs and then make stories.
- Students could also join visuals to make a story or combine their stories.

Picture categories

- Provide students with a wide range of visuals and ask them to categorise the visuals and name the categories.
- Alternatively, provide students with categories and ask them to categorise the images. Ask students to explain why they think the visuals belong to the given categories.

Word sort

- Students sort words into different categories provided by the teacher. Categories can range from topics, word types, etc.
- Next, students make their own classification for words.

Sentence sort

- Students sort sentences into categories provided by the teacher. Categories could range from topics, tenses, sentence beginnings, etc.
- Students make their own classification for sentences.

Picture word match

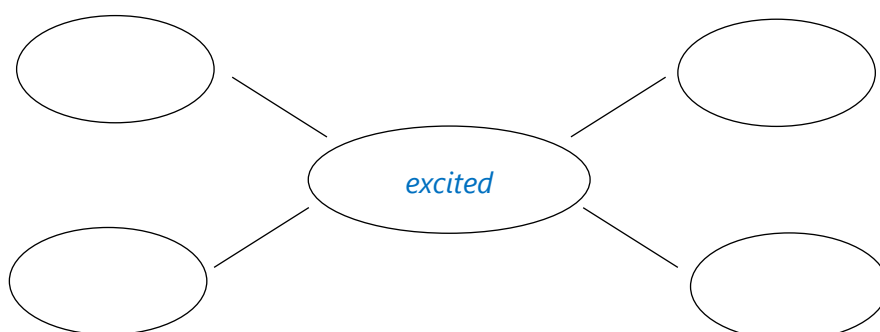
- Provide students with a selection of images and matching words.
- Students match words to pictures.

Definition, word and picture match

- Provide students with pictures, words and definitions.
- Students match the word definitions and pictures.
- Students work in a small group of three. Each student has either the words, definitions or picture. Students show, describe or read their cards, and other students find the matching cards.

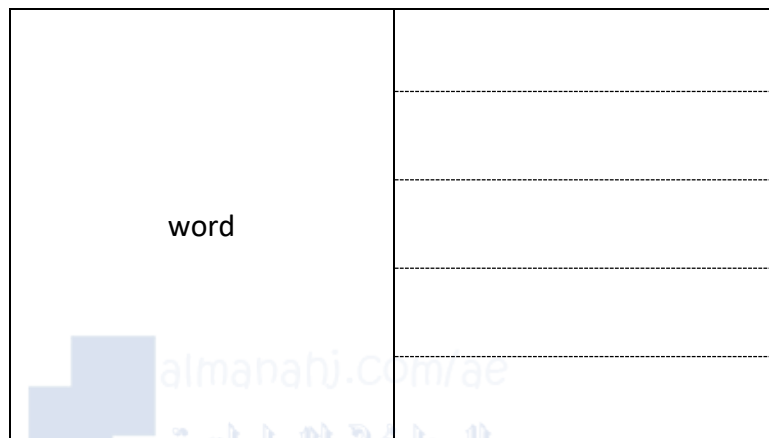
Word web

- Students write a word in the centre of the page.
- Students write the meaning, characteristic, synonym, antonym, definition or draw a picture of the word in the other parts of the web.



Vocabulary foldable

- Provide each student with a copy of a blank foldable. Students fold the page in half horizontally and snip on the dotted lines to create five flaps.
- Students open the large flap and write the word. They then open the other flaps and write definitions, sentences, symbols or make drawings to help them remember the word.



Memory game

- The teacher writes all the words from a specific topic on the board. Students should be familiar with the words used in this activity.
- Students study the words for three minutes. The words are covered or erased.
- Students write down all the words they can remember.
- The same activity could be repeated using sentences.

Personal dictionaries

- Students create their own dictionaries using pictures, symbols, etc.
- With guidance from the teacher, students categorise the words in alphabetical order, according to the topic or subject, sounds, morphological structure, etc.
- They could also draw a picture next to each word or add a language feature.

Who has the Word?

- Provide students with a selection of focus vocabulary words on cards and a set of questions which includes all the words. The questions read: *Who has the word elephant? Who has the word camel? Who has the word gazelle?* etc.
- Students work in small groups.
- The selection of word cards is divided equally amongst the students.
- Students place the question cards face down in front of themselves. They turn over their word cards for all to see.
- Students take turns to pick up a question card and read it to the whole group to hear. The student who has the word responds by saying, *'I have the word'*
- A different variation of the game is to provide students with definitions of words then play the game in the same way using the definitions instead of the words.

