

تم تحميل هذا الملف من موقع المناهج الإماراتية



الملف كتاب دليل المعلم

[موقع المناهج](#) ← [المناهج الإماراتية](#) ← [الصف السابع](#) ← [لغة انجليزية](#) ← [الفصل الأول](#)

روابط مواقع التواصل الاجتماعي بحسب الصف السابع



روابط مواد الصف السابع على تلغرام

[الرياضيات](#)

[اللغة الانجليزية](#)

[اللغة العربية](#)

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المزيد من الملفات بحسب الصف السابع والمادة لغة انجليزية في الفصل الأول

[حل أسئلة الامتحان النهائي حينرال المستوى 4.1](#)

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[أسئلة الامتحان النهائي أكسس](#)

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2023-2024

7

1

Bridge to Success

Teacher Guide - Level EN 3.2

Book

7

Bridge to Success

Teacher Guide

CAMBRIDGE



Westminster Bridge, England



Grade
07

UNIT 1 LESSON 1 TASKS/ACTIVITIES

Resources	Starter						
Coursebook page 1	<ol style="list-style-type: none"> 1. Greet learners. Write ‘hello’ and ‘goodbye’ on the board, and elicit different ways of greeting someone and saying goodbye in English (for example: <i>good morning, hi, bye</i>). 2. Ask learners to open their Coursebooks, and discuss the bullet point at the top of the page. 3. Ask: <i>Do you know any words for hello and goodbye in other languages?</i> 						
Resources	Main activity						
Coursebook page 1	<p>Speaking: Activity 1</p> <ol style="list-style-type: none"> 1. Ask: <i>Do you use the same language to greet friends of your age as you do with adults? Is there any difference in the use of greetings between adults in the family and adults outside the family, such as teachers?</i> 2. Learners complete Activity 1 of the Coursebook. 3. Explain that some phrases might be suitable for both categories. <p>CORE</p> <p>Feedback</p> <p>Draw a table on the board and write answers in the correct column as you elicit them. Model pronunciation and intonation.</p> <table border="1" data-bbox="424 981 1423 1178"> <thead> <tr> <th data-bbox="424 981 877 1025">Friends and family</th> <th data-bbox="884 981 1423 1025">Teachers and other adults you don't know</th> </tr> </thead> <tbody> <tr> <td data-bbox="424 1025 877 1102"></td> <td data-bbox="884 1025 1423 1102"></td> </tr> <tr> <td data-bbox="424 1102 877 1178"></td> <td data-bbox="884 1102 1423 1178"></td> </tr> </tbody> </table> <p>Explain that ‘All right?’ has a similar meaning to ‘Hello, how’s it going?’ but is much more colloquial/informal. Tell learners that usually British teenagers use this phrase with one another, rather than with adults.</p> <p>Answers</p> <p><i>Friends and family:</i> Hello; Bye; All right?; See you; How’s it going?; Hi; How are you?; How are things?</p> <p><i>Teachers and other adults:</i> Hello; Bye; Good morning; How are you?; Goodbye; Good afternoon</p>	Friends and family	Teachers and other adults you don't know				
Friends and family	Teachers and other adults you don't know						
Coursebook page 1	<p>Did you know?</p> <ol style="list-style-type: none"> 1. Tell learners to read the <i>Did you know?</i> box and ask them to say if they knew this information before. 2. Ask them if what the box says about people in the UK is true of people in their own culture. <p>DESIRABLE</p>						
Coursebook page 1 Audio Track 1	<p>Listening: Activities 2 and 3</p> <ol style="list-style-type: none"> 1. Learners complete Activities 2 and 3. <p>CORE</p> <p>Feedback</p> <p>Write each numbered gap up on the board, to ensure all misunderstandings are avoided.</p> <p>Answers</p> <p>1 Good morning; 2 Nice to meet you; 3 How are you?; 4 Thank you; 5 Bye; 6 Goodbye</p>						

<p>Coursebook page 1</p>	<p>Listening: Activity 4</p> <p>1. Model the dialogue with one of the stronger learners in the class.</p> <p>2. Learners complete Activity 4 in pairs. After they have finished roleplaying the conversation, ask learners to swap roles and roleplay the conversation again.</p> <p>CORE</p> <p>Feedback</p> <p>Monitor pairs for correct intonation and sentence stress.</p> <hr/> <p>Differentiation activities (Support):</p> <p>1. Play the audio of the dialogue, pausing after each line. Learners listen and repeat.</p> <hr/> <p>Differentiation activities (Stretch):</p> <p>1. Learners note down some key words from the dialogue and then roleplay it from memory, using only the keywords to help them.</p>															
<p>Workbook page 1 Audio Track 1</p>	<p>Listening: Activity 1</p> <p>1. Learners complete Activity 1.</p> <p>CORE</p> <p>Feedback</p> <p>Monitor learners' work while they are completing Activity 1. When the class has completed the activity, choose two strong learners who have the correct answers to model the dialogue. Other learners listen and check their answers.</p> <p>Answers:</p> <p>1 Rehan: All right, Kareem?</p> <p>2 Kareem: Rehan! How's it going? Great to see you.</p> <p>3 Rehan: You too. I'm fine, thanks. How about you?</p> <p>4 Kareem: I'm very well, but school is hard work at the moment. I've got lots of exams to study for.</p> <p>5 Rehan: Me too. I'm not working today though. I'm doing some shopping. Look, I've bought some new trainers.</p> <p>6 Kareem: They're nice. Anyway, I've got to go to football practice now. Nice seeing you. Give me a ring soon.</p> <p>7 Rehan: Sure. Say hi to your family from me. Bye.</p> <p>8 Kareem: Will do. Bye.</p>															
<p>Workbook page 1</p>	<p>Vocabulary: Activity 2</p> <p>1. Ask learners to complete Activity 2.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate learners to provide answers and write them up on a table with four columns on the board. Drill pronunciation of the phrases.</p> <p>Answers</p> <table border="1" data-bbox="376 1733 1420 2083"> <thead> <tr> <th data-bbox="376 1733 660 1839">Saying you are happy to see someone</th> <th data-bbox="665 1733 847 1839">Asking for more information</th> <th data-bbox="852 1733 1034 1839">Making a request</th> <th data-bbox="1038 1733 1220 1839">Agreeing to do something</th> <th data-bbox="1225 1733 1420 1839">Ending the conversation</th> </tr> </thead> <tbody> <tr> <td data-bbox="376 1845 660 1951">Great to see you. <i>(at the start of a conversation)</i></td> <td data-bbox="665 1845 847 1951">How's it going?</td> <td data-bbox="852 1845 1034 1951">Give me a ring soon.</td> <td data-bbox="1038 1845 1220 1951">Sure.</td> <td data-bbox="1225 1845 1420 1951">Anyway, I've got to go to football practice now.</td> </tr> <tr> <td data-bbox="376 1957 660 2083">Nice seeing you. <i>(at the end of a conversation)</i></td> <td data-bbox="665 1957 847 2083">How about you?</td> <td data-bbox="852 1957 1034 2083">Say hi to your family from me.</td> <td data-bbox="1038 1957 1220 2083">Will do.</td> <td data-bbox="1225 1957 1420 2083"></td> </tr> </tbody> </table>	Saying you are happy to see someone	Asking for more information	Making a request	Agreeing to do something	Ending the conversation	Great to see you. <i>(at the start of a conversation)</i>	How's it going?	Give me a ring soon.	Sure.	Anyway, I've got to go to football practice now.	Nice seeing you. <i>(at the end of a conversation)</i>	How about you?	Say hi to your family from me.	Will do.	
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Nice seeing you. <i>(at the end of a conversation)</i>	How about you?	Say hi to your family from me.	Will do.													

	<p>Differentiation activities (Support): 1. Learners practise roleplaying the dialogue.</p> <p>Differentiation activities (Stretch): 1. Tell learners that in informal conversations, friends often leave out the subject and auxiliary verb in a sentence or phrase. Ask learners to find examples of this in the dialogue. Examples: <i>Nice seeing you (instead of: It is nice seeing you).</i> <i>Great to see you (instead of: It is great to see you).</i> <i>Will do (instead of: I will do).</i></p>
<p>Coursebook page 1</p>	<p>Speaking: Activity 5 1. Put learners into pairs. 2. Pairs complete Activity 5. 3. Monitor, and correct only any examples of misuse of the target phrases in the lesson. DESIRABLE Feedback Ask volunteers to come to the front and roleplay the greeting in front of the class. Correct any misuse of the target language.</p>
<p>Resources</p>	<p>Plenary 1. Say several phrases from the lesson and nominate a different learner to respond to each phrase. For example: <i>Teacher: How are things?</i> <i>Learner: Fine, thanks.</i> <i>Teacher: Say hi to your family from me.</i> <i>Learner: Will do.</i> 2. If the learner gets the answer incorrect, ask another learner the same question.</p>

UNIT 1 LESSON 2 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Greet learners using the phrases studied in the previous lesson and encourage learners to greet each other in English. 2. Ask learners if they have seen people in other countries greeting each other. Teach the word 'gesture'. Ask learners if they have seen people from different countries or from their own making gestures or movements with their body when greeting each other (for example: <i>waving, bowing, hugging ...</i>).
Resources	Main activity
Coursebook page 2	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Ask learners to look at the picture and answer the question. <p>CORE</p> <p>Feedback</p> <p>The picture shows men in the UAE, greeting each other with a hug of friendship after Eid al Fitr in Dubai.</p>
Coursebook page 2 Audio Track 2	<p>Reading and Listening: Activity 7</p> <ol style="list-style-type: none"> 1. Show learners a globe or map of the world and ask them if they know where Argentina is. Help them locate Argentina on the map. Do the same with Thailand, Singapore and India. 2. Ask learners if they know how people in those countries greet each other. 3. Working individually, learners complete Activity 7. Make sure that this is done in the manner of a 'fun' guessing game – learners can't be expected to find the answer in the text if they don't know anything about the country. 4. Learners listen and check their answers. <p>CORE</p> <p>Feedback</p> <p>Answers</p> <p>1 Singapore; 2 Argentina; 3 India; 4 Thailand</p>
Workbook page 2	<p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Learners complete Activity 3. <p>CORE</p> <p>Feedback</p> <p>Answers</p> <p>1 head; 2 nose; 3 cheek; 4 chin 5 thumb; 6 hand; 7 finger</p>
Coursebook page 2	<p>Reading: Activity 8</p> <ol style="list-style-type: none"> 1. Explain that when we read, it is sometimes possible to guess the meaning of a word or phrase from its context. Suggest that if learners don't know a word, they can look at words either side of the unknown word to give them clues about its meaning. 2. Learners complete the activity.. <p>CORE</p> <p>Feedback</p> <p>Answers</p> <p>Gestures B and G are not described in the text.</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide a version of the reading text with gestures underlined to help learners choose the correct pictures. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask fast-finishers to describe what is happening in pictures A and G and to name the gestures if they can. 2. Ask them what they think these gestures mean. <p>Answers</p> <p>Picture A shows someone shaking their head (in many cultures this means no, although it can mean yes in some cultures).</p> <p>Picture G shows two people giving each other a ‘high five’. This is generally an informal friendly greeting (particularly among young people); it can also be a gesture to say: <i>Well done!</i></p>
<p>Workbook page 2</p>	<p>Vocabulary: Activity 4</p> <ol style="list-style-type: none"> 1. On the board, in jumbled order, write some typical classroom collocations that learners already know. For example: ‘put up your hand’, ‘do your homework’. Ask learners to put the collocations in order. 2. Ask: <i>What are these groups of words called?</i> Give them the term ‘collocation’ if they don’t know it. 3. Focus on the <i>Language tip</i> on page 7 of the Coursebook. Make sure learners understand what a collocation is. 4. Ask learners to complete Activity 4 on page 7 of the Workbook. <p>DESIRABLE</p> <p>Feedback</p> <p>Answers</p> <p>1 nod; 2 shake; 3 hands; 4 head; 5 kiss</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to test each other in pairs. 2. One learner closes their books. The other learner says a verb (for example: <i>nod</i>) and the learner with their book closed has to remember the part of the body the verb collocates with. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to look up other collocations with the word ‘head’ and ‘hand’ in a collocations dictionary: www.ozdic.com. 2. Ask them to choose two and be ready to explain them to the class.
<p>Coursebook page 2</p>	<p>Speaking: Activity 9</p> <ol style="list-style-type: none"> 1. Ask learners whether they think it is difficult for a foreigner to learn how to meet and greet Emirati people. Ask them what they could get wrong. 2. Learners work in pairs and complete Activity 9. <p>CORE</p> <p>Feedback</p> <p>This should be in the form of an informal chat, where stronger learners could be asked to elaborate if they’d like to.</p>

Coursebook page 2	Speaking: Speaking tip 1. Ask learners to read the <i>Speaking tip</i> . 2. Show learners how information questions are said, showing with your hand a movement of falling intonation at the end. It's a good idea to model the sentence stress as well. 3. If you think your learners could cope with the extra information, tell learners that intonation rises in check questions (questions when you think you know the answer). DESIRABLE
Resources	Plenary 1. Ask the class to watch you carefully. Mime some gestures covered in the class and ask learners to call out or put their hands up to tell you the gesture. For example: <i>Shake your head, nod your head, wave, shake hands, put your hands together, bow</i> . (Make sure they are gestures which are appropriate for learners to act out in the classroom.) 2. When you have gone through all the gestures once, ask the class to stand up and be prepared to mime the gestures themselves. Explain that this will be very quick and if you spot anyone doing the wrong gesture they will have to sit down and be out of the game. 3. You could also do a version of the game where you say: ' <i>Teacher says...</i> ' (followed by the gesture). Learners must mime the gesture only if they hear you say ' <i>Teacher says...</i> ' if not they must stand still. If they mime a gesture when you haven't said ' <i>Teacher says...</i> ' first, they have to sit down and are out.

UNIT 1 LESSON 3 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> Recap on some of the gestures covered in the previous lesson. Put learners into pairs. (If possible, they should choose a person to work with who they know and feel comfortable with.) Give the following instructions in the imperative for learners: <i>Shake hands. / Nod your head. / Bow your head. / Put your hands together and touch the tips of your thumbs to your chin.</i> To follow up, ask learners to say the countries in which these greetings are common. Ask learners to tell you any other collocations from the previous lesson that they remember.
Resources	Main activity
<p>Coursebook page 3 Audio Track 3</p>	<p>Speaking and Listening: Activity 1</p> <ol style="list-style-type: none"> Ask learners to look at the picture and answer question 1 in pairs. Ask learners to complete question 2. Give them time to write down three questions. Ask learners to complete question 3. Tell them they will need to make notes of the questions they hear. Play the audio. <p>CORE</p> <p>Feedback</p> <p>Question 1: If learners don't guess the answer to question 1, tell them that these are Maori children who live in New Zealand. Ask learners if they know anything about New Zealand and Maori culture.</p> <p>Question 2: Ask learners to tell you some of the questions they thought of. Write them on the board.</p> <p>Question 3: Learners tell you the questions they heard. Write them on the board.</p> <p>Answers</p> <p>3 How are you doing? How are you? How about my culture? Can I ask you some questions? How do you greet an adult? How do you greet a Maori?</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Allow learners to go through the audioscript and underline the questions in the dialogue. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to write a short description of what they can see in the picture. Ask them to describe what is happening, who the people are and where they are.
<p>Coursebook page 3</p>	<p>Speaking and Listening: Activity 2</p> <ol style="list-style-type: none"> Play the audio again and ask learners to answer questions 1 and 2. <p>CORE</p> <p>Feedback</p> <p>Ask the class if they can remember what a traditional Maori greeting is called (hongi). Ask the class to tell you the answers to questions 1 and 2.</p> <p>Answers</p> <ol style="list-style-type: none"> You should shake their hand and smile, and remember to use their surname. You touch your nose and forehead to the other person's and shake their hand.