Sentence Building

- Provide students with chopped up sentences related to the language and content of a topic.
- Students build the sentences.

Masked Text

- Mask a text by covering most of the words in the text.

- Expose some key words or phrases only.
- Ask students to make predication from the words or phrases they can see.

Board games

- Provide students with a simple template of a board game.
- Students use the content of a simple story, text or theme to make a board game.
- Students make questions and answer keys for the game and swap games with peers.

Word wall

- Display all key vocabulary and language for students to access.
- Allow students to add words or language to the wall.

Guess the word

- Provide students with word cards.
- Students describe the word and the others guess the word, e.g. *'baby'* – very small / cries a lot / cannot walk, etc.

Role play

- Provide students with simple dialogues to perform.
- Support students to write their own dialogues or short plays to role play.
- Students choose characters from a story or parts of a story to present.
- Allow students to use puppets or other props.

What's on the menu?

- Make a 'buffet' of words, phrases or pictures. Place these on paper plates.
- Students choose from the 'buffet' and make sentences, role plays, short dialogues, etc., using the 'food' from the 'buffet.'

What's in the bag?

- Place objects in a cloth bag.
- Students take turns to feel the object. They talk about what they feel and guess the object.

Book walk

'Walk' through the book before reading. Ask students questions about the cover - what they see, what they think the story or text will be about, etc. Implement various reading strategies to support students' understanding of a text.

- Make connections – activate prior knowledge of students. Ask questions such as: *'What does the story remind you of?'*, *'Have you read any stories about.....?'*, etc.
- Make predictions – support students to make predictions about the text. Ask questions such as: *'What do you think will happen next?'*, *'What do you think the character will do?'*, etc.
- Get students to activate all their senses – ask students questions such as: *What do you see in your mind when you read this? What do you smell when you read this? What do you hear when you read this? How does what I feel / hear / see / smell / taste help me to understand the story?*
- Support students to ask and answer questions before, during and after reading. Use question cards: (*what / who / why / where / when / how*).
- Encourage students to retell and paraphrase what they read. Use words such as: *'first, later, next, after that, sometime after, then'*. Do not just retell and paraphrase entire stories. Use this strategy for paragraphs and sections of a story or other text.
- Summarise – assess students' understanding of a whole text, paragraph or section of a text through summarising or finding the main idea. Ask questions such as: *What was the most important part? What is the most important information?*

Lesson Objectives

Unit 5

- Lesson 1: To listen to job descriptions and identify the jobs described
To talk about the jobs that different people do
- Lesson 2: To read a description and identify the jobs described
To describe the duties and qualities needed for a job
- Lesson 3: To understand and produce sentences containing *used to* in the context of jobs
- Lesson 4: To identify the jobs people did in the past and talk about how they have changed
- Lesson 5: To identify the positive and negative aspects of different jobs and contrast them
- Lesson 6: To read to identify the duties and requirements of being a firefighter
To share opinions on jobs of a similar nature
- Lesson 7: To understand and practice producing *must* and *have to* in the context of job/school rules
- Lesson 8: To interview classmates and suggest suitable jobs based on their answers
- Lesson 9: To read a job advert and understand the details
To complete an email application for a job
- Lesson 10: To review vocabulary, skills and language from unit 5

Unit 6

- Lesson 1: To listen to someone reporting a stolen item and understand the details
- Lesson 2: To answer questions and write a description about a possession
- Lesson 3: To listen to a story and understand the details
To interview a partner about a time they lost something
- Lesson 4: To read and understand the details in a story about a lost possession
To write a paragraph about a lost possession
- Lesson 5: To understand and produce sentences containing relative clauses
- Lesson 6: To read about an artist and write a description of an artist and a painting
- Lesson 7: To listen to a conversation about a bedroom and identify details
- Lesson 8: To understand and practice using the first conditional in sentences
- Lesson 9: To match problems to advice and identify the people and things referred to
- Lesson 10: To review vocabulary, skills and language from unit 6

Unit 7

- Lesson 1: To listen to descriptions of natural disasters and understand the details
- Lesson 2: To read a story about a natural disaster to find details
To write an ending for a story
- Lesson 3: To understand and produce sentences containing the present perfect in the context of experiences
- Lesson 4: To read an email to a friend to find information
To write an email to a friend about a trip
- Lesson 5: To read an article to find information about tsunamis
To give opinions and talk about what to do in a natural disaster
- Lesson 6: To listen to an interview with an aid volunteer and find information
To decide which supplies are most important in times of need
- Lesson 7: To practice using modal verbs in the context of natural disasters
- Lesson 8: To read about charity events to find information and identify rules of a game
To create a flyer for a charity event
- Lesson 9: To give a presentation on a natural disaster
- Lesson 10: To review vocabulary, skills and language from unit 7

Sample Lesson Plans

Lesson Plan		Grade: 9
Teacher:		Subject: General English
Unit: 5	Lesson: 1	Date:
Objectives: <ul style="list-style-type: none"> ✓ To listen to job descriptions and identify the jobs described ✓ To talk about the jobs that different people do 		
Starter <ol style="list-style-type: none"> Brainstorm jobs on the board. Write 'teacher' and ask students what other jobs they know. Can they think of other jobs ending in -er? Students make suggestions and volunteers write different jobs on the board 		
Main Activities <ul style="list-style-type: none"> ➤ Activity 1 Vocabulary: <ol style="list-style-type: none"> Direct attention to the jobs in Activity 1. Students repeat and practise pronunciation. Ask students which jobs they know. Students share responses in groups and check unknown words in dictionaries. Quiz students by asking them questions. For example: <i>Who works in a hospital? Who works on a plane? What does a cleaner do?</i> Students could also match listed jobs to pictures of people doing the jobs if resources are available. <p><u>Feedback:</u> Ask students which words are new for them. Elicit or share meanings with the class.</p> ➤ Activity 2 Vocabulary: <ol style="list-style-type: none"> Group students into teams and draw a points grid on the board. Each team completes the sentences in Activity 2. When the teacher calls out the question number, teams write the correct word on a piece of paper and hold it up for the teacher to see. Teams with the correct answer get points. Everyone repeats the sentence together for bonus points. Complete with all questions. <p><u>Feedback:</u> Award extra points for the correct spelling of each word.</p> <p>Direct attention to the language tip box. Ask students if they can see other words in the jobs (like clean in cleaner). Explain that suffixes are often added to words to make job titles. Which suffixes can students see?</p> ➤ Activity 3 Listening: <ol style="list-style-type: none"> Tell students they are going to hear three job descriptions. They will not hear the name of the job so they have to guess the job being described. These could be any of the jobs from Activity 1. Students listen and write down their ideas. <p><u>Feedback:</u> Check answers in pairs first, then as a whole class. Play the audio again, pausing at the words that help to identify the answers.</p> ➤ Activity 4 Listening <ol style="list-style-type: none"> Listen again and answer the questions in Activity 4. Compare answers with a partner. <p><u>Feedback:</u> Ask volunteers for correct answers. If time is available, play audio again, pausing at answers.</p> ➤ Activity 5 Speaking <ol style="list-style-type: none"> Ask students if they know anyone who is a teacher, doctor, designer, etc. to generate ideas. Students form groups and take turns telling their classmates about the people they know and the jobs they do. <p><u>Feedback:</u> Ask volunteers what they heard from their group.</p> 		
Plenary <p>One volunteer comes to the front and calls out the name of a job. Teams work together to try to remember the correct spelling of the word. Teams hold up their answers and the teacher awards points to the teams with the correct spelling.</p>		
Differentiation <p>To challenge students further, ask them to describe each of the jobs in Activity 1. Students can read their descriptions to classmates who can then try to guess each job. For an easier challenge, ask students to think of more jobs to add to the lists in Activity 1.</p>		