<p>Coursebook page 3</p>	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners what they know about greetings in Japan. Ask if they think it's very different to the way people greet one another in the UAE. 2. Learners complete Activity 3. <p>CORE</p> <p>Feedback</p> <ol style="list-style-type: none"> 1. Ask the class to tell you the answers to questions 2–6. 2. Draw attention to the imperative structure in the text: 'Don't stand too close to the other person and never touch or hug them.' Ask whether this is stronger or weaker than a piece of advice. For example: 'You shouldn't stand too close to the other person and it's not a good idea to touch or hug them.' Ask what imperatives your learners might give to a person visiting their country for the first time. 3. Ask learners to make questions 1–6 into negative statements if they've answered 'No' to them. <p>Answers</p> <p>1 no; 2 yes; 3 yes; 4 no; 5 yes; 6 no</p>
<p>Workbook page 3</p>	<p>Writing: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete Activity 1 in the Workbook. <p>CORE</p> <p>Feedback</p> <p>Have the writing frame with blanks on the board. Complete the paragraph using learners' ideas. As you complete the paragraph, encourage learners to correct their own mistakes and add information that others have left out. Ask them to copy down the completed paragraph.</p>
<p>Workbook page 3</p>	<p>Writing: Activity 2</p> <ol style="list-style-type: none"> 1. Learners complete Activity 2 in the Workbook. <p>Feedback</p> <p>Go through the answers with the class.</p> <p>Answers</p> <p>In New Zealand the formal way to greet each other is by shake <i>shaking</i> hands and smiling. You should use a New Zealander's sorname <i>surname</i> and not their first name, until the person suggests it. When greeting a New Zealand Maori, it is important to tuch <i>touch</i> your nose and forhead <i>forehead</i> to the other person's, and shayk <i>shake</i> their hand. This is called 'hongi' and it shows that you understand and respect the Maori cultare <i>culture</i>. When in conversation with a Maori, never say negative things about New Zealand or its people. Treat everyone with respert <i>respect</i>.</p>
<p>Resources</p>	<p>Plenary</p>
	<ol style="list-style-type: none"> 1. Collect the learners' paragraphs to check. In the last minute of class, talk about: <ul style="list-style-type: none"> • The importance of drafting and redrafting written work and the marking codes that you will use to help them to correct their writing, for example: <ul style="list-style-type: none"> g = grammar p = punctuation mistake v = vocabulary mistake c = cohesion mistake (you'll need to explain cohesion) o = organisation mistake sp = spelling r = repetition / not enough range of language

UNIT 1 LESSON 4 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to look at the picture on page 9 of the Coursebook. 2. Ask learners who they think the two people are: <i>friends or family?</i> 3. Ask learners for a reason why they think the two people in the picture are friends or family. 4. Ask learners which they prefer: <ul style="list-style-type: none"> - meeting friends out (for example, in the shopping mall) - or visiting friends at home?
Resources	Main activity
Coursebook page 4	Speaking: Activity 4 <ol style="list-style-type: none"> 1. Ask learners to answer the question in Activity 4. CORE Feedback Explain that the girls in the picture are friends. Elicit one description of the picture. Emphasise that we normally use the present continuous when we are describing pictures. Model the sentence: <i>The friends are spending time together. / The friends are having fun.</i>
Coursebook page 4	Speaking: Activity 5 <ol style="list-style-type: none"> 1. Ask learners to answer questions 1–3 in pairs. CORE Feedback Go around the class monitoring the learners' conversations.
Coursebook page 4 Audio Track 4	Listening: Activity 6 <ol style="list-style-type: none"> 1. Ask learners to read questions 1–4. Ask learners to underline the key words. Ask them to focus on the question words. 2. Before you play the audio, pre-teach the following expressions: <ul style="list-style-type: none"> <i>What sort of time?</i> (This means: 'What time approximately/roughly?') <i>Do you fancy coming?</i> (This is an informal way of saying: 'Would you like to come? /Do you feel like coming?') <i>That'd be cool.</i> (This is the contracted form of: 'That would be cool. 'Cool' is an informal way of saying: Great/excellent/good.) 3. Play the audio. CORE Feedback Ask learners to compare their answers with another person's answers, before going through the answers with the class.
Answers	
<ol style="list-style-type: none"> 1 She is going to the desert with her family. 2 She would like Nada to come to her house for lunch. 3 Because she can't make that time. 4 To go to the desert with her and her family. 	
Differentiation activities (Support):	
<ol style="list-style-type: none"> 1. Give three possible answers for each of the questions in the Coursebook so that it becomes a multiple choice. 	

	<p>Differentiation activities (Stretch):</p> <p>1. Set more questions for strong learners to answer. For example:</p> <p><i>What is Nada doing on Saturday evening?</i></p> <p><i>Who is cooking dinner on Saturday?</i></p> <p><i>How does Nada feel about coming to dinner?</i></p>
<p>Coursebook page 4</p>	<p>Listening: Activity 7</p> <p>1. Tell learners to read the gapped conversation. Explain that these are sentences from the audio, not the complete audioscript.</p> <p>2. Play the audio and tell learners to complete the sentences.</p> <p>CORE</p> <p>Feedback</p> <p>Ask learners to compare their answers with another person's answers, before going through the answers with the class.</p> <p>Answers</p> <p>1 <u>Are</u> you <u>free</u> on Saturday?</p> <p>2 <u>Would</u> you <u>like</u> to come to my house for lunch?</p> <p>3 I'd <u>love</u> to.</p> <p>4 What <u>sort</u> of <u>time</u> should I come over?</p> <p>5 <u>About</u> 12.00?</p> <p>6 Sorry, Samihah, I can't <u>make</u> it <u>then</u>.</p> <p>7 How <u>about</u> 1.30 then?</p> <p>8 <u>Do</u> you <u>fancy</u> coming?</p> <p>9 That'd <u>be</u> cool.</p>
<p>Coursebook page 4</p>	<p>Listening: Activity 8</p> <p>1. Ask learners to read the completed sentences 1–9 from Activity 7.</p> <p>2. Explain that they need to decide which of the functions in the table describes each of the sentences. Tell them to write the number of the sentence next to the correct function in the table.</p> <p>CORE</p> <p>Feedback</p> <p>Ask learners to compare their answers with another person's answers, before going through the answers with the class.</p> <p>Answers</p> <p>checking if a person is busy: 1</p> <p>inviting: 2, 8</p> <p>accepting: 3, 9</p> <p>checking/arranging a time: 4, 5, 7</p> <p>refusing: 6</p>

<p>Workbook page 4</p>	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the conversation and make sure they understand each sentence. 2. Tell learners to number the conversation in the correct order. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask two more confident learners to read out the two parts of the conversation in the correct order.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Karimah: Hi Zaynah. How are you? 2 Zaynah: Hi Karimah. I'm well thanks. Are you free on Saturday afternoon? 3 Karimah: No, sorry, I'm going to visit my cousins in the afternoon. 4 Zaynah: OK, how about in the morning instead? 5 Karimah: Yes, I'm free in the morning. 6 Zaynah: Do you fancy going to the mall with me at about 10.00? 7 Karimah: That sounds fun. 10.00 is perfect for me. 8 Zaynah: Great! See you on Saturday morning. 9 Karimah: OK. Bye Zaynah.
<p>Coursebook page 4</p>	<p>Speaking: Activity 9</p> <ol style="list-style-type: none"> 1. Learners complete Activity 9. 2. Ask strong learners to perform their role-play. 3. Before they start, tell learners that you'll be making notes on any pronunciation issues or language issues (with the phrases they've been learning) and ask other learners to do the same. Ask them to focus on: <ol style="list-style-type: none"> a) accuracy of language use b) accuracy of pronunciation c) fluency (not too many pauses or hesitations) 4. Learners roleplay and the rest of the class take notes. <p>CORE</p> <p>Feedback</p> <p>Elicit feedback about the role-play from learners, making suggestions yourself if learners are not forthcoming.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to write the conversation down before they roleplay it. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to try to memorise and dramatise their dialogue.
<p>Workbook page 4</p>	<p>Activity 4</p> <ol style="list-style-type: none"> 1. Learners complete Activity 4. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask learners to compare their conversation with the person next to them. Ask more confident learners to read their conversation out with the person next to them saying one of the parts.</p>

UNIT 1 LESSON 5 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Bring in a box (it can be an ordinary cardboard box, it should be quite small). Show the class the box and mime opening it, looking inside and smiling with excitement and happiness. 2. Ask learners to guess what's in the box. Ask them to put up their hands and make suggestions. Elicit (or pre-teach) the words: <i>gift, present, give, receive</i>. 3. Open the box and show the class what's inside. (It should be a question mark on a white piece of paper). 4. Tell them you are going to play a game. 5. Explain that the class must pass the box from one person to another, until the teacher says <i>stop!</i> The person who is holding the box when the teacher says stop, has to imagine there is a gift for them inside the box and say what it is. 6. Explain that it can be anything, it doesn't have to be a material thing. Give some examples: <i>good exam results, sweets, a new computer, a holiday</i>. 7. If you think it is more appropriate, you can have some gift ideas already written on pieces of paper inside the box, and as learners stop and open the box they take out one piece of paper and read it to the class.
Resources	Main activity
Coursebook page 5	<p>Speaking: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete Activity 1. <p>CORE</p> <p>Feedback</p> <p>Ask a pair of stronger learners to explain what the saying <i>It's better to give than receive</i> means. Ask the class if they agree or disagree with the saying.</p> <p>Answer</p> <p>The saying means that it is more personally rewarding/satisfying to give something to another person than it is to receive something yourself.</p>
Coursebook page 5	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Make sure that learners understand that they must skim the text in order to choose a title. 2. Learners complete Activity 2. <p>CORE</p> <p>Feedback</p> <p>If some learners get the answer wrong, ask a learner who got the correct answer to explain why they made their choice.</p> <p>Answer</p> <p>c The gift of giving</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow weaker learners to read the text in pairs (each reads half the text) and discuss the possible answers together before making a choice. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask stronger learners to think of an alternative title for the text. You could also ask them to think of a subtitle for each of the four paragraphs.

UNIT 1 LESSON 6 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Write the following on the board:</p> <ul style="list-style-type: none"> - You receive a gift but you don't say thank you. - You ask for something but you don't say please. - You interrupt when someone else is speaking. - You give a gift when you are invited to someone's house. - You arrive late for class. - You offer your seat to an older person. (Alternatively, choose some examples of typical situations that are considered rude/polite in the UAE.) <p>2. Put learners into small groups and ask them to talk about the situations on the board. Ask them to decide which show good and which show bad behaviour.</p> <p>3. Feedback with the whole class and elicit/pre-teach the words 'rude/impolite' and 'polite.'</p>
Resources	Main activity
<p>Coursebook page 6</p>	<p>Speaking: Activity 5</p> <p>1. Elicit the noun 'invitation' from the verb 'invite'. Pre-teach the meaning of the verbs 'refuse', 'remove', 'offer', 'wear', as well as the nouns 'sole' (of feet) and 'floor'.</p> <p>2. Learners complete Activity 5 in pairs.</p> <p>CORE</p> <p>Feedback</p> <p>Teach the phrases <i>I agree with her/him</i> or <i>I don't agree with him/her, because ...</i>. Learners feedback on what they thought about the statements, saying whether they agree with their partner.</p> <p>Answers</p> <p>1 It's better to accept, as Emirati put such an emphasis on hospitality, but if you must refuse, you have to give a very specific excuse.</p> <p>2 Incorrect. It is important.</p> <p>3 Yes, to a point, but arms and legs should be covered – clothing should be modest.</p> <p>4 True, particularly in the case of a man greeting a woman.</p> <p>5 Incorrect. It's important to eat and drink with the right hand.</p> <p>6 True. Showing the soles of the feet to other people is an insult.</p> <p>Differentiation activities (Support):</p> <p>1. With weaker learners, accept simple 'true' or 'false' or 'I agree' or 'I don't agree' answers.</p> <p>Differentiation activities (Stretch):</p> <p>1. With stronger learners, ask them to expand on their answers and to give examples.</p>
<p>Coursebook page 6</p>	<p>Use of English box</p> <p>1. Ask learners to read the <i>Use of English</i> box.</p> <p>2. Elicit the verb form that follows a modal verb in the question and affirmative form.</p> <p>3. Ensure that learners understand the difference between asking for permission (the speaker wants to do something) and requests (the speaker wants the listener to do something).</p> <p>CORE</p>

<p>Coursebook page 6</p>	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Tell learners to read all of the sentence halves first before matching them. 2. Learners complete Activity 6. 3. Check answers with the class before learners practise saying the sentences in pairs. <p>CORE</p> <p>Feedback</p> <p>After the answers have been checked as a class, monitor the learners as they practise saying the sentences to each other. Check for pronunciation and sentence stress.</p> <p>Answers</p> <p>1 f; 2 a; 3 d; 4 b; 5 g; 6 c; 7 e</p>
<p>Workbook page 6</p>	<p>Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to complete Activity 3. 2. Have a whole-class discussion about why some phrases are politer than others. <p>CORE</p> <p>Feedback</p> <p>Draw learners' attention to the modal verbs in the questions. Ask learners if they think they make the questions sound more or less direct.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Could I borrow a pen? 2 Can I get you something to eat? 3 Would you like some tea? 4 May I have a glass of water? 5 Should I stand up when a lady comes in? 6 Where should I put my coat? 7 Could I use your bathroom?
<p>Workbook page 6</p>	<p>Activity 4</p> <ol style="list-style-type: none"> 1. Learners complete Activity 4. 2. Explain that although some answers could match several questions, by process of elimination they should be able to find the best match for each one. <p>DESIRABLE</p> <p>Feedback</p> <p>Answers</p> <p>1 e; 2 g; 3 b; 4 a; 5 c; 6 d; 7 f</p>
<p>Workbook page 6</p>	<p>Activity 5</p> <ol style="list-style-type: none"> 1. Learners complete Activity 5. <p>DESIRABLE</p> <p>Feedback</p> <ol style="list-style-type: none"> 1. On the board, write ✓ and X at the top of two columns. 2. Ask volunteers to come up and write some of their ideas in the two columns. 3. Have a class discussion about whether or not everyone agrees with the advice. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Weaker learners could refer back to Activity 5 on page 11 of the Coursebook to help them complete this task.

	<p>Differentiation activities (Stretch):</p> <p>1. Stronger learners could add two or three more pieces of advice to the two columns.</p>
<p>Coursebook page 7</p>	<p>Reading: Activity 7</p> <p>1. Focus learners' attention on the title of the quiz <i>Are you a good guest?</i> Ask: <i>What do you think the quiz is going to be about?</i></p> <p>2. Focus on the pictures. Ask: <i>What can you see?</i> Ask learners to predict how the pictures and the title of the quiz are linked.</p> <p>3. Explain the activity. Tell learners that they need to think about which phrase is politer and why.</p> <p>4. Ask learners to complete the quiz.</p> <p>CORE</p> <p>Feedback</p> <p>When they have answered the questions and looked at the analysis, go through the quiz questions as a class asking for a show of hands for each option a, b or c. Finally, write the answers on the board, so that learners can see the politest options.</p> <p>Answers</p> <p>The politest phrases are: 1a; 2b; 3a; 4c; 5b; 6a</p> <p>Differentiation activities (Support):</p> <p>1. Make a copy of the quiz and delete one of the options (the option in the middle in terms of politeness). Learners will then just have to choose between two extremes and not have to deal with subtlety of language.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask stronger learners to discuss whether they have ever asked any of the questions in the quiz, and whether they could think of any other questions that a guest might want to ask.</p>
<p>Resources</p>	<p>Plenary</p>
	<p>1. Clean the board and ask learners to close their books and roleplay the following situation:</p> <p>You have just arrived in the UAE and you need some advice about what to do in various social situations.</p> <p>Nominate learners to answer your questions and give you advice.</p>

UNIT 1 LESSON 7 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> Brainstorm modal verbs that learners remember from the previous lesson and write them on the board. Ask them to give you an example of a phrase or question using each of the modals on the board. Encourage them to tell you the purpose of the questions (asking for advice, asking permission ...).
Resources	Main activity
Workbook page 7	<p>Activity 1</p> <ol style="list-style-type: none"> Revise the meaning of ‘collocation’. Pre-teach ‘use first name’, ‘make eye contact’ and revise ‘shake hands’. Ask learners to complete Activity 1. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask learners to tell you the answers and write them on the board.</p> <p>Answers</p> <p>You should use <i>Mr, Mrs, Miss</i> and the family name of the person.</p> <p>You can shake hands when you meet some people.</p>
Workbook page 7	<p>Activity 2</p> <ol style="list-style-type: none"> Ask learners to give you examples of questions a host might ask a guest if they’ve just arrived at their house after a long journey. Ask them to complete Activity 2, but make it clear that sometimes more than one modal verb is possible. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask learners to tell you the answers and write them on the board.</p> <p>Answers</p> <p>Can I make/get you a sandwich?</p> <p>May/Could I use your computer to send an email?</p> <p>You should go to bed and get some rest.</p> <p>What should I buy for my parents?</p>
Coursebook page 8	<p>Speaking: Activity 1</p> <ol style="list-style-type: none"> Put learners into pairs. Teach learners some basic language of speculation, for example: <i>Perhaps/Maybe they’re ... (related / colleagues / neighbours)</i>. Learners complete Activity 1. <p>CORE</p> <p>Feedback</p> <p>Find out what most learners think about the picture.</p> <p>Answers</p> <p>Learners’ own answers.</p>

Coursebook page 8	<p>Speaking tip</p> <p>1. Focus learners' attention on the <i>Speaking tip</i>. Answer any queries that they may have. Point out that they will hear examples of making requests sound more polite in the listening activity.</p>
Coursebook page 8 Audio Track 5	<p>Listening: Activity 2</p> <p>1. Learners decide which conversation matches the picture at the top of the page.</p> <p>CORE</p> <p>Answer</p> <p>Conversation 2 matches the picture.</p>
Coursebook page 8 Audio Track 5	<p>Listening: Activity 3</p> <p>1. Learners complete Activity 3.</p> <p>2. Encourage learners to make notes to answer the questions as they listen.</p> <p>CORE</p> <p>Feedback</p> <p>Ask learners to tell you the answers and write them on the board. Make sure that you write exactly what the learners tell you on the board at this point as they are going to listen again and correct anything they have got wrong. Don't be tempted to correct now.</p> <p>Answers</p> <p>1</p> <p>Conversation 1: Yasmin's relationship with her grandmother is informal. Yasmin uses <i>can</i> rather than <i>could</i> to make requests, which is more informal.</p> <p>Conversation 2: Mr Naji and Mr Paul's relationship is formal: they are business colleagues. It's clear from the use of <i>Mr</i> + surname or first name that the first conversation is formal. The speakers also use more polite modal verbs, for example <i>may</i> and <i>could</i> instead of <i>can</i>.</p> <p>2</p> <p>Yasmin: Can I please borrow your camera?; It's digital, isn't it?; Can I please take it to school tomorrow?</p> <p>Mr Naji: May I ask you something?; Well, you've nearly finished working on this project, haven't you?; So, now you'll be looking for another project to work on, won't you?; Could I possibly send him your contact details?</p> <p>Differentiation activities (Support):</p> <p>1. Help learners answer question 2 by giving them the following gapped questions to complete on a second listening.</p> <p>Yasmin:</p> <p>1 _____ I please borrow your camera?</p> <p>2 _____ I please take it to school tomorrow?</p> <p>Mr Naji:</p> <p>3 _____ I ask you something?</p> <p>4 _____ I possibly send him your contact details?</p> <p>Answers</p> <p>Yasmin: 1 Can; 2 Can</p> <p>Mr Naji: 3 May; 4 Could</p>

	<p>Differentiation activities (Stretch):</p> <p>1. Ask learners to listen again and check their answers to Activity 3, adding in any words that they have missed so that they have the complete questions, including question tags.</p>
Coursebook page 8	<p>Listening: Activity 4</p> <p>1. Play the audio again.</p> <p>2. Ask learners to complete the activity.</p> <p>CORE</p> <p>Feedback</p> <p>Ask learners for answers and write them on the board.</p> <p>Answers:</p> <p>1c; 2a; 3b</p>
Coursebook page 8	<p>Use of English</p> <p>1. Focus learners' attention on the <i>Use of English</i> box.</p> <p>2. Read through the information and answer any questions.</p> <p>CORE</p>
Coursebook page 8	<p>Activity 5</p> <p>1. Ask learners to complete the activity.</p> <p>2. Help learners by reminding them that the question mark goes at the end of each question after the question tag.</p> <p>CORE</p> <p>Feedback</p> <p>Ask learners for answers and write them on the board.</p> <p>Answers</p> <p>1 You've done your homework, haven't you?; 2 We'll have lots of fun on holiday, won't we?; 3 The shop is open tomorrow, isn't it?; 4 She's Omar's sister, isn't she?; 5 You're in my brother's class, aren't you?; 6 They've got a new car, haven't they?</p> <p>Differentiation activities (Support):</p> <p>1. Put learners into pairs to complete the task.</p> <p>2. Write the first and last words for each question on the board, drawing the correct number of spaces between the words to give extra help.</p> <p>3. Monitor and give support.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to practise saying the questions in pairs and think of responses if they can. Check pronunciation and intonation.</p> <p>2. Ask them to make up two similar questions of their own.</p>

Workbook page 8	Activity 3 1. Learners complete the two conversations. 2. Remind learners to look for clues (the verb at the beginning of the question) when deciding which question tag to use. Question tags are also followed by question marks. DESIRABLE Feedback Check answers with the class and write them on the board. Answers: 1 isn't it?; 2 possibly; 3 isn't it?; 4 shouldn't I?; 5 possibly
Resources	Plenary
Board	1. Ask learners to remember the function of question tags. Say that they are to check information, but they are also to make 'small talk': to encourage people to say more. 2. Ask learners the sort of questions it's acceptable to ask when they first meet someone and write them on the board. For example: <i>Are you Nahla's brother? Are you in my brother's class?</i> 3. Change the questions on the board into statements, and ask learners to add the question tag. For example: You write: <i>You're Nahla's brother</i> , learners call out: <i>aren't you?</i> You write: <i>You're in my brother's class</i> , learners call out: <i>aren't you?</i>

UNIT 1 LESSON 8 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners if they know any expressions. 2. Give an example, such as <i>Congratulations!</i>, and ask if they can think of any others.
Resources	Main activity
Coursebook page 8	Speaking: Activity 1 <ol style="list-style-type: none"> 1. Tell learners they are going to read some expressions that are used in different situations. 2. Read through the expressions as a class. Focus on pronunciation. 3. Discuss the meaning of each expression with the learners. 4. Ask individual learners to tell the class what each expression is in their language. CORE
Coursebook page 8	Speaking: Activity 2 <ol style="list-style-type: none"> 1. Learners complete Activity 2. CORE Feedback Check answers as a class. <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> Answers </div> 1 Happy New Year!; 2 Congratulations! / Well done!; 3 Nice to meet you.; 4 Welcome to ...; 5 Have a good weekend.; 6 Goodnight, sleep well.; 7 See you later.; 8 Have a good holiday.
Workbook page 9	Activity 1 <ol style="list-style-type: none"> 1. Learners read the phrases in the speech bubbles and use them to complete the conversations. 2. When they have finished, they can compare their answers with a partner. DESIRABLE Feedback Check answers as a class. <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> Answers </div> 1 Welcome!; 2 Nice to meet you.; 3 Goodnight. Sleep well.; 4 Have a good holiday.; 5 Well done!; 6 See you later.
Coursebook page 9	Use of English: Modals <ol style="list-style-type: none"> 1. Ask learners to look back at the <i>Use of English</i> box on page 11. 2. Briefly revise each category with the class. CORE Feedback Check understanding by asking individuals to give examples.

<p>Coursebook page 9 Audio Track 6</p>	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners they are going to listen to people speaking in five different situations and that they have to decide what the purpose of the modal verb is in each one. 2. Play the audio once for learners to familiarise themselves with the content. 3. Play the audio a second time, pausing after each scenario, and ask learners to explain the scenario briefly, for example who is speaking to whom. 4. Ask learners to note down the purpose of the modal verb for each dialogue. 5. Play the audio a third time, pausing after each situation to allow time for learners to decide which response is appropriate. <p>CORE</p> <p>Feedback</p> <p>Allow for a range of answers and encourage learners to give reasons for their choice.</p> <p>Answers</p> <p>1 b: offering to do something 2 a: giving advice 3 d: making a request 4 c: asking permission 5 a: asking for advice</p>
<p>Coursebook page 9</p>	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Learners match the responses to the sentences in Activity 3. <p>Feedback</p> <p>Allow for a range of answers and encourage learners to give reasons for their choice.</p> <p>Answers</p> <p>1 Yes, that would be helpful. 2 Thank you, I will. 3 It's over there on the right. 4 Yes, of course you can. 5 No, that's not a good idea.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If learners struggle to choose an answering phrase, allow one word answers, for example: <i>yes, no, thank you.</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners whether any of the responses can be used for more than one of the statements. Can they think of other appropriate responses?
<p>Workbook page 9</p>	<p>Activity 2</p> <ol style="list-style-type: none"> 1. Learners complete Activity 2. 2. Ask learners to compare answers with the person sitting next to them. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask learners to indicate if they are unsure of the correct answer after comparing. Make it clear that in two of the questions both <i>could</i> and <i>can</i> are possible. <i>Could</i> is just more formal/polite.</p> <p>Answers</p> <p>1 Can; 2 should; 3 Could/Can; 4 Should; 5 Could/Can</p>

Workbook page 9	<p>Activity 3</p> <ol style="list-style-type: none"> Learners complete Activity 3. Ask learners to compare answers with the person sitting next to them. <p>DESIRABLE</p> <p>Feedback</p> <p>Check answers as a class. Write answers on board.</p> <p>Answers</p> <p>a 2 or 4; b 1; c 5; d 3</p>
Coursebook page 9	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> Play the audio again to remind learners of the dialogues. In pairs, learners write five short dialogues. Allow enough time for them to work. Circulate and offer support, including help with new words. Remind learners to use the full range of sentence types in the <i>Use of English</i> box on page 11. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask learners to roleplay their dialogues in pairs. Monitor and support.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Suggest learners use responses from Activity 3. If learners are struggling, encourage them to do just one or two types of sentence, for example: focus on advice or requests. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners can build short dialogues with 2–3 responses for each speaker.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> Practise the expressions from Coursebook Activity 1 on page 15, by writing the following on pieces of paper and distributing among the learners. <ul style="list-style-type: none"> <i>I'm visiting your country.</i> <i>It's the first day of the year.</i> <i>Goodbye</i> <i>Hello</i> <i>It's time to go to bed.</i> <i>It's the end of the week.</i> Ask all the learners to stand up, and ask those with the pieces of paper to circulate around the class reading the phrases/situations to other learners who must respond with the correct expression: <ul style="list-style-type: none"> <i>Welcome to the UAE.</i> <i>Happy New Year!</i> <i>See you later.</i> <i>Nice to meet you.</i> <i>Goodnight, sleep well.</i> <i>Have a good weekend.</i>

UNIT 1 LESSON 9 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 10	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> Learners complete Activity 6. Ask learners how they communicate in writing. Prompt learners to think about text messages, emails, formal and informal letters. Ask learners to think of a time when they would use each type of communication. For example: text message for brief exchange of information with friends; email: usually informal communication with friends, sometimes formal communication; letters to friends to pass on information and personal feelings; letters to friends or relatives to express gratitude or give information; formal letters to organisations or senior individuals to give or request information. <p>CORE</p>
Resources	Main activity
Coursebook page 10	<p>Reading: Activity 7</p> <ol style="list-style-type: none"> Ask learners to look at the text. Ask them what type of text they think it is. You can ask questions like: <i>Does it look like a poem? Like a story? Like an email?</i> until they say a personal letter. Invite learners to look at the elements in the letter on the right corner (address and date). Explain to learners that the date can also be to the left. Then a greeting on the left, the body of the letter (occupying most of the space in the letter), the farewell, and signature at the bottom. Tell learners to read the letter. <p>CORE</p> <p>Feedback</p> <p>Invite individual members of the class to share their thoughts to ensure they are all ready to begin reading the letter.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Direct learners to the main body of the text so that they don't spend time worrying about the meaning of words within the address. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to think about what they can infer about Hamdah from her letter to Sana. For example: are they close friends?
Coursebook page 10	<p>Reading strategy</p> <ol style="list-style-type: none"> Focus learners' attention on the <i>Reading strategy</i>. Explain anything they are unsure of.
Coursebook page 10	<p>Writing: Activity 8</p> <ol style="list-style-type: none"> Ask learners to tackle questions individually, writing down their answers. When most of the learners have attempted all the questions, ask them to share their answers with the class, including their reasons for their answers. Ask probing follow-up questions if necessary, for example: <i>Which words tell you that?</i> Ask learners, <i>What is the purpose of the text?</i> (Answer: to share feelings and information with a friend). Prompt learners to find the following in the text: asking for advice, asking permission, requesting and offering.

	<p>CORE</p> <p>Feedback</p> <p>Check understanding of answers from the class. Model appropriate answers if learners have difficulty and ask them to find other words in the text to support the inference.</p> <p>Answers</p> <p>1. Malaga, Spain; 2. Abu Dhabi; 3. She thinks it is interesting, but she is homesick and wants to be back in Abu Dhabi. She uses the word 'homesick'.; 4. Hiking in the mountains and walking in villages.; 5. Pottery and postcards.</p> <p>Differentiation activities (Support):</p> <p>1. Ask learners to work in pairs to answer the questions. They should discuss their answers and try to agree on what is the relevant part of the text for each answer.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to use quotations from the letter to support their answers. Ask them to talk about the negatives and positives of Hamdah's stay in Spain according to her letter.</p>
<p>Workbook page 10</p>	<p>Activity 4</p> <p>1. Read the letter out loud to the class, or ask class members to take turns reading out a sentence of the letter each. Correct pronunciation where necessary.</p> <p>2. Ask learners to add the labels to the leader lines to show the address, date, greeting, body of letter, farewell and signature of the letter.</p> <p>3. Ask the class how formal they think this letter is.</p> <p>4. Encourage learners to compare the letter to the one in the Coursebook.</p> <p>5. Ask: <i>Why is it more formal?</i> (Because the writer is writing to a teacher rather than a friend.)</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Circulate around the class checking work.</p> <p>Answers</p> <p>1 address; 2 date; 3 greeting 4 body of letter; 5 farewell; 6 signature;</p> <p>Differentiation activities (Support):</p> <p>1. Allow learners to work in pairs.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to make a list of differences between the two letters.</p>
<p>Workbook page 11</p>	<p>Activity 5</p> <p>1. Ask learners to complete the table comparing formal and informal content in the letters.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Circulate around the class checking work.</p>

Answers			
Feature	Informal	Formal	Same or different?
Information in the letter	It arrived last week.	I received it on the 10th of October.	Different: formal is more precise.
Greeting	Hi	Dear	Different: formal is more polite.
Use of contracted verbs (I'm, I've, we'll) Or Use of full forms (I am, I have, we will)	It's time for dinner. I can't wait	I have been here. I am looking forward to ...	Different: full forms more usual in formal letters.
Sign off	Lots of love	Best wishes	Different: formal more reserved.
Signature	Hamdah	Hamdah Saadi	Different: formal used full name.
<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Focus on the greeting, farewell and signature. Why are the formal and informal letters different here? (It shows how well the writer and recipient know each other.) 2. How would learners speak to friends and teachers in person? 			
<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to think about the tone of the letters. What makes the first letter more informal than the second? 2. Ask them to think about how personal the information is about feelings in the first letter and find examples of the differences between the letters. 3. What other ways does the language differ – names, descriptions. 			
Resources	Plenary		
Board	<ol style="list-style-type: none"> 1. Write up greetings and farewells from letters on the board (mix up the formal and informal phrases). 2. Point to the phrases one by one and ask learners to stand up if they think they are formal or remain sitting if they think they are informal. Formal – <i>Dear, Sir, Yours faithfully, Sincerely</i> Informal – <i>Hi, Dearest, Love from, See you soon</i> 3. Ask learners to think of more phrases to write on the board. 4. Allow them to come up and write the phrase (correct if necessary) and ask the class to again stand or sit depending if the phrases are formal or informal. 5. You might want to have another movement or gesture for when a phrase is neutral, for example, moving the head from side to side, waving, putting hands in the air. 		