Lesson Plan		Grade: 9
Teacher:		Subject: General English
Unit: 6	Lesson: 4	Date:
Objectives: <ul style="list-style-type: none"> ✓ To read and understand the details in a story about a lost possession ✓ To write a paragraph about a lost possession 		
Starter Write a list of items on the board and ask students to work in groups to decide on the most important item that they would least like to lose (watch, shoes, phone, diary, and glasses). Why did they choose this item?		
Main Activities <ul style="list-style-type: none"> ➤ Activity 1 Reading: <ol style="list-style-type: none"> 1. Ask students what they would do if they lost something important. Share ideas as a class. 2. Direct attention to Activity 1 and ask students what they think Mariam lost. Students check the text to find the answer. Feedback: Check answer as a class. Volunteers identify correct answer in the text. ➤ Activity 2 Reading: <ol style="list-style-type: none"> 1. Ask students how people usually lose things. Groups brainstorm ideas and report back to the class. How do they think Mariam lost her umbrella? 2. Students read the text individually to answer the questions. Feedback: Compare answers with a partner before checking as a class. Volunteers identify answers in the text. ➤ Activity 3 Vocabulary: <ol style="list-style-type: none"> 1. Provide examples to elicit the meaning of 'adjective'. Ask students what adjectives they see in the text. 2. Ask students to find the bold adjectives in the text. Which ones describe Mariam's feelings and which ones describe her umbrella? Students complete Activity 3. Feedback: Check answers in pairs before volunteers write the correct answers on the board. Ask students if they can think of any other adjectives that could be used to describe someone's feelings when something is lost/found and add to the list on the board. ➤ Activity 4 Vocabulary <ol style="list-style-type: none"> 1. Remind students that we can add suffixes to some words to make jobs in unit 5 lesson 1. Direct attention to the language tip. Ask students what suffix can be used to make adjectives. 2. Circle the words in Activity 4 that can become adjectives with -ful. Compare answers with a partner. Feedback: Students share correct answers. Volunteers provide example sentences for each adjective. ➤ Activity 5 Vocabulary <ol style="list-style-type: none"> 1. Check understanding of different adjectives by completing Activity 5 as a team quiz, awarding points to the team with the most correct answers. Feedback: Check answers as a class and correct any misunderstandings. ➤ Activity 6 Writing <ol style="list-style-type: none"> 1. Tell students about a time when you lost something. Encourage students to ask the questions in Activity 6 to find out the story. 2. Ask students to think of a time when they lost something. They can use their interview answers from the previous lesson (Lesson 3) for ideas. Students should use the questions in Activity 6 and Mariam's story to help them to write a paragraph about their experiences. Feedback: Share writing with a classmate and check spelling and punctuation. Students give their work to the teacher to check. 		
Plenary Students share their stories in groups and ask each other questions about their stories.		
Differentiation		

Ask students to include three adjectives to describe their feelings and three adjectives to describe the lost item. To challenge students further in the reading activity, provide students with additional questions to test understanding of details. E.g., *When did Mariam realise her umbrella was lost? Who called the lost and found office?*

Lesson Plan		Grade: 9
Teacher:		Subject: General English
Unit: 6	Lesson: 8	Date:
Objectives: ✓ To understand and practise using first conditionals		
Starter Present students with images depicting possible future scenarios such as full marks in an exam, a school trip and a gift of money for a special occasion. Ask students what they will feel/see/buy. Do not introduce the key structure at this stage.		
Main Activities ➤ Activity 1 Reading: 1. Direct attention to the conversation in Activity 1. Who is Jack talking to? 2. Students read the text to find the answer. Play track 22 so students can also listen to the conversation while reading. <u>Feedback:</u> Check answer as a class. Volunteers identify the correct answer in the text. ➤ Activity 2 Reading: 1. To prepare for Activity 2, ask students what they think Jack's mum will feel if he passes his exam to elicit the correct structure: She will feel... Ask students if will refers to the future or the past and what verb form follows will. 2. Students work in pairs to answer the questions in Activity 2. <u>Feedback:</u> Check answers as a class ensuring correct use of <i>will</i> . Volunteers identify answers in the text. ➤ Language: First Conditional 1. Draw attention to the second line of the text, "If you pass your exam, I'll give you a present." Project or write the sentence on the board and underline the two parts. 2. Ask which tense follows <i>if</i> . In which half of the sentence does <i>will</i> appear? Can the sentences halves appear in a different order? Does the meaning change? Use questions to guide students. 3. Direct attention to the language box and ask when the first conditional is used. Elicit answers. Students then read the information in the box to check. ➤ Activity 3 Practice 1. Print and cut out sentence halves from Activity 3 and distribute one set to each group. Students work in groups to match the sentence halves. Alternatively, students complete Activity 3 in their books. <u>Feedback:</u> Display sentence halves on the board. Volunteers match the sentence halves on the board checking with the class for confirmation that each is correct (e.g. thumbs up for correct answer). ➤ Activity 4 Practice 1. Students work individually to complete the sentences in Activity 4 focussing on the correct verb forms. 2. Monitor and assist students and note any errors observed. <u>Feedback:</u> Check answers in pairs before checking as a class. Alternatively students can work in teams and compete in a board race to be the first to write all correct answers under their group name on the board. ➤ Activity 5 Speaking 1. Direct attention to Activity 5 and give an example answer, "If you pass your exams, I will feel pleased." Ask students how they will feel. Elicit examples from volunteers. 2. Students work in pairs and complete the sentences in Activity 5 with their own ideas. <u>Feedback:</u> Volunteers share their partner's answers with the class. Mention interesting answers heard and write them on the board. Students then vote for the best sentence.		
Plenary Quiz students in teams with a list of first conditional sentences containing errors as well as correct use of language. Ask students to identify the sentences containing mistakes and for extra points to correct the mistakes.		