UNIT 1 LESSON 10 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 11	<ol style="list-style-type: none"> 1. Ask learners to look at the photo at the top of the page. 2. Ask: <i>Which city is this? Which country is it in? Which continent is the country in?</i> 3. Ask learners to put up their hands if they have visited London before, and ask them to say a few words about their trip.
Resources	Main activity
Coursebook page 11	<p>Speaking: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete Activity 1. 2. Tell learners that today they will hear an audio recording of someone talking about a trip and then they will write a letter.
Coursebook page 11	<p>Listening strategy</p> <ol style="list-style-type: none"> 1. Focus learners' attention on the <i>Listening strategy</i>. Explain anything they are unsure of.
Coursebook page 11 Audio Track 7	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the learners you are going to play them an audio recording of Omar speaking about his trip to London. Pre-teach any vocabulary learners may need: <i>trip, holiday, visit, neighbourhood, museum, theme park</i>. 2. Explain that they are going to make notes under the headings in the Coursebook. 3. Explain that they only need to write words and phrases in the columns, not full sentences. 4. Play the audio twice to allow learners a chance to listen carefully and make plenty of notes. <p>CORE</p> <p>Feedback</p> <p>Check understanding by asking questions to the whole class. Are there any words that learners don't understand?</p> <p>Answers</p> <p>Where is Omar from?: Dubai</p> <p>Why is he in London?: It's less hot. His parents want him to get to know his cousins and improve his English.</p> <p>What does he miss about Dubai?: seeing his friends</p> <p>What is he doing in London?: seeing his cousins, cycling in the park sometimes, going to a theme park, playing computer games with cousin Ahmed</p> <p>What is the same as Dubai and what is different?:</p> <p>Same: he can cycle in both, spending time with people</p> <p>Different: weather, not as much cycling, cousins rather than friends, computer games instead of going to mall</p>

<p>Workbook page 12 Audio Track 7</p>	<p>Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners they will need to listen to the audio (Track 8, Coursebook) and fill in the gaps in the text. 2. Ask them to read all the sentences carefully, and then the words in the box at the top. 3. Play the audio track again. Check that learners have heard the sentences. If necessary, play the track a final time. 4. Ask learners to read the complete sentences out loud, checking their pronunciation. <p>CORE</p> <p>Feedback Go through answers with the class.</p> <p>Answers</p> <p>1 hot; 2 want; know; 3 first; 4 parks; 5 theme; 6 computer; 7 taller; brown; 8 home</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to read the sentences and the words in the box carefully. 2. Working in pairs, they can decide which words should go in each gap before listening to the audio track. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to cover the word box and complete the gaps using only the audio track.
<p>Workbook page 12</p>	<p>Activity 2</p> <ol style="list-style-type: none"> 1. Before learners write their letters (in Activity 3 in the Coursebook page 17) use this activity to remind them of the different features they should put in. 2. Ask the learners to work in pairs to unscramble the words. 3. When all the words are unscrambled, draw a letter-shaped rectangle on the board and ask learners to write where each feature of a letter should go. <p>DESIRABLE</p> <p>Feedback Go through answers with the class.</p> <p>Answers</p> <p>greeting; address; body of letter farewell; signature; date</p>
<p>Coursebook page 11</p>	<p>Writing tip</p> <ol style="list-style-type: none"> 1. Focus learners' attention on the <i>Writing tip</i>. Explain that the advice will help them organise their work.
<p>Coursebook page 11</p>	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners they will now write a letter from Omar to his parents. Remind them it is an informal, personal letter. 2. Remind learners to look at the table of information they gathered from the audio track. 3. Learners should include an appropriate greeting (<i>Dear/Hi Mum and Dad</i>) then three paragraphs with information about how Omar feels about Dubai, what he is doing in London and a comparison of the two places. <p>CORE</p> <p>Feedback Ask learners to read each other's letters and compare.</p>

	<p>Differentiation activities (Support):</p> <p>1. Learners can write a single, simple sentence for each paragraph. For example: <i>I miss being in Dubai with my friends.</i> <i>I am having a good time with my cousins in London – we went to the park.</i> <i>It is much cooler in London than it is in Dubai.</i></p>
	<p>Differentiation activities (Stretch):</p> <p>1. Encourage learners at this level to think about how Omar feels, and to think about the purpose of his letter: does he want to reassure his parents he is having a good time or does he want them to let him come home early?</p> <p>2. Ask learners to add another paragraph about what he will be doing in future.</p> <p>3. If there is time, ask learners to think about whether there are any requests for permission or advice, or offers of help that Omar could make to his parents in his letter.</p>
Resources	Plenary
	<p>1. Ask learners to read out their letters to the whole class.</p> <p>2. Ask learners if they think it reflects what was in the audio track.</p> <p>3. Ask how they think Omar’s parents would feel if they got the letter.</p>

UNIT 1 LESSON 11 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 12	<ol style="list-style-type: none"> 1. Explain to the class that today they are going to read a magazine article. 2. Ask: <i>What magazines do you read? In English or Arabic?</i> 3. Ask: <i>What type of magazines are there?</i> (For example: hobbies and interests, entertainment, current affairs, lifestyle, sport, music.)
Resources	Main activity
Workbook page 13	<p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners that before reading the article in the Coursebook, they need to look up some words. 2. Ensure learners have access to dictionaries in pairs or individually. <p>CORE</p> <p>Feedback</p> <ol style="list-style-type: none"> 1. Go through the answers with the class. Have learners call out definitions and write these along with the word up on the board. 2. Remind learners that sometimes words can appear as part of a phrase, for example <i>take the plunge</i> is a collocation meaning to go ahead and do something. <p>Answers:</p> <p>blog: an online diary disrupt: interrupt, cause a disturbance flexible: able to change and adapt identity: the fact of being who a person is isolated: having minimal contact or little in common with others plunge: to jump or dive quickly uproot: to move (someone) from their home or a familiar location</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have definitions for the words ready and ask learners to simply match these to the words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Remind learners that a dictionary sometimes has two or more definitions of a word. 2. Learners need to use context to work out the correct definition for this piece of writing. Ask them to write an example sentence with each word to demonstrate their understanding of its meaning. 3. For example: <i>I write a blog about homework tips.</i>
Workbook page 13	<p>Study skills: Using a dictionary</p> <ol style="list-style-type: none"> 1. Focus learners' attention on the advice for using a dictionary. 2. Go through the advice and make sure they understand it all.
Coursebook page 12	<p>Language tip</p> <ol style="list-style-type: none"> 1. Before they read the text, focus learners' attention on the advice in the <i>Language tip</i> box. Make sure they understand the advice and answer any questions.

<p>Coursebook page 12</p>	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners to skim read the magazine article in the Coursebook. Give them just two minutes, not enough time to read the whole article, then ask them what they think the article is about. Answers should include: <i>family, travel, moving away</i>. 2. Ask the whole class how they know what it is about without reading the whole article. 3. From skimming and scanning, clues include: the picture of the family (Coursebook, page 13), the headline of the article implies distance, the subheadings include 'The travellers'. 4. Ask what features of a magazine article, learners can identify, following the previous question: <i>headlines, pictures, sub headings, introductory paragraph to whole article</i>. 5. Look at each of the subheadings. Ask learners what they think will be written about under each one. <p>CORE</p> <p>Feedback</p> <p>Check learners' understanding through questioning.</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow weaker learners to work in pairs and read half the article each, before sharing their ideas. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Stronger learners can write a one-line summary of the main idea contained in the article.
<p>Coursebook page 12</p>	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to read through the text carefully now, either individually or in pairs. There are likely to be some words that are unfamiliar. A few of these have been underlined. Ask learners to work out their likely meaning from the context. <p>CORE</p> <p>Feedback</p> <p>Answers</p> <p>mobile: able to move around influence: being able to affect behaviour and character a bit of a handful: colloquial collocation meaning boisterous worried: anxious, troubled benefitted: to get an advantage or something positive from something</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage small group discussion about likely meaning of words and give the group a dictionary to help their discussion. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to look at the tone of the phrase <i>a bit of a handful</i>. Is it a positive or negative description of the children?

Workbook page 13	<p>Activity 4</p> <ol style="list-style-type: none"> 1. Ask the learners to answer the comprehension questions about the text in the Coursebook individually. 2. When they have finished, ask them to swap answers with a partner and discuss how they have done. Circulate around checking that the pairs have agreed the correct answers, giving feedback as necessary. <p>CORE</p> <p>Feedback</p> <p>Go through the answers with the class and write them on the board.</p> <p>Answers</p> <p>1 b; 2.b; 3 c; 4 c; 5 a</p>
Workbook page 14	<p>Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to write down positive and negative things the Ansari family said about moving to London, working in pairs. <p>DESIRABLE</p> <p>Feedback</p> <p>Answers</p> <p>Positive: staying together as a family, boys have influence of both parents, making new friends, understanding their own Emirati identity better</p> <p>Negative: disrupt boys' education, didn't have any family or friends there, living in a flat instead of a villa</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Get learners to focus on copying relevant text from the article into the correct box in the table. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to look at parts of the text that discuss the pros and cons of staying in Dubai and ask them to put these in the correct boxes in the table. 2. Is there anything not directly written in the text that they can infer?
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to say what they think the Ansari family feel about moving abroad for work. (What is their point of view?) 2. How does the format of the magazine present the information? 3. Is there anything that would have made it easier? (Prompt for more pictures, different headings, pulled out quotes to show the most important points.)

UNIT 1 LESSON 12 TASKS/ACTIVITIES

Resources	Starter																					
Coursebook page 13	<ol style="list-style-type: none"> 1. Ask learners to form small groups and discuss what they remember about the magazine article they read in the previous lesson. 2. Feedback with whole class briefly and write a few key ideas on the board. 3. Explain to the class that today they are going to read the second part of the magazine article. 4. Briefly remind learners of the features of magazine articles: headline, sub-headings, pictures. 																					
Resources	Main activity																					
Coursebook page 13	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners to skim the second part of the article. Give them a minute or two, then ask what they think it is about. 2. Confirm that it is another interview with a family with a different experience of the same issue of international travel for work. 3. Ask learners to try to guess the meaning of any new words from context, and to look them up in a dictionary <i>only</i> if necessary for the understanding of the main information. <p>CORE</p> <p>Feedback</p> <p>Check that the class understand that the article is about the same topic as the article in the previous lesson.</p>																					
Workbook page 15 (Coursebook pages 12 and 13)	<p>Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to read the interviews with both families again, on pages 12 and 13 of the Coursebook. 2. Learners will need to work in pairs or small groups to complete the table comparing and contrasting the experiences of the two families. <p>CORE</p> <p>Feedback</p> <p>Have the table up on the board, ask learners to call out information and fill in the categories as a class.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th colspan="3">Answers</th> </tr> <tr> <th></th> <th>What is the same?</th> <th>What is different?</th> </tr> </thead> <tbody> <tr> <td>The families</td> <td>Two parents and two children.</td> <td>Children are 2 boys in fam 1 and boy/girl in fam 2. Girl in fam 2 is slightly older.</td> </tr> <tr> <td>What decision did they have to make?</td> <td>Whether to move abroad for work for two years.</td> <td>Fam 1 to London. Fam 2 to Paris.</td> </tr> <tr> <td>What were they concerned about?</td> <td>Disrupting the children's education. Not having any friends or family there. Emirati identity.</td> <td>Fam 1: The children needed to have the influence of both parents. Fam 2: mother doesn't speak the language well.</td> </tr> <tr> <td>What did they decide to do?</td> <td></td> <td>Fam 1: all go. Fam 2: father go, mother and children stay.</td> </tr> <tr> <td>Was it the right decision?</td> <td>Yes, for them.</td> <td></td> </tr> </tbody> </table>	Answers				What is the same?	What is different?	The families	Two parents and two children.	Children are 2 boys in fam 1 and boy/girl in fam 2. Girl in fam 2 is slightly older.	What decision did they have to make?	Whether to move abroad for work for two years.	Fam 1 to London. Fam 2 to Paris.	What were they concerned about?	Disrupting the children's education. Not having any friends or family there. Emirati identity.	Fam 1: The children needed to have the influence of both parents. Fam 2: mother doesn't speak the language well.	What did they decide to do?		Fam 1: all go. Fam 2: father go, mother and children stay.	Was it the right decision?	Yes, for them.	
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	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Focus on factual differences, for example make-up of families (number of children, ages, etc.). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to talk about the role of Emirati identity within each family's experience.
<p>Coursebook page 13</p>	<p>Writing: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to work individually to write a paragraph to end the magazine article. 2. They need to talk about at least two things from the families' experiences. Remind them to look back at the table they have just completed in the Workbook for ideas for the sentences. 3. The paragraph should end with a piece of advice for families in similar circumstances. Remind learners that this will express a point of view, so they need to decide what point of view they want to express. <p>CORE</p> <p>Feedback</p> <p>Ask more confident learners to read out their paragraphs.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to include one thing that is the same about the two families and one thing that is different. 2. The advice can be their own point of view. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to think about the point of view <i>Living Emirates Magazine</i> might take and why. 2. What will the readers expect from the magazine? Ask them to choose points that will back up the point of view they have chosen.
<p>Workbook page 15</p>	<p>Activity 2</p> <ol style="list-style-type: none"> 1. Learners complete Activity 2. 2. Encourage learners to look at some of the language used in the article to help them. <p>DESIRABLE</p>
<p>Resources</p>	<p>Plenary</p>
	<ol style="list-style-type: none"> 1. Ask some of the learners to read out their explanation from Activity 2 on page 21 of the Workbook. 2. Encourage a class discussion on the opinions expressed. Find out how many learners have expressed similar points of view and how many have expressed differing points of view.