Differentiation

Provide a list to generate ideas for Activity 5 to assist students who require support. To challenge students further, ask them to make their answers negative with *won't*.

Continuous Assessment

Students taking the Access Course will be continually assessed throughout the term. Detailed information about assessment will be provided as it is available.

Can-Do Statements

These simple statements are a form of Assessment as Learning for students to keep track of their own learning. They judge their accomplishments by agreeing or disagreeing with statements about the various learning outcomes. This has two benefits — the first being that students have clear goals to work towards and the second being that they are given a degree of responsibility for achieving those goals. Teachers can create statements based on the learning outcomes and materials used.

Self-assessment Checklist Template

Listening	✓ or x
I can...	
Speaking	
Reading	
Writing	
Grammar	

Answer Keys

Unit Five

Lesson One

Activity 2

1 accountant. 2 journalist. 3 physiotherapist. 4 pharmacist. 5 engineer.

Activity 3

1 engineer. 2 physiotherapist. 3 pharmacist.

Activity 4

1 physiotherapist (2). 2 engineer (1). 3 pharmacist (3).

Lesson Two

Activity 1

or: instructor, actor. er: photographer, cleaner. ist: receptionist, journalist. ant: accountant, assistant

Activity 2

Top: food photographer. Bottom left: driving instructor. Bottom right: accountant

Activity 3

1 team. 2 duties. 3 confident. 4 creative.

Lesson Three

Activity 1

Athlete: footballer

Activity 2

1F. 2T. 3T. 4F. 5F

Activity 3

1 used to. 2 used to. 3 used to. 4 use to.

Activity 4

1 Tom used to be an athlete.

2 Omar used to study every day.

3 Our teacher used to work in Norway.

4 Amal didn't use to be an engineer.

Activity 5

1 correct. 2 incorrect. 3 correct. 4 incorrect. 5 incorrect.

2 Our teacher used to ~~lived~~ **live** in Spain.

4 Fatima didn't ~~used~~ **use** to work in Dubai.

5 Saif used **to** study in Egypt.

Lesson Four

Activity 2

Circle: human alarm clock, ice cutter, street lamp lighter

Activity 3

1a. 2c. 3c.

Lesson Five

Activity 1

1 Food taster. 2 Digital trend reader. 3 Personal shopper.

Lesson Six

Activity 2

1 typical. 2 emergency. 3 volunteer. 4 duties. 5 equipment.

Activity 4

He likes: working in different places, having lunch together,

He doesn't like: going to the gym (sometimes)

Lesson Seven

Activity 1

1c, 2s, 3b

Activity 2

1T. 2T. 3F. 4T. 5F. 6F

Activity 3

1 don't have to. 2 mustn't. 3 don't have to. 4 don't have to. 5 mustn't.

Lesson Eight

Activity 1

1c, 2h, 3g, 4b, 5i, 6e, 7d, 8a, 9f

Lesson Nine

Activity 2

Advert

Activity 3

1B, 2A, 3A, 4B, 5A

Activity 4

salesperson

Lesson Ten

Activity 1

1 engineer. 2 patient. 3 accountant. 4 become. 5 receptionist. 6 duties.

Activity 2

chef

Activity 3

1F. 2T. 3T. 4F. 5T.

Activity 4

1 used to. 2 use to. 3 used to. 4 used to. 5 use to.

Activity 5

1 have to. 2 mustn't. 3 must. 4 have to.

Unit Six

Lesson One

Activity 2

missing: sunglasses, wallet, tablet

Activity 3

1F. 2T. 3F. 4T. 5F. 6F.

Lesson Two

Activity 2

Treasured possessions

Activity 4

1 fall apart. 2 save up. 3 throw away. 4 look after.

Activity 6

possession, light, was, very.

Lesson Three

Activity 2

Left to right, top to bottom: 4, 6, 1, 5, 3, 2

Lesson Four

Activity 1

Her umbrella

Activity 2

She left the umbrella on a bus.

She called the lost and found office and they had the umbrella.