UNIT 2 LESSON 1 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Learners work in small groups to discuss the following questions: <i>What are the main differences between your primary school and your middle school?</i> <i>Have you enjoyed middle school so far? Why? Why not?</i></p> <p>2. After about five minutes, discuss the questions with the class.</p>
Resources	Main activity
<p>Coursebook page 14</p>	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Before learners read the blog, elicit the meaning of the title <i>First impressions</i>. (What are your first thoughts and feelings when experiencing or seeing something new?) Explain the activity and encourage learners to look for reasons to support their decision. Remind learners to use context to understand the meaning of new words. When they have finished, discuss the answer and check any new vocabulary with the class. <p>CORE</p> <p>Feedback</p> <p>Ask for volunteers to give answers for Activity 1. They are mostly positive.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Teacher works with learners to highlight any positive words or phrases from the text such as <i>really fun</i> or <i>loads of new friends</i>. Then using a different colour, negative words and phrases could be highlighted such as <i>hard to find</i>. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners could write their own blog about their own first few weeks at middle school.
<p>Coursebook page 14</p>	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> Learners read the questions and re-read the text, this time paying attention to detail to find the answers. Ask learners to work in pairs to discuss and compare answers. When they have finished, discuss their answers with the class. <p>CORE</p> <p>Feedback</p> <p>Learners should volunteer the answers for Activity 2. The activity should be completed orally.</p> <p>Answers</p> <ol style="list-style-type: none"> A few weeks. Abdullah kept getting lost and one teacher told him off. Sunil was a bit nervous on his first day. Abdullah has made loads of new friends and he's also met up with some old friends. Sunil has enjoyed making new friends. He thinks they'll get more homework after half-term. He means everything has been all right up to this point. He plays the drums in the orchestra.

Workbook page 16	<p>Workbook: Activity 1</p> <p>1. Learners look at the icons and complete the words. Then they match them to the correct symbol.</p> <p>CORE</p> <p>Feedback</p> <p>Check answers with the class.</p> <p>Answers</p> <p>1 History c; 2 Art f; 3 Music g; 4 Maths a; 5 English e; 6 Science b; 7 Geography d</p> <p>Differentiation activities (Support):</p> <p>1. Learners work in pairs. Allow them to use a dictionary if necessary.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners work in pairs. One learner thinks of a subject and describes characteristics of it and the other guesses which subject he/she is talking about. Model the activity first. For example, say: <i>You learn about how things work.</i> (Science)</p>
Workbook page 16	<p>Workbook: Activity 2</p> <p>1. Learners use the words <i>History, Art, Music, Maths, English, Science</i> and <i>Geography</i> to complete the sentences.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>This could be completed either orally or as a quick written exercise. Alternately, it could be set for homework.</p> <p>Answers</p> <p>1 Art; 2 History; 3 Maths; 4 Music; 5 Science; 6 Geography; 7 English</p>
Resources	Plenary
	<p>1. Ask volunteers to tell the class about one new subject or activity that they have tried and enjoyed at middle school.</p> <p>2. Ask volunteers to tell the class about one new subject or activity that they have tried and haven't enjoyed at middle school.</p>

UNIT 2 LESSON 2 TASKS/ACTIVITIES

Resources	Starter
	1. Ask learners to work in pairs and discuss which subject they like most and give their reasons. 2. Each learner reports to the class his/her partner's opinion.
Resources	Main activity
Workbook page 17	Workbook: Activity 3 1. Learners read the list of words and classify them. CORE Feedback Elicit the correct answers from the pairs. <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;">Answers</div> 1 Science: skeleton, lab, experiment. 2 English: vocabulary, grammar, spelling. 3 Music: concert, drums, orchestra.
Workbook page 17	Workbook: Activity 4 1. Learners write the sentences as in the example. 2. If necessary, give learners further examples, for example: <i>In Music, I play the drums.</i> DESIRABLE Feedback Elicit some sentences from the learners. Activities 4 and 5 are desirable, but not essential. If completed before the Coursebook activities, they will help consolidate vocabulary. Alternately, the Workbook activities could be set for homework.
Workbook page 17	Workbook: Activity 5 1. Learners write three questions about school for a partner using the vocabulary they have been practising as in the example. DESIRABLE Feedback Invite pairs to read out one of their questions and answers to the class.
Coursebook page 15	Reading: Activity 3 1. Ask learners to read the short conversation. Then allow learners to work in pairs to answer the question, or if short of time, do as a whole-class activity CORE Feedback Elicit answers from the class. <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;">Answer</div> Maryam likes Art and Jamila likes painting.
Coursebook page 15	Speaking: Activity 4 1. Direct learners to the speaking activity. Learners work in pairs to discuss the questions. CORE Feedback Begin with the most confident learners and then allow other learners to respond. How do their answers compare?

	<p>Differentiation activities (Support):</p> <p>1. Learners make a list of the three things they have enjoyed and then what they have found most difficult in school. Discuss as a class.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners compare the subject that they enjoy most to the one they enjoy least. Discuss as a class.</p>
<p>Coursebook page 15</p>	<p>Writing: Activity 5</p> <p>1. Learners think about their experiences at school so far: what subject they like most, what their favourite thing about school is and why.</p> <p>2. Learners work individually to write about their impressions of school so far. Point out that they must write a paragraph and not just notes.</p> <p>3. Learners may wish to use the help provided, but it is not compulsory.</p> <p>4. However, tell learners that they should check their work carefully when they have finished. They could share their work with a partner, to check for obvious mistakes.</p> <p>CORE</p> <p>Feedback</p> <p>Encourage some learners to read out their paragraph to the class.</p> <p>Differentiation activities (Support):</p> <p>1. Display key vocabulary around the room</p> <p>Differentiation activities (Stretch):</p> <p>1. Divide the class into pairs. One learner will be a journalist. This learner interviews the other members of the group for the school magazine and asks them questions about their school experiences.</p> <p>2. This could then be written up <i>or</i> presented to the rest of the class</p>
<p>Resources</p>	<p>Plenary</p>
	<p>Role-play activity</p> <p>1. Tell learners to imagine that you are a new learner at the school. They must describe the good things about their school to make you feel welcome.</p>

UNIT 2 LESSON 3 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Write two school subjects on the board, for example Sport/PE and Art. 2. Ask learners to go and stand on your right if they prefer Art, and on your left if they prefer Sport/PE. 3. Ask for a volunteer to count the learners on each side of the classroom. Ask the learners: <i>Which subject is more popular?</i> <p>If times allows, repeat with another subject or a type of food or drink.</p> <ol style="list-style-type: none"> 4. Elicit/pre-teach the word 'survey'. Explain that it is a way of finding out how many people have a particular opinion/experience/point of view.
Resources	Main activity
Coursebook page 16	Listening: Activity 1 <ol style="list-style-type: none"> 1. Learners read the survey questions. 2. Then, in pairs or small groups, say who they think wrote the survey and who the writer wants to answer it. <p>CORE</p> <p>Feedback</p> <p>Discuss ideas with the class. Teachers at the school have probably written the survey. New learners are going to answer it.</p>
Coursebook page 16 Audio Track 8	Listening: Activity 2 <ol style="list-style-type: none"> 1. Tell learners that they are going to listen to a conversation between two boys, Abdullah and Sunil, talking about a survey they have to complete about school. Tell them to listen carefully as they will need to explain if they think Abdullah and Sunil have done well at school this term. 2. Play the audio at least twice and encourage learners to make notes to support their point of view. <p>CORE</p> <p>Feedback</p> <p>Elicit answers with the class. Ask them what key words or phrases helped them answer the question. For example, Sunil says: <i>Well, I've enjoyed Science. I like doing experiments in the lab.</i></p> <p>Answers</p> <p>Yes, they've done well at school this term.</p>
Coursebook page 16 Audio Track 8	Listening: Activity 3 <ol style="list-style-type: none"> 1. Choose ten different learners to read aloud the survey questions. Check that they all understand the vocabulary. 2. Show learners how to set out their answers on the board. 3. Play the audio once through. Then play it again, pausing after each question so learners can note down answers. <p>CORE</p> <p>Feedback</p> <p>Ask learners the survey questions for Sunil and Abdullah, for example: <i>Which subject has Abdul enjoyed the most this term? Has Sunil had good marks in all subjects?</i></p>

	<p>Answers</p> <table border="1"> <thead> <tr> <th></th> <th>Sunil</th> <th>Abdullah</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Science</td> <td>English</td> </tr> <tr> <td>2</td> <td>History</td> <td>Geography</td> </tr> <tr> <td>3</td> <td colspan="2">The body (the skeleton and how your joints work).</td> </tr> <tr> <td>4</td> <td colspan="2">The ancient Greeks.</td> </tr> <tr> <td>5</td> <td>The marks have been OK. He got an A for Science.</td> <td>We do not know how Abdullah did in all subjects. He got an A for English.</td> </tr> <tr> <td>6</td> <td>He joined the school orchestra.</td> <td>No.</td> </tr> <tr> <td>7</td> <td>Football.</td> <td>Volleyball.</td> </tr> <tr> <td>8</td> <td>Yes. He kicked a football through the staffroom window.</td> <td>Yes. He was 10 minutes late for a lesson.</td> </tr> <tr> <td>9</td> <td>Yes. He spoke to him about the window.</td> <td>Yes. He said, 'Good morning, Abdullah'.</td> </tr> <tr> <td>10</td> <td>Yes.</td> <td>Yes.</td> </tr> </tbody> </table>		Sunil	Abdullah	1	Science	English	2	History	Geography	3	The body (the skeleton and how your joints work).		4	The ancient Greeks.		5	The marks have been OK. He got an A for Science.	We do not know how Abdullah did in all subjects. He got an A for English.	6	He joined the school orchestra.	No.	7	Football.	Volleyball.	8	Yes. He kicked a football through the staffroom window.	Yes. He was 10 minutes late for a lesson.	9	Yes. He spoke to him about the window.	Yes. He said, 'Good morning, Abdullah'.	10	Yes.	Yes.
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<p>Workbook page 18</p>	<p>Workbook: Activity 1</p> <p>1. Learners match up the jumbled words with the correct spellings.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Check answers by asking learners to write the subject for items 1–10 on the board.</p> <p>Answers</p> <p>1 b; 2 f; 3 j; 4 i; 5 c; 6 e; 7 a; 8 h; 9 g; 10 d</p>																																	
<p>Workbook page 18</p>	<p>Workbook: Activity 2</p> <p>1. Learners complete the multiple-choice questions.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers from the class.</p> <p>Answers</p> <p>1 c; 2 b; 3 a; 4 c; 5 a</p>																																	
<p>Workbook page 18</p>	<p>Workbook: Activity 3</p> <p>1. As shown in the Workbook, learners add as many words as they can think of about school to the word web.</p> <p>2. Ask learners to add subjects (examples could include Art, English and Science) and words associated with those words.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Draw a copy of the word web on the board and elicit words from the class, adding more branches to the web if needed.</p> <p>Possible answers</p> <p>Art, paint, paintbrushes, artists, drawing, English, words, reading, writing, books, vocabulary, Science, lab, experiments, equipment, Chemistry</p>																																	

Resources	Plenary
	<ol style="list-style-type: none"><li data-bbox="375 199 1414 264">1. Ask the class to vote as to whether Abdullah and Sunil have done well at school this term.<li data-bbox="375 275 1414 302">2. Learners give at least one example from the audio to support their point of view.

UNIT 2 LESSON 4 TASKS/ACTIVITIES

Resources	Starter
Audio Track 10	<ol style="list-style-type: none"> 1. Ask learners to read the audioscript while you play audio track 10 again. This will remind them of the structure of the answers to the survey. 2. Ask learners if Sunil and Abdullah enjoy school. Encourage them to give reasons for their answers.
Resources	Main activity
Coursebook page 17	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Review the use of the present perfect simple and the past simple. 2. Focus learners' attention on the <i>Use of English</i> box and the example sentences. 3. Discuss the differences between the tenses and provide more examples if needed. 4. Direct learners to Activity 4 and ask them to complete the sentences using the present perfect of the verb in brackets. <p>CORE</p> <p>Feedback</p> <p>Check learners' understanding when explaining the present perfect simple. Activity 4 should be a written activity and marked as such.</p> <p>Answers</p> <p>1've made; 2've had; 3've enjoyed; 4 haven't played; 5 has been; 6 Have [you] seen</p>
Workbook page 19 Audio Track 8	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Before starting this activity, audio track 10 from the Coursebook could be played once more to remind learners of the conversation. Learners read and complete the conversation using the present perfect simple. <p>CORE</p> <p>Feedback</p> <p>Allow learners to go through the survey (on Coursebook page 16) first to familiarise themselves with the correct structure of the present perfect simple. Then go through answers as a class asking for volunteers as you work your way through the answers.</p> <p>Answers</p> <p>1 have you enjoyed; 2've enjoyed; 3've read; 4've done; 5 Have you done; 6've joined; 7 haven't had; 8 have you played; 9've played; 10 Has the headteacher spoken; 11 Have you enjoyed; 12've made; 13've enjoyed</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ensure that learners can remember the present perfect form of the verbs. For example: <ul style="list-style-type: none"> enjoy – have enjoyed do – have done play – have played, etc. 2. When learners feel confident, they can roleplay using the dialogue in Activity 4 (Workbook page 26). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners use the dialogue in Activity 4 (Workbook page 26) as a model to prepare a role-play with information that is true for them.

Coursebook page 17	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> Learners write down their own answers to the survey first in note form in preparation for the speaking activity. Encourage learners to walk around the class and ask as many people as possible the survey questions. Circulate, checking for correct pronunciation and helping if necessary. Make sure that all learners are asking and answering questions. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners can record the answers of the other learners they speak to on paper, but oral feedback is enough, the idea is to practise asking and answering the questions. When they have finished, they report back to the class. Ask the class a few questions. For example, <i>which subject has everyone enjoyed most?</i> (from the answers they got from other learners) <i>Have most people enjoyed the term so far?</i></p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners make a list of the activities they have done in their favourite subject so far. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners ask their parents about their school memories and experiences. Learners make notes and prepare a short text. If possible, and appropriate, learners may accompany their text with a photograph. Make a class poster with all the contributions. This could be completed for homework.
Workbook page 19	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Learners read the questions and write answers that are true for them. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners complete the work as a written task. This could be completed at home and brought to class to check their answers.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> Write some jumbled up statements using the present perfect simple on the board. (For example you could jumble up the following, or choose your own examples.) <ul style="list-style-type: none"> ◦ <i>Have you done your homework?</i> ◦ <i>Have you had lunch?</i> ◦ <i>Have you read this book?</i> ◦ <i>Have you seen this film?</i> ◦ <i>Have you closed the door?</i> The first person to complete the sentences puts their hand up and comes up to the board to write them in the correct order.

UNIT 2 LESSON 5 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 18	<ol style="list-style-type: none"> 1. Ask learners to put their hands up if they have brothers and sisters. 2. Ask them to go and stand in groups according to how many they have. 3. Ask learners to look around and say which number of brothers and sisters is the most common. 4. Ask learners to sit down again and put their hands up if they have <i>grandparents</i> and then ask if they have <i>great-grandparents</i>. 5. Pre-teach these words if necessary before discussing the questions on page 18 of the Coursebook. 6. This activity can be completed very informally, with the teacher taking the lead and discussing their own family first.
Resources	Main activity
Coursebook page 18	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Look at the illustration of the family tree (on Coursebook page 18). Discuss any unfamiliar vocabulary such as <i>parents, aunt, uncle, etc.</i> 2. Learners read the quiz <i>How much do you know about your family?</i> Choose ten learners to read each question. 3. Ask learners to re-read the questions in the quiz and circle all the family words. This will help them contextualise the words. 4. Learners find the words to match to the definitions 1–6. 5. Learners look at the quiz questions again and think of answers in relation to their own family. Ask them to make a few notes in preparation for the speaking activity. 6. Elicit the meaning of any potentially difficult, or new, vocabulary and provide examples: <i>date of birth, full name, were/was born, emigrate, identical twin.</i> <p>CORE</p> <p>Feedback</p> <p>This activity can be done orally by inviting volunteers to answer questions.</p> <p>Answers</p> <p>1 parents; 2 grandparents; 3 aunt; 4 cousins; 5 relatives; 6 twins</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Draw a picture of a family on the board or show a photo of a family. As you show it, point to the family members and tell learners the name of the person, relationship with him/her and the other people in the photo. 2. Ask learners to work in pairs to do the activity. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to talk about their own family in pairs, then feedback to the class. Or invite learners to tell the class about members of their family.