Activity 3

Mariam's feelings: pleased, happy, upset. Mariam's umbrella: useful, colourful, light, wonderful

Activity 4

colourful, helpful, careful, cheerful, painful, useful

Activity 5

1 painful. 2 careful. 3 useful. 4 helpful.

Lesson Five

Activity 1

Tariq: book, Amna: gold watch, David: bicycle

Activity 2

1 Tariq. 2 Amna. 3 David. 4 David.

Activity 3

1 who. 2 which. 3 which. 4 who. 5 who.

Activity 4

1 I have a friend who collects books.

2 Omar has a camera that takes amazing photos.

3 I have a watch which is very expensive.

4 There is a picture which I really like.

Lesson Six

Activity 3

1 gallery. 2 self-portrait. 3 portrait. 4 valuable. 5 alive.

Activity 4

2 Vincent lived in Paris which was his home for two years.

3 Vincent had a painting which sold for 150 million dollars.

4 Vincent had a brother who worked in an art gallery.

Lesson Seven

Activity 1

calendar 5, cushion 9, frame 3, ladder 7, loft bed 1, noticeboard 4, reading lamp 6, rocking chair 10, snowboard 2, storage basket 8.

Activity 2

The boys talk about: the loft bed, the rocking chair, the cushion, the picture frame.

1a, 2b, 3a, 4a, 5b

Activity 2

1 loft bed. 2 ladders. 3 frame. 4 rocking chair. 5 storage basket. 6 reading lamp.

Lesson Eight

Activity 1

because it's heavy and old.

Activity 2

1 he will get a present. 2 he will ride it every day. 3 students' own opinion.

Activity 3

1c, 2a, 3b, 4e, 5d

Activity 4

1 will get. 2 will use. 3 has. 4 get. 5 will take.

Lesson Nine

Activity 1
A3, B1, C2

Activity 2
we: Yassir and his brother
them: things
she: Sameera's sister
you: Mari

Activity 4
1 the teenagers. 2 the books. 3 the shirt. 4 the floor.

Lesson Ten

Activity 1
1 possessions. 2 purse. 3 valuable. 4 pair. 5 stolen. 6 look after.

Activity 2
1F. 2T. 3F. 4F. 5T. 6F.

Activity 3
2 My bag is in my car which is in the garage.
3 I know a writer who wrote a book about design.
4 My camera is in my bag which is in the house.

Activity 4
1 If I get a new phone, I will look after it.
2 If I pass my exams I will celebrate.
3 If it isn't too hot I will go to the beach.

Unit Seven

Lesson One

Activity 1
flood b, wildfire d, tornado c, earthquake a

Activity 2
1 wildfire, 2 tornado, 3 earthquake, 4 flood

Activity 3
1b, 2c, 3a, 4b

Activity 4
Earthquake

Activity 5
1F. 2T. 3F. 4F. 5T.

Lesson Two

Activity 2
1b, 2c, 3a, 4b

Activity 3
From top to bottom: 3,1,2

Lesson Three

Activity 1

Possible answers: earthquakes, natural disasters, experiences

Activity 3

see – saw – seen, feel – felt – felt, watch – watched – watched, try – tried – tried, visit – visited – visited

Activity 4

1 has seen. 2 have never felt. 3 has tried. 4 have visited. 5 has never watched.

Lesson Four

Activity 1

Noora is in Tbilisi in Georgia.

Activity 2

1F. 2F. 3T. 4T. 5T.

Activity 3

I've been to lots of nice places. ...now I can say I have seen snow. We've eaten some tasty dishes.

The present perfect is used in the above examples because the writer is talking about experiences and is not referring to any specific time in the past.

Activity 4

great, terrible, scared, freezing cold, nice, old, wonderful, pleased, tasty mostly positive.

Lesson Five

Activity 2

Tsunamis

Activity 3

earthquakes and volcanic eruptions

Activity 4

1 earthquakes. 2 destroyed. 3 eruptions. 4 tsunami

Lesson Six

Activity 2

Money and workers (volunteers like Max)

Activity 3

1 natural disaster. 2 money. 3 support. 4 basic needs. 5 supplies. 6 at no cost.

Lesson Seven

Activity 1

1 Don't. 2 should. 3 have to. 4 mustn't

Activity 2

1T. 2F. 3T. 4T

Activity 3

1 mustn't. 2 should. 3 have to. 4 have to

Lesson Eight

Activity 1

Underline:

apples and a bucket of water

sacks

coconuts and a ball

Activity 3

sack race: You must race to the finish line

apple bobbing: You have to pick up an apple with your teeth. You can't use your hands.