<p>Workbook page 20</p>	<p>Workbook: Activity 1</p> <p>1. Learners match the female and male family members to make pairs. Allow them to work in pairs.</p> <p>CORE</p> <p>Feedback</p> <p>Read out the answers for learners to check.</p> <p>Answers</p> <p>1-c; 2-e; 3-b; 4-f; 5-a; 6-d</p>
<p>Workbook page 20</p>	<p>Workbook: Activity 2</p> <p>1. Check learners understand the words in the box before completing the sentences.</p> <p>CORE</p> <p>Feedback</p> <p>Put learners in pairs and they can check each other's answers, with teacher reading the correct responses from the front.</p> <p>Answers</p> <p>1 family history; 2 identical twins; 3 great-grandparents; 4 full name; 5 date of birth</p> <p>Differentiation activities (Support):</p> <p>1. Ask learners to write three more sentences that are true for them, leaving a gap to write in a word or phrase from the box on Workbook page 27. For example: <i>My _____ is 14th June 2005. (Answer: date of birth).</i> Go round giving support. They can then swap their sentences with a partner for them to answer.</p> <p>Differentiation activities (Stretch):</p> <p>1. In small groups, learners write three more sentences with three possible answers for each one on slips of paper.</p> <p>2. They exchange papers with other groups and choose the correct answers.</p>
<p>Workbook page 20</p>	<p>Workbook: Activity 3</p> <p>1. Learners rewrite the sentences.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>With books closed, write the example sentence on the board and ask for volunteers to identify the missing word (<i>of</i>) and where it should go (between <i>most</i> and <i>my</i>).</p> <p>Answers</p> <p>1 I've met most of my cousins. 2 How many cousins have you got? 3 Two of my cousins ... 4 We have a lot of fun ... 5 Where were you born?</p>
<p>Coursebook page 18</p>	<p>Speaking: Activity 2</p> <p>1. Learners ask and answer the questions in the quiz in pairs. Ask them to take notes of their partner's answers.</p> <p>2. Circulate, helping with vocabulary and checking for correct pronunciation.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>When they have finished, ask pairs to report back to the class with the answers to the questions in the quiz.</p>

Resources	Plenary
	<p>1. Devise a simple quiz where learners match up the definitions with the following family names:</p> <p>For example: <i>your mum or dad's sister (aunt) your mum or dad's mum (grandmother) your mum or dad's son (brother).</i></p> <p>Other possible family members: <i>daughter, father, grandfather, husband, mother, sister, son, uncle, wife, parents, grandparents, great-grandparents, cousins.</i></p>

UNIT 2 LESSON 6 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> Go around the classroom, picking up objects from the learners' desks and saying sentences such as: <i>Nahla's pen, Abdullah's book, Sunil's ruler, etc.</i> Then pick up an object belonging to someone but say nothing, try to elicit the response from the class. Write a couple of sentences you said using apostrophes on the board. Underline the apostrophes in the sentences and ask learners if they have apostrophes in their language. Tell them that they will learn how to use them in English in this lesson.
Resources	Main activity
Workbook page 21	Workbook: Activity 4 <ol style="list-style-type: none"> Learners read the puzzles. They can work in pairs to solve them. CORE Feedback Elicit answers from the class. <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> Answers </div> <ol style="list-style-type: none"> July West Grandfather, father and son go to see the film. (The father is both a father and a son.)
Coursebook page 19	Speaking: Activity 3 <ol style="list-style-type: none"> Read through the <i>Use of English</i> box with the class. Ask learners to discuss the question in pairs. CORE Feedback Discuss answers with the class. The apostrophe is before the <i>s</i> in the first sentence because date of birth belongs to one person: <i>father</i> . The apostrophe goes after the <i>s</i> in the second sentence because first names belong to more than one person: <i>grandparents</i> .
Coursebook page 19	Writing: Activity 4 <ol style="list-style-type: none"> Go through the three-point plan for apostrophes in the <i>Language tip</i> box. This three-point plan can be a useful tool for learners to remember where to put the apostrophe. You could go through another example with the class before they do Activity 4. For example: <ul style="list-style-type: none"> Write on the board: <i>The car belonging to Abdullah</i>. Ask learners to find the owner (<i>Abdullah</i>). Ask them to add the apostrophe in the correct place so Abdullah becomes <i>Abdullah'</i>. Finally, ask them: Does <i>Abdullah</i> end in <i>s</i>? (No.) Then add an <i>s</i> – <i>Abdullah's</i> - making <i>Abdullah's car</i>. Learners add the apostrophes to sentences 1–6.

	<p>CORE</p> <p>Feedback</p> <p>Check answers by asking individual learners to come to the board and write a sentence with the apostrophes in the correct place.</p> <p>Answers</p> <p>1 My cousin's name is Su-Wei. 2 My grandmother's name is Aisha. 3 When I was young, I lived very near my grandparents' house. 4 The twins' hair is not the same colour as their father's hair. 5 My father's brothers live in Jakarta. 6 I enjoy finding out other people's family histories.</p> <p>Differentiation activities (Support):</p> <p>1. Write 's on one side of the board and on the other side s'. 2. Say a sentence about your family, for example <i>My father's name is Ahmed.</i> 3. Ask learners to point to the side of the board with an 's'. 4. Invite a learner to say similar sentences about their family. The rest of the class point to the correct side of the board. 5. Ask learners to write five sentences about their families. Go round helping and encourage them to use apostrophes.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to write a paragraph about their family. Encourage them to use apostrophes.</p>
<p>Workbook page 21</p>	<p>Workbook: Activity 5</p> <p>1. Learners use the verbs in the box to complete the sentences.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers from the class if there is time or set it for homework.</p> <p>Answers</p> <p>1 get; 2 be; 3 get; 4 meet; 5 make <i>Get together with friends</i> and <i>meet up with friends</i> mean the same thing.</p>
<p>Workbook page 21</p>	<p>Workbook: Activity 6</p> <p>1. Learners read the email and add the apostrophes where needed. Tell them to re-read the <i>Use of English</i> box on Coursebook page 28 if necessary.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers from the class if there is time or set it for homework.</p> <p>Answers</p> <p>parents' (nationalities); mother's (name); father's (name); grandparents' (house); cousins' (names)</p>

Resources	Plenary
	<p>1. Put the learners into pairs. Learners have to decide if the following sentences are correct as they are, or have used apostrophes incorrectly, or missed them out altogether.</p> <ul style="list-style-type: none">• The boy's coat fell on the floor. (correct)• Saras handwriting is difficult to read. (incorrect – should be Sara's handwriting)• Take Pauls books into the kitchen. (incorrect – should be Paul's books)• The children's bag's were very heavy. (incorrect – should be children's bags)• My friends' names are Michael and Sam. (correct)

UNIT 2 LESSON 7 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to draw a rough map of the UAE. (Make sure there is a map on the wall for them to copy, but emphasise that this must be done very quickly and need not be detailed). 2. Ask learners to put a mark where they have family members living. 3. Ask learners to compare their maps with the person sitting next to them. 4. Tell learners that in this lesson they will be thinking about family history. Ask: <i>What do you think this means?</i> 5. Ask learners these questions: <i>What do you know about your family history? How could you find out more? How do people find out about their family history?</i>
Resources	Main activity
Coursebook page 20	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the map and read the article to find out about a scientific approach to family history. 2. Learners read the article and look at the map to find out what the map shows. <p>CORE</p> <p>Feedback</p> <p>Check answers with the class.</p> <p>Answers:</p> <p>The map shows where the ancestors of Luiza and Raju originally came from and the different migration routes taken by them over the centuries.</p>
Coursebook page 20	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to find the words in bold in the text and then choose the correct meaning. 2. Learners compare answers in pairs by showing their partner where the word is in the text. <p>CORE</p> <p>Feedback</p> <ol style="list-style-type: none"> 1. Ask a confident learner to read out the sentence from the text containing the focus word. 2. Then ask another learner to say the definition for the focus word. Clarify any misunderstandings by asking learners to look up the words in a dictionary. <p>Answers:</p> <p>1 b 2 b 3 b 4 b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners could work in pairs and use a dictionary to help them find the definitions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners could put the four vocabulary words into their own sentences to show understanding.

<p>Workbook page 22</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the text about Patrick O’Connell. 2. Learners complete the form using the information from the text. Then compare answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Elicit answers from pairs.</p> <p>Answers:</p> <p>Family name: O’Connell Nationality: Canadian Place of birth: Ottawa Date of birth: 27th July 2002 Father’s name: Liam Mother’s name: Catherine Parent’s nationality: Canadian Parent’s place of birth: Ottawa Father’s ancestors: Irish Mother’s ancestors: Scottish</p>
<p>Resources</p>	<p>Plenary</p>
	<ol style="list-style-type: none"> 1. Finish the lesson by asking learners to reflect on what they have learned. 2. If necessary, check the meanings of vocabulary such as <i>DNA</i> and <i>ancestors</i>. 3. Refer to the Learning outcomes and ask learners if these have been met.

UNIT 2 LESSON 8 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell learners that this lesson will also focus on family history. 2. Remind learners of how to speak and listen effectively with a partner, for example, by making eye contact and taking turns. 3. Put learners in pairs. Ask them what they remember about the family history of Luiza and Raju from the article on page 30 of the Coursebook. One learner in the pair tells their partner about Luiza and the other about Raju. 4. Move round the classroom and monitor their conversations.
Resources	Main activity
Coursebook page 21	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. Instruct learners to answer the questions about the article and map (on Coursebook page 30). <p>CORE</p> <p>Feedback</p> <p>Select learners to give their answers in class feedback. Ask other learners to confirm whether they agree or disagree with each answer given.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Luiza: red route and Raju: blue route 2 Yes, because her great-grandparents were Polish. 3 Indian. 4 They've travelled from far away. 5 genetic information
Workbook page 23	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Remind learners of the form they completed with family information about Patrick O'Connell in the last lesson. 2. This time, learners complete the form with information about themselves. 3. Learners compare their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Choose learners to present their completed form to the class. Provide verbal feedback.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide a key vocabulary bank on the board to help learners. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to use the information from their form and write a paragraph about themselves similar to the text about Patrick O'Connell (on Workbook page 30).
Coursebook page 21	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Learners read Samia's profile of her grandmother. 2. Ask learners: <i>What does the first apostrophe show? What does the second apostrophe show?</i> <p>CORE</p> <p>Feedback</p> <p>Invite answers from the learners. Ask other learners if they agree with the answers given.</p>

	<p>Answers:</p> <p>The first apostrophe (<i>She's</i>) is a contraction for <i>She is</i>.</p> <p>The second apostrophe (<i>father's</i>) is a possessive apostrophe showing that the mother was the mother belonging to the father.</p>
Coursebook page 21	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> Learners write a profile of the oldest person in their family. Remind learners to use Samia's profile to help them and to check their writing and ensure they have used apostrophes correctly. Highlight the <i>Language tip</i> (using <i>who</i> to join sentences). Tell them to join two of their sentences using <i>who</i> at least once in their profile. <p>CORE</p> <p>Feedback</p> <p>Ask learners to read their profiles aloud to the class. Check that they have used apostrophes correctly and joined sentences with <i>who</i>.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide a key vocabulary bank on the board. Provide sentence starters or additional assistance to plan the structure of the writing. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to use four examples of apostrophes within their profile.
Workbook page 23	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Learners could work in pairs to solve the crossword. Remind learners to refer to key vocabulary if they are stuck. <p>DESIRABLE</p> <p>Feedback</p> <p>Check answers with the class. You could turn this activity into a contest by awarding points for correct answers.</p> <p>Answers:</p> <p>Across: 1 full; 4 identical; 5 grandparents; 11 remarkable; Down: 2 uncle; 3 emigrate; 6 always; 7 DNA; 8 ancestors; 9 twins; 10 amazed; 12 relative;</p>
Resources	Plenary
Board	<ol style="list-style-type: none"> Ask learners if the lesson has made them more interested in their family history. Ask learners to think of some questions they would like to ask their family about their family history. Write the questions on the board. Learners could copy them down and ask their families some of the questions if appropriate.

UNIT 2 LESSON 9 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> Write the words ‘amazing people’ on the board and show some pictures, or write the names on the board of people you admire. Check/elicited/pre-teach the meaning of the words ‘amazing’ and ‘admire’. Ask learners why they think you have chosen the people you have. Introduce the lesson by asking: <i>Who do you admire most in your family? Why?</i> Encourage learners to find reasons to admire family members not only for major achievements like winning awards but also for having positive personality traits that make them good role models. Collect learners’ responses and make notes on the board.
Resources	Main activity
<p>Coursebook page 22</p> <p>Audio Track 9</p>	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> Refer learners to the <i>Listening strategy</i> and go through it with them. Tell the learners that you will play an audio extract of Yusuf talking about his family. Learners should look at the matching task and find key words that they will listen out for. Learners match Yusuf’s relatives with the reasons he admires them. <p>CORE</p> <p>Feedback</p> <p>Ask learners to contribute answers to whole class. Ask other learners if they agree.</p> <p>Answers:</p> <p>1 c; 2 d; 3 e; 4 a; 5 b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> If required, play and pause the audio several times. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to record answers as full written sentences or share answers verbally with a partner using full sentences.
<p>Coursebook page 22</p>	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> Remind learners about the position of apostrophes to show possession. Demonstrate on the board to show when something is possessed by one person or thing (for example, <i>the boy’s boots</i>), and when something is possessed by more than one person or thing (for example, <i>the boys’ coats</i>). Ask learners to work in pairs to discuss what the apostrophes are showing. <p>CORE</p> <p>Feedback</p> <p>Feedback with the whole class.</p> <p>Answers:</p> <p>1 one person; 2 more than one person; 3 more than one person; 4 one person; 5 one person; 6 one person; 7 one person</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners could work in small groups for peer support. Refer learners to the explanation on the board.

	<p>Differentiation activities (Stretch):</p> <p>1. Ask learners to write three more sentences demonstrating use of apostrophes for a partner to analyse.</p>
<p>Workbook page 24</p>	<p>Workbook: Activity 1</p> <p>1. Ask learners to read Sameera’s description of a family member she admires.</p> <p>2. Remind learners to scan the text for keywords when locating specific information to answer questions.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to give their answers to the class. Ask other learners if they agree with the answers.</p> <p>Answers</p> <p>1 Her mother. 2 Delicious. 3 A large family. 4 She sews Sameera’s clothes; she washes the clothes; she helps with homework. 5 <i>busy, organised, intelligent, kind, caring.</i></p>
<p>Workbook page 24</p>	<p>Workbook: Activity 2</p> <p>1. Ask learners to complete the sentences by choosing the correct vocabulary.</p> <p>2. Tell learners to read each sentence aloud to themselves or to a partner if they are unsure.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners tell the class their answers. Ask other learners if they agree with them.</p> <p>Answers:</p> <p>1 a; 2 b; 3 a; 4 a; 5 b; 6 a; 7 c</p>
<p>Coursebook page 22</p>	<p>Writing: Activity 3</p> <p>1. Ask learners to tell a partner which members of their own family they admire the most and why.</p> <p>2. Collect suggestions and write them on the board.</p> <p>3. Ask learners to write about members of their own family that inspire them.</p> <p>4. Encourage learners to draw some pictures to illustrate their reports. They could draw images of the things that remind them of that person: flowers, special food, the place they live, the person themselves (if appropriate).</p> <p>CORE</p> <p>Feedback</p> <p>Share examples of learners’ writing during the plenary.</p> <p>Differentiation activities (Support):</p> <p>1. Provide keywords and sentence starters.</p> <p>Differentiation activities (Stretch):</p> <p>1. Suggest that learners write about three different members of their family and give the reasons they admire them.</p>

Resources	Plenary
	<ol style="list-style-type: none"><li data-bbox="424 194 1469 264">1. Finish the lesson by asking learners to share their written reports about family members they admire. Choose a more confident learner to read out their report.<li data-bbox="424 271 1469 371">2. Encourage learners to move about the classroom, asking each other: <i>Who have you written about?</i> <i>Why do you admire them?</i>

UNIT 2 LESSON 10 TASKS/ACTIVITIES

Resources	Starter						
	<ol style="list-style-type: none"> 1. Write the word 'personality' on the board. Draw a happy smiling face, and mean-looking frowning face under the word. 2. Elicit/pre-teach the meaning of the word 'personality'. 3. Ask learners for words to describe the two faces, elicit some personality traits and write them on the board near the two faces. 4. Elicit/pre-teach the expressions <i>get on with</i> and <i>fall out with</i>. Ask which of the faces they would get on with or fall out with. 5. Introduce the lesson by asking the learners whether they always get on well with the members of their family. 6. Ask learners to provide reasons. Suggest that personality traits may affect how family members get along. 						
Resources	Main activity						
Coursebook page 23	<p>Vocabulary: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to sort the words into positive and negative personality types. 2. Learners could do this by drawing the table in their notebooks or by discussing the words with a partner. 3. Ask learners to add their own personality words. 4. Discuss the difference in meanings between the words <i>fun</i> and <i>funny</i>. <p>CORE</p> <p>Feedback</p> <p>Draw the table on the board and invite learners to write the words in the correct columns.</p> <table border="1" data-bbox="379 1211 1422 1346"> <thead> <tr> <th colspan="2" data-bbox="379 1211 1422 1256">Answers</th> </tr> <tr> <th data-bbox="379 1263 852 1301">Positive personality</th> <th data-bbox="857 1263 1329 1301">Negative personality</th> </tr> </thead> <tbody> <tr> <td data-bbox="379 1308 852 1346">fun, laid back, funny, calm, sporty</td> <td data-bbox="857 1308 1329 1346">grumpy, selfish, annoying</td> </tr> </tbody> </table>	Answers		Positive personality	Negative personality	fun, laid back, funny, calm, sporty	grumpy, selfish, annoying
Answers							
Positive personality	Negative personality						
fun, laid back, funny, calm, sporty	grumpy, selfish, annoying						
Coursebook page 23	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs. They read through the dialogue between Sunil and Abdullah about getting on and falling out with family members. 2. Ask learners to discuss the three questions. 3. In pairs, learners join with another pair to discuss their answers. <p>CORE</p> <p>Feedback</p> <p>Elicit answers from the class.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1 They are talking about their sisters. 2 Usually, Abdullah gets on well with his sister, but Sunil does not get on well with his sisters. 3 Abdullah's sister has spilled paint on his notebook. Sunil's sisters are often selfish and loud. 						

<p>Coursebook page 23</p>	<p>Writing: Activity 6</p> <ol style="list-style-type: none"> 1. Explain to the learners that the apostrophes used in the dialogue are contractions. This means that the apostrophe replaces missing letters. 2. Ask learners to find the underlined contractions in the dialogue and match them with the words listed. <p>CORE</p> <p>Feedback</p> <p>Learners compare answers with a partner, then take whole-class feedback.</p> <p>Answers:</p> <p>1 It's; 2 what's; 3 we're; 4 that's; 5 we've; 6 hasn't; 7 I'm</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Support learners by providing further explanation and examples on the board. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to find further examples of contractions within other texts available in the classroom.
<p>Workbook page 25</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners match the jumbled up words with the correct spellings. <p>Feedback</p> <p>While learners are working, move around the classroom to check answers.</p> <p>DESIRABLE</p> <p>Answers:</p> <p>1f; 2 e; 3 c; 4 g; 5 d; 6 a; 7 h; 8 b</p>
<p>Workbook page 25</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners read the extract and then answer the questions on their own. <p>CORE</p> <p>Feedback</p> <p>Feedback with the class, inviting learners to give their answers.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1 Javid is excited because he is going to visit his aunt and uncle. 2 He gets on well with his cousins. 3 They are a similar age and they enjoy similar activities. 4 Javid does not get on well with his little sister. 5 She follows him around; she doesn't like the same activities; and she cries easily.
<p>Coursebook page 23</p>	<p>Writing: Activity 7</p> <ol style="list-style-type: none"> 1. Learners write about members of their own family that they do and don't get on well with. 2. Remind them to explain the reasons why. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide keywords and sentence starters. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Suggest that learners write about three different members of their family and give the reasons they do or don't get on well with them.

<p>Workbook page 25</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Go through the example with the class on the board before learners start the activity, so that they know what to do. 2. Learners replace the underlined words with contractions. They can then check their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Invite learners to come to write their answers on the board.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1 I don't have any brothers or sisters. 2 We can't visit Sam at the weekend. 3 My mum hasn't made the cake yet. 4 We're going to the swimming pool. 5 That's a great idea.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Conclude the lesson by selecting a few learners to read out their writing to the class.

UNIT 2 LESSON 11 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell learners briefly about your favourite book when you were their age. 2. Ask learners to put their hands up if they have also read that book. If anyone has, ask them what they thought of it. 3. Ask learners to talk to the person next to them about their favourite book/a book they recently read and enjoyed. 4. Tell them to ask each other the following question (write the question on the board) <i>Do you prefer humorous books or serious ones?</i> 5. When learners have finished talking to each other. 6. Ask learners to stand up and take a bow if they enjoy serious books, or stay sitting and clap their hands if they prefer humorous books.
Resources	Main activity
<p>Coursebook page 24</p>	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Before learners begin to read the story <i>Bundle of Sticks</i>, remind them of reading strategies such as skim reading to get the gist first or using a dictionary to check the meanings of unknown vocabulary. 2. Ask learners to tell you if the story is humorous (funny) or serious. <p>CORE</p> <p>Feedback</p> <p>Ask learners to tell you what the story was about and their opinions of the story. Clarify the meanings of any unknown vocabulary.</p> <p>Answer</p> <p>The story is serious.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners advice on how to skim read to give them confidence – not worrying about understanding every single word as the activities that follow will help them to understand the text and improve their reading skills. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners could read the story and discuss the content with a partner before whole-class feedback. Remind learners to read through a second time for clarity.
<p>Workbook page 26</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete the sentences using the words from the box. They can then compare answers in pairs. 2. This activity will help learners to think about the content of the story in preparation for the summarising and sequencing activity to follow. 3. It will also enable learners to become familiar with a selection of vocabulary used in the story. <p>CORE</p> <p>Feedback</p> <p>Elicit answers from the class.</p> <p>Answers:</p> <p>1 lived; 2 three; 3 couldn't; 4 tried; 5 admired; 6 passed; 7 listened; 8 teach</p>

Workbook page 26	Workbook: Activity 2 1. Ask learners to work in pairs to complete the table in order to show what happened in the beginning, middle and end of the story. 2. Remind learners that they should only use one or two sentences per section and to refer to the previous activity for support. CORE Feedback Select learners to present their work to the class.
Coursebook page 24	Writing: Activity 2 1. Ask learners why they think the old man wanted his sons to learn the importance of unity. 2. Learners design their own poster to promote the message <i>Unity is strength</i> . Differentiation activities (Support): 1. Provide examples on the board of how the poster could look or the features learners may wish to include such as headings, images and bullet points. Differentiation activities (Stretch): 1. Ask learners to include a brief paragraph on their poster explaining why unity is important.
Resources	Plenary
	1. Finish the lesson by asking learners to present their posters. You could display the posters as a gallery for all to see.

UNIT 2 LESSON 12 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to recall the story <i>Bundle of Sticks</i>. 2. Go around the class from person to person/group to group asking them to say one thing they remember from the story. 3. Write the learners' ideas on the board. 4. If time allows, ask a learner to come up to the board and number the ideas in the sequence they happened in the story.
Resources	Main activity
Coursebook page 25	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Learners re-read the story <i>Bundle of Sticks</i>. 2. Remind learners to look at the <i>Reading strategy</i> for skimming and scanning a text. Ask them to tell you the difference between the two strategies.
Coursebook page 25	<p>Vocabulary: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs to match the words and phrases to their definitions. 2. Remind them to use a dictionary if they are unsure of the definitions. <p>CORE</p> <p>Feedback</p> <p>Select learners to contribute answers to whole-class feedback</p> <p>Answers:</p> <p>1 d; 2 g; 3 a; 4 h; 5 c; 6 e; 7 b; 8 i; 9 f</p>
Coursebook page 25	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> 1. Learners answer the comprehension questions about the story <i>Bundle of Sticks</i>. 2. Learners compare their answers in pairs or small groups. <p>CORE</p> <p>Feedback</p> <p>Check answers with the whole class.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1 In a village. 2 They were hard-working. 3 Because they quarrelled. 4 He asked his sons to be united. 5 He wanted them to separate each stick and break it into two pieces. Then he wanted them to break the sticks as bundle, not as separate sticks. 6 By showing them that the individual sticks would break, but the bundle would not. 7 It teaches us that you are stronger when working as a group than as an individual.
Coursebook page 25	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Put learners in small groups of 4–6 and ask them to discuss the questions. <p>CORE</p> <p>Feedback</p> <p>Ask one learner from each group to provide feedback to the whole class.</p>

Workbook: Activity 3

1. Ask learners to complete the wordsearch by finding the words listed.

DESIRABLE

Feedback

While learners work, move around the classroom to check answers.

Answers:

d	i	s	a	g	r	e	e			q	
e			r							u	
f			g							a	
e		b	u	n	d	l	e			r	v
a			e							r	i
t										e	l
e	l									l	l
d	e										a
	s	t	i	c	k	s					g
	s						u	n	i	t	e
	o										r
	n			b	r	o	t	h	e	r	s

Differentiation activities (Support):

1. Learners could work in pairs.

Differentiation activities (Stretch):

1. Challenge learners to create their own crossword or wordsearch using vocabulary from the story or related to families.

Workbook: Activity 4

1. Explain to learners that they will write a story. Point out that their story should be in a similar style to *Bundle of Sticks*.
2. Go through the questions with them and tell them that they can use these to plan their stories.
3. Allow them time to plan their stories.
4. Learners write their story. Remind them to go back to their plan as they are writing their stories.
5. Remind learners to check their stories for errors in grammar, vocabulary and punctuation. Ask: *Have you used apostrophes correctly?*
6. They swap their story with a partner to check.

Differentiation activities (Support):

1. Provide suggestions that learners can use in their story, for example provide a selection of two characters to choose between.

Differentiation activities (Stretch):

1. Encourage learners to deviate from the *Bundle of Sticks* storyline to create their own story. Learners could choose their own moral.

Resources	Plenary
	<ol style="list-style-type: none"><li data-bbox="419 199 1469 271">1. Play a game, where you start a simple story. For example: <i>'Once upon a time, a man found a map...'</i><li data-bbox="419 271 1469 376">2. Call out individual learners' names, the learners must stand up and tell the next part of the story. They must then call out another learner's name who must also stand up and tell the next part of the story.<li data-bbox="419 376 1469 421">3. Help where necessary, and call out 'the end', when the game is over.

UNIT 2 LESSON 13 TASKS/ACTIVITIES

Resources	Starter
	1. Introduce the lesson by asking learners whether they have relatives who live far away or who they don't see very often.
Resources	Main activity
Coursebook page 26	<p>Speaking: Activity 1</p> <p>1. Ask learners the questions from the Coursebook: <i>Do you have some relatives or friends that live far away? Do you have relatives that you don't see very often? How do you keep in touch with them? How often do you speak or write to them?</i></p> <p>2. Collect learners' responses and record them on the board.</p>
Coursebook page 26	<p>Reading: Activity 2</p> <p>1. Ask learners to look at the <i>Use of English</i> box as you talk through its contents. Explain that this is revision from the unit.</p> <p>2. Ask learners if they have any questions about recognising or using the present perfect simple.</p> <p>3. Ask learners to find examples of the present perfect simple in the <i>Use of English</i> box. Tell them to do this when they read the texts in the lesson.</p> <p>CORE</p> <p>Feedback</p> <p>Learners could write examples on the board or you could move around the classroom while learners are working to monitor answers.</p> <p>Answers</p> <p>Emily's letter: <u>I have just started</u> at my new school. ... <u>I have met</u> lots of new friends and <u>I have joined</u> the games club too. <u>Dad and I have discussed</u> when we can come to visit you ... <u>Have you seen</u> that new film – the one about the dolphins? ...</p> <p>Hassan's email: <u>I have just got home</u> from school ... Cousin Zaffi <u>has just taken</u> an important exam and we are all hoping that <u>he has done well</u>. <u>Have you finished</u> writing that book yet? Mum <u>has just cooked</u> dinner so <u>I had better go</u> and wash my hands. I am in trouble because <u>I have lost</u> my house keys. I am sure <u>I have dropped</u> them in my room somewhere but <u>I haven't seen</u> them since Saturday!</p> <p>Differentiation activities (Support):</p> <p>1. Learners could work in groups. Refer learners to look at the list of examples in the Workbook on page 37. Suggest that learners find 5 answers rather than 16.</p> <p>Differentiation activities (Stretch):</p> <p>1. Challenge learners to find all 16 answers.</p>
Coursebook page 26	<p>Reading: Activity 3</p> <p>1. Explain that Emily and Hassan are writing to their relatives. Ask learners to read the letter and email they sent.</p> <p>2. Learners answer the comprehension questions.</p> <p>CORE</p> <p>Feedback</p> <p>Ask learners to tell you what the extracts were about to check their understanding.</p>

	<p>Answers</p> <p>1 Emily likes her new school. 2 In the next school holidays. 3 She saw the new dolphin film. 4 His dad. 5 Hassan's cousin Zaffi. 6 He has lost his keys.</p>
<p>Workbook page 28</p>	<p>Workbook: Activity 1</p> <p>1. Explain to learners that they have to choose between the past simple and present perfect simple in each sentence. 2. Learners circle the correct options.</p> <p>Feedback</p> <p>Read each sentence aloud. Ask learners to stand up when they hear the sentences that use the present perfect simple and remain seated for the sentences that do not.</p> <p>Answers:</p> <p>1 went; 2 have known; 3 Have you done; 4 has played; 5 have lost</p>
<p>Workbook page 28</p>	<p>Workbook: Activity 2</p> <p>1. Learners complete the present perfect sentences using their own ideas.</p> <p>Feedback</p> <p>Invite learners to read their sentences to the class.</p>
<p>Workbook page 28</p>	<p>Workbook: Activity 3</p> <p>1. Learners write their own informal letter to a relative that they haven't seen for some time. 2. Remind learners to ask questions about the reader's life as well as telling them about their own.</p>
<p>Resources</p>	<p>Plenary</p> <p>1. Finish the lesson by asking learners to read their letters to the whole class. 2. Ask learners to look at the <i>Self-assessment</i> and <i>Reflect on your learning</i> sections at the bottom of page 37 in Workbook. 3. Ask them to go through and discuss these with the person next to them.</p>

UNIT 3 LESSON 1 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 28	1. Ask learners to answer the bullet point question in pairs. Feedback 1. Ask for two pairs to volunteer and name the items of clothing they thought of. Write the items of clothing on the board. 2. Elicit from the group if they had thought of any other items of clothing. 3. Write these items of clothing on the board.
Resources	Main activity
Coursebook page 28	Vocabulary: Activity 1 1. Point to the six pictures of items of clothing on page 41. 2. Explain that learners are going to read the short texts quickly to match them to the pictures. 3. Complete Activity 1 CORE Feedback 1. Ask if anyone in the group knows which countries the items of clothing might come from, for example, Kimono = Japan, Sombrero = Mexico, Sari = Asia. 2. Elicit what kind of words will help them match the descriptions to the pictures (name of country, type of clothing, part of body for example, hand/head). Explain that they do not need to understand every word in the text to identify the clothing being described. <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> text 1 = kimono, text 2 = pyjamas, text 3 = sombrero, text 4 = bandana, text 5 = sari. <i>NB T-shirt not described, see Activity 2.</i>
Coursebook page 28	Vocabulary: Activity 2 1. Complete Aactivity 2 in the Coursebook. CORE Feedback Go through the pictures one by one and ask learners to raise their hands when they see key words or ideas in the text that help identify the item. <div style="background-color: #e0e0e0; padding: 5px;">Answer</div> T-shirt is not described Differentiation activities (Support): 1. Ask learners to write the names of the items of clothing next to the relevant short text and put a tick next to the picture. Differentiation activities (Stretch): 1. Learners close their books. 2. In pairs they try to remember what the texts said about the different items of clothing.