Lesson Ten

Activity 1

1 tsunami. 2 eruption. 3 charity. 4 supplies. 5 helicopter. 6 waves.

Activity 2

From top to bottom: 2, 1, 3

Activity 3

1F. 2F. 3T. 4T

Activity 4

1 been in. 2 has visited. 3 has seen, 4 have felt. 5 have volunteered.

Activity 5

1 mustn't. 2 should. 3 have to. 4 should. 5 must.

Audio Scripts

Unit 5

Track 15

Engineer: (One). My job is both an indoor and an outdoor job. I spend a lot of time in the office working on plans. I also spend time outside visiting buildings and talking to workers. I like my job because I'm interested in how things work.

Physiotherapist: (Two). I work at a health centre. I also do some work at the local football club because I have training in sports injuries. I give people special exercises to do at home. These exercises can help people to get better.

Pharmacist: (Three). I work in a pharmacy. I talk to both doctors and patients. I check the prescriptions that people get from their doctor and I get their medicine. Sometimes people ask me for advice about which medicine to take. I like helping people.

Track 16

Hello, I'm Tom. I used to be an athlete but now I am a physiotherapist. I was a footballer in Spain. I used to play every day. After eight years, I decided to change my career. I wanted to work in sports and I also wanted to help people, so I decided to become a physiotherapist. I went to university and now here I am. I enjoy my job because now I understand the human body and how it works. I didn't use to understand biology or medicine but now I do. Being a physiotherapist is an interesting job. I still play football, but only once a week for fun.

Track 17

What do you want to be in the future? Some people might want to be a doctor. Others might say an engineer, a journalist or a maybe a designer. However, you probably didn't say you want to be an ice cutter or a lamp lighter. Why? Because these are jobs of the past. There are many jobs that people don't do anymore. Here are some examples.

A street lamp lighter. In the past, we didn't have electricity for the lights in our houses and streets. A street lamp lighter was a person who lit candles in street lamps at night.

An ice cutter. An ice cutter was a person who went outside to cut large pieces of ice. Ice cutters lived in cold countries. They used to take boxes of ice to customers' houses. People used the ice to keep their food cold because they didn't have fridges.

A human alarm clock. In the past, we didn't have alarm clocks. Instead, you could pay someone to knock on your door or window to wake you up in the morning.

Track 18

Police officer: Good evening, I'm Officer Johnson. What is your full name?

Steven: My name is Steven Riley.

Police officer: Ok, so you said some of your possessions were stolen?

Steven: Yes, my wallet is missing.

Police officer: Where was your wallet?

Steven: In the kitchen.

Police officer: Is there anything else missing from the kitchen?

Steven: Let me see, yes, my tablet is gone and my sunglasses are gone.

Police officer: I see, do you think someone broke into the house?

Steven: Well, the door was locked and the window is broken so I think so, yes.

Police officer: The gate is damaged too. Was it damaged before today?

Steven: No, I think someone damaged it when they broke in.

Police officer: Ok, I'll ask your neighbours if they saw anything.

Steven: Thank you, officer.

Track 19

Part 1:

Presenter: Hello everyone. Welcome to our show. Every day we hear funny stories from our listeners. Today we have a story from a girl named Laila.

Laila: Okay. This happened two years ago. I was on holiday in Dubai with my parents. Before we got to Dubai, my dad bought a memory card for his camera at the airport. He loves taking photos. When we got to Dubai, my dad took so many photos of the buildings, the palm trees, and the food. After a few days, his memory card was full. So, we went to Dubai Mall and my dad bought a second memory card. We went outside to see the fountain show and he put the memory card in his camera.

Presenter: Okay. So, what happened next?

Laila: Well, he didn't close the camera case properly, and the two memory cards fell out! The next day we flew home, and my uncle met us at the airport. He wanted to see our holiday pictures. My dad looked at his camera and there were no pictures and the memory cards were not there! Everyone was so sad.

Presenter: Oh no! That's terrible.

Laila: But, a woman visiting the Burj Khalifa, you know the famous skyscraper, she found the memory cards and returned them to us!

Presenter: Wow! How did she find you?

Track 20

Part 2:

Laila: Well, Mrs. Williams - that's her name – took the cards home and went on a website called ifoundyourcamera.com. She uploaded some of the pictures and wrote the date that she found them.

Presenter: I see.