Workbook: Activity 1

1. Ask learners to look at the table on page 38.
2. Make sure they understand the words in the columns.
3. Do Activity 1 in the Workbook.

DESIRABLE

Feedback

Ask for another example of a word from each category to check the learners understand. Possible examples: items of clothing = trousers, T-shirt, jeans; things used to do up clothing = belt, poppers; parts of an item of clothing = leg (of trousers), back (of shirt or blouse), hood; verbs used with clothing = do up, undo, put on, take off.

Answers

items of clothing = sari, pyjamas, bandana
 things used to do up clothing = sash, zip, buttons
 parts of an item of clothing = pocket, collar, sleeves
 verbs used with clothing = tie, wrap, wear

Differentiation activities (Support):

1. Copy the table on the board.
2. Write the first letter of each word in the right place. Learners complete the words.

Differentiation activities (Stretch):

1. Learners find more examples for each category, either using words they already know, or using a dictionary.
2. Ask learners to close their books and work in pairs to see how many items from each category they can recall.

Workbook: Activity 2

1. Check learners understand the activity by showing them the first example as done (pyjamas).
2. Learners work in pairs to solve the clues first.
3. Then individually they look for the answers in the word grid.
4. Pairs check their answers.

CORE

Feedback

- 2 Check the answers by asking learners to raise their hands if they know the answer.
- 4 Copy the grid on the board and ask for volunteers to come up and circle the answers one by one.

Answers

s	p	s	a	r	i	k	c	a
o	r	p	z	i	p	i	o	b
m	e	y	a	v	n	m	l	u
b	r	j	o	y	s	o	l	t
r	b	a	n	d	a	n	a	t
e	a	m	y	g	s	o	r	o
r	o	a	f	h	h	c	k	n
o	i	s	l	e	e	v	e	s

<p>Workbook page 29</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs to match the two parts of the first example. (Answer: Saris are worn by women and girls in India.) 2. Learners do the rest of Activity 3 3. Pairs check their answers. <p>EXTENSION</p> <p>Feedback</p> <ol style="list-style-type: none"> 1 Check the answers by asking learners to raise their hands if they know the answer. 3 Ask for a volunteer from each pair to read a complete sentence. Ask the rest of the class if they agree with the answer suggested. <p>Answers</p> <p>1c; 2e; 3 b; 4 a; 5 f; 6 d</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to close their books, and to work in pairs. Ask each pair to choose one of the traditional items of clothing from the lesson. 2. Give pairs one minute to try to remember four facts about the item of clothing. 3. Choose different pairs to say what they remember about each of the items of clothing. Ask other pairs if they can add any more facts. 4. Finish by asking the class to say three things they didn't know at the start of the lesson.

UNIT 3 LESSON 2 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to keep their books closed. 2. Tell them you are going to describe a piece of clothing, and they have to draw it. 3. Describe a T-shirt in language appropriate for the class. 4. When the learners have finished drawing, ask them to hold up their pictures. 5. Ask them if they can name the item of clothing everyone has drawn. 6. Ask learners to open their Coursebooks at page 42 and compare their drawings to the image of the T-shirts on a line.
Resources	Main activity
Coursebook page 29	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Put learners in pairs and ask them to ask and answer the questions in Activity 1 in the Coursebook. <p>CORE</p> <p>Feedback</p> <p>Ask learners to put their hands up if they know the answer. Choose one pair to answer each question. Ask other pairs if they agree with the answers.</p> <p>Answers</p> <p>1 from the shape of the body; 2 cotton; 3 short; 4 no</p>
Coursebook page 29	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Explain that learners are going to hear a short passage about T-shirts, but first you want pairs to predict which of the expressions they think they will hear. 2. Learners do Activity 4 in pairs. 3. Don't provide answers yet. Explain that the answers will come when they listen. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to draw a picture of a T-shirt and label it - neck, sleeve. 2. Draw on the board a normal shirt with collar and long sleeves. Ask learners to indicate the key differences. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners work in pairs to predict other expressions they might hear.
Coursebook page 29 Audio Track 10	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Read the <i>Listening strategy</i> box. 2. Play the audio and ask learners to underline the expressions from Activity 4 that they hear. <p>Feedback</p> <ol style="list-style-type: none"> 1. Ask learners to raise their hands when they hear one of the expressions on the audio. Stop the audio and play again so everyone hears the expression. 2. After stage 2, ask pairs to volunteer their answers. See if everyone agrees. If not, play the audio again and stop at the relevant part. 3. Play the audio again and ask learners to do Activity 5. 4. In pairs, learners check their answers to Activity 5.

	<p>Answers (to Activity 4)</p> <p>shape of the body; made of cotton; under a uniform; all over the world with jeans; generally, very cheap</p> <p>Answers (to Activity 5)</p> <p>1 No; 2 Yes; 3 No; 4 Yes</p> <p>Differentiation activities (Support):</p> <p>1. Read out the text of the audio a little more slowly than normal and pause at the end of sentences. Do this sentence by sentence and ask which questions they can answer at the end of each sentence.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to work in pairs after listening to the audio, and, using their answers from Activity 5 and the expressions from Activity 4, they try to remember the text of the audio.</p>
<p>Workbook page 30</p>	<p>Workbook: Activity 4</p> <p>1. Do Activity 4 in the Workbook.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Ask learners to check their answers in pairs. Then ask different learners to say one answer each. The rest of the class listens to see if they agree.</p> <p>Answers</p> <p>1 shape; 2 world; 3 uniforms; 4 cotton; 5 sleeves; 6 shirt</p>
	<p>Differentiation activities (Support):</p> <p>1. Before doing the Activity, check everyone understands the meaning of the missing words. Ask volunteers to explain the meanings.</p> <p>2. Read the text aloud to the group. For each gap, offer two alternatives - the correct word, and one wrong word. Learners put their hands up when they think they know the answer.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Learners close their books and in pairs try to remember the text about T-shirts.</p> <p>2. Ask learners to work individually. Each person thinks of another item of clothing and writes two sentences with key words missing for their partner to find.</p>
<p>Workbook page 30</p>	<p>Workbook: Activity 5</p> <p>1. Do Activity 5 in the workbook.</p> <p>2. Pairs check their answers.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Ask pairs to raise their hands when they agree they have the same answer. Ask pairs to volunteer answers. The rest of the class listens to see if they agree.</p> <p>Answers:</p> <p>1 short; 2 worn; 3 expensive; 4 clothing; 5 jeans</p>

Coursebook page 29	Speaking and Writing: Activity 6 1. Ask learners to read the email extract in Activity 6 in the Coursebook. 2. Write on the board suggestions for traditional items of clothing they could write about. 3. Ask if there are words or expressions they want to use but don't know in English. Write the English expressions on the board. 4. Ask learners to work in pairs to do Activity 6. EXTENSION
Coursebook page 29	Speaking and Writing: Activity 7 1. Learners complete Activity 7 either in class individually or as homework. EXTENSION
Workbook page 30	Workbook: Activity 6 1. Ask learners to work in pairs to unscramble the questions in Activity 6 in the Workbook. 2. Pairs check their answers. DESIRABLE Feedback Ask pairs to raise their hands when they agree they have the same answer. Ask pairs to volunteer answers. The rest of the class listens to see if they agree. Answers: 1 What are you wearing today? 2 Do you like designer clothes? 3 Do you ever wear jeans? 4 Do you have a favourite item of clothing? 5 Do you wear traditional clothing from your country? 6 What do you wear as protection from the sun?
Resources	Plenary
Workbook page 30	1. In pairs, learners do Activity 7 in the Workbook.

UNIT 3 LESSON 3 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 30	<ol style="list-style-type: none"> Write ‘follower of fashion’ on the board and elicit the meaning from learners. Explain that ‘fashion’ is a style that is popular at a particular time, especially in clothes and accessories. A ‘follower of fashion’ is someone who is very interested in the latest trends. If necessary, explain that we can use ‘follow’ to describe being interested in something, for example: <i>He follows the local football team.</i> Learners work in pairs to discuss the Starter questions. <p>Feedback</p> <p>Have a feedback session with the class. Find out what the learners usually buy when they go shopping, and what they wear when they go out with friends.</p>
Resources	Main activity
Coursebook page 30	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Explain that learners will read about two people’s views on clothes and fashion. Ask the learners to think about which person’s views are closest to their own. Go through the information in the <i>Reading strategy</i> box and encourage learners to make a note of any difficult vocabulary the first time they read the text. Learners read the text. <p>CORE</p> <p>Feedback</p> <p>Deal with any initial questions or issues related to vocabulary. Ask the class for a show of hands: Who do they think is a ‘follower of fashion’, Amani or Will? Find out how many of the learners identify with either Amani or Will’s views.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Pre-teach some key vocabulary, for example: <i>window-shopping, bracelet, necklace, tracksuit bottoms, trainers.</i> Read through the text as a whole class.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Set a time limit for learners to re-read the text, for example: two minutes. Alternatively, have the learners work in pairs. Each reads one part of the text and summarises it to their partner.
Coursebook page 30	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> Make sure that learners understand that the answer to each question is either ‘Amani’ or ‘Will’. Learners re-read the text. Learners discuss the questions in pairs. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs. Go round the class, encouraging a spokesperson from each pair to answer the questions.</p> <p>Answers</p> <p>1 Amani; 2 Will; 3 Amani; 4 Amani; 5 Will; 6 Will</p>

	<p>Differentiation activities (Support):</p> <p>1. Go through the first question with the whole class, and point out that ‘enjoy’ is similar to ‘love’. Draw learners’ attention to the first line of Amani’s text: ‘I love shopping ...’. Therefore, ‘Amani’ is the correct answer to 1.</p> <p>Differentiation activities (Stretch):</p> <p>1. After the learners have decided on the answers to the questions, have them write a short paragraph explaining why Will and Amani’s views are similar and different to their own.</p>
<p>Coursebook page 30</p>	<p>Speaking: Activity 3</p> <p>1. Ask learners to work in pairs to identify the items in the pictures then match them to either Amani or Will.</p> <p>2. Learners then discuss the bullet pointed questions in pairs.</p> <p>3. Go around monitoring, giving help where necessary.</p> <p>CORE</p> <p>Feedback</p> <p>1. Learners put up their hands and call out the answers to the first part of Activity 3 (identifying the items and matching them to the correct person).</p> <p>2. Write Will and Amani on the board and write the items under the correct person’s name. Ask learners to stand up if they are more like Amani, and to remain sitting and raise their hands if they are more like Will.</p> <p>3. Ask learners if any of them have a messy room. Ask if they can describe it to the class.</p> <p>Answers</p> <p>1 necklace – Amani; 2 trainers – Will; 3 T-shirt – Will; 4 tracksuit bottoms – Will; 5 bracelet – Amani.</p>
<p>Workbook page 31</p>	<p>Workbook: Activity 1</p> <p>1. Learners work individually to complete the quiz.</p> <p>2. Learners check their scores and read the Analysis box.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Have a feedback session with the class. Ask for a show of hands to find out how many of the learners are in each of the three groups (8-12, 13-19, 20-24). Find out who is the class’ number one ‘follower of fashion’, for example: the learner with the highest score in the quiz.</p>
<p>Resources</p>	<p>Plenary</p>
	<p>1. Have learners close their books. Play an anagram game to round off the lesson, using words from the reading text:</p> <p>1 eansj (jeans)</p> <p>2 ppsohgni (shopping)</p> <p>3 caleenck (necklace)</p> <p>4 rkctiusta (tracksuit)</p> <p>5 sratiner (trainers)</p> <p>Write these on the board and give the learners a few minutes to guess the correct answers.</p>

UNIT 3 LESSON 4 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Make sure that learners' books are closed. Write these scrambled phrases on the board:</p> <p><i>for / shopping / I / clothes / love</i> <i>a / on / I / put / bracelet</i> <i>I / dressing / love / up</i></p> <p>2. Learners work in small groups to unscramble the phrases. The first group to unscramble all of the phrases is the winner.</p> <p>3. Elicit the correct answers from the winning group (note that the third phrase has two possible answers): <i>I love shopping for clothes, I put on a bracelet (OR: I put a bracelet on), I love dressing up.</i></p>
	<p>Main activity</p>
<p>Coursebook page 31</p>	<p>Use of English: Phrasal verbs</p> <ol style="list-style-type: none"> 1. Draw the learners' attention to the <i>Use of English</i> box. Go through the first sentence with the class and elicit any other examples of common phrasal verbs, for example, <i>look for, stand up, take out</i>. Explain that a phrasal verb uses a verb (for example, <i>sit</i>) and a preposition (for example, <i>down</i>). 2. Draw learners' attention back to the phrases they unscrambled in the Starter activity and explain that each one includes a phrasal verb. Have the learners identify each phrasal verb (<i>shop for, put on, hang up, dress up</i>). 3. Learners work individually to look again at the reading text on page 43 and find any more phrasal verbs (<i>try on, put away, go out, take off</i>). 4. With the class, go through the rest of the information in the <i>Use of English</i> box. 5. Learners re-read the text and identify examples of a phrasal verb that is separated by a pronoun (<i>When I get something new I put it on as soon as I get home and I put on a bracelet ..., I hang them up ..., I take them off ...</i>). Emphasise the importance of separating phrasal verbs like these when the object is a pronoun. <p>CORE</p> <p>Feedback</p> <p>Invite learners to offer answers after they have looked again at the unscrambled sentences and the reading text on page 43. Deal with any questions or issues, and refer to the reading text for examples of phrasal verbs in use.</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Point out all of the examples of phrasal verbs in the reading text, rather than having the learners find them. 2. Provide the learners with further example sentences using each of the phrasal verbs, for example, <i>I shop for food at the supermarket.</i> <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. After the learners have found all of the examples of phrasal verbs in the reading text, encourage them to make sentences of their own using the same phrasal verbs.

<p>Coursebook page 31</p>	<p>Use of English: Activity 4</p> <p>1. Learners complete the questions with the words in the box. 2. Learners compare their answers with a partner.</p> <p>CORE</p> <p>Feedback Elicit the correct answers from the pairs.</p> <p>Answers</p> <p>1 for; 2 on; 3 up; 4 on; 5 off; away; up</p> <p>Differentiation activities (Support):</p> <p>1. Allow learners to look back at the reading text to help them identify the correct phrasal verbs to complete the questions.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to choose two of the phrasal verbs to make different questions to ask each other.</p>
<p>Workbook page 32</p>	<p>Workbook: Activity 2</p> <p>1. Go through the instructions and the example answer with the class. Elicit the verb (<i>put</i>) and preposition (<i>away</i>) in the example answer. 2. Learners work individually to complete the sentences with the correct phrasal verbs.</p> <p>DESIRABLE</p> <p>Feedback Have learners take it in turns to read the correct full sentences.</p> <p>Answers</p> <