Laila: Well, one day my cousin was looking at pictures of the Burj Khalifa online and there was a photo of my family! It came from the website ifoundyourcamera.com. We were so surprised! My parents contacted Mrs Williams and the next week she sent the memory cards to us!

Presenter: Wow! That's great!

Track 21

Tariq: Wow, Ahmed. You've got a great room!

Ahmed: Thanks, it's not bad. I really like the loft bed – it's a nice place to relax after I finish my homework.

Tariq: I couldn't sleep up there, I don't like ladders.

Ahmed: Yes, you have to be careful.

Tariq: And what's this?

Ahmed: That's my favourite football. I bought it in Barcelona.

Tariq: And, is that a rocking chair?

Ahmed: Yes, you can sit there if you want.

Tariq: Oh, it's really comfortable.

Ahmed: I don't think it's comfortable! But it was my grandad's chair. He used to sit and tell me stories in this chair.

Tariq: And what about this cushion? Was it his, too?

Ahmed: No, I got that when I went to Egypt last year. A woman was selling it in a market and I really like camels, so I had to buy it!

Tariq: I've got a similar cushion, but my mum bought it for me here in Abu Dhabi, I think. Who are these people in the photos?

Ahmed: Oh, those frames – they're my friends from Ajman. I used to live there. We moved here four years ago.

Tariq: Yes, you told me. Shall we play something? Have you got any good computer games?

Ahmed: Sure. They're over there on the bookshelf. Have a look.

Track 22

Jack: I have to study for my exam. It's so difficult.

Mum: If you pass your exam, I'll give you a present.

Jack: Wow! Can I have a new bicycle?

Mum: Why? You never use your old bicycle.

Jack: That's because it's so heavy and old. If I get a new bike, I'll ride it every day.

Mum: Hmm. Bicycles are expensive.

Jack: Well if I get a new bike, I'll look after it. I'll keep it for a long time!

Mum: Let me think about it. Now go and study for your exam.

Track 23

Speaker 1: These can happen on very hot days. Dry leaves burn and can cause trees to set on fire. The fire gets bigger and spreads across the forest.

Speaker 2: This is very fast wind circling around. They are sometimes known as twisters. They can be very powerful. They can pick up cars and destroy houses.

Speaker 3: These can make buildings fall down. The ground shakes from side to side or up and down. They can make big cracks in the ground.

Speaker 4: After a lot of rain the water has nowhere to go. The water level gets higher and higher. If the water gets high enough, cars and houses can be washed away.

Track 24

I'm here on highway 49. The ground is shaking and people are getting out of their cars. I can see the cars shaking and the ground is cracking. Luckily, no one is on the bridge so everyone is safe. People are in shock. This is the strongest one we've had for 10 years. The police have arrived and will close all dangerous roads. The shaking has stopped now. I hope there are no aftershocks.

Track 25

Mary: Hi Amna. I watched an interesting programme on TV last night about earthquakes. Did you know that in some countries, earthquakes happen all the time?

Amna: Really? That sounds scary. Have you ever felt an earthquake?

Mary: No, I haven't. Have you?

Amna: Yes, I have! When I was on holiday in Australia there was a very small earthquake. The ground was shaking for about twenty seconds.

Mary: That's not so bad.

Amna: We also saw a wildfire in Australia. It was in a forest and firefighters came to stop it. Have you ever seen a wildfire?

Mary: No, I've never seen one, but I know that they are dangerous.

Track 26

Interviewer: Good morning Max. Could you tell us about what you do?

Max: Good morning. Yes, I am an aid worker for an international organisation.

Interviewer: We hear a lot about international aid on the news. Could you tell us what international aid means?

Max: International aid is the help and support given to people when there is a disaster or a conflict. It is usually given by other countries around the world.

Interviewer: I see. What do you mean by disasters?

Max: Natural disasters like earthquakes, volcanic eruptions, floods and things like that.

Interviewer: What type of aid is given?

Max: Money, and workers like myself. Money is one part of aid. The other part is the support given by volunteers and workers like me. We help to provide basic needs. For example, supplies of fresh food, water, clothes and tents. These are given for free, at no cost.

Interviewer: Is the support the same for every disaster?

Max: Different disasters have different types of aid.

Track 27

International aid is the help and support given to a place when there is a natural disaster. Money is one part of the aid. This is usually given to the country affected to help after a disaster. The other parts of aid come from people. Volunteers and other workers help to give support to people who have basic needs. For example, emergency supplies of food, water, tents, and torches. These are given to people at no cost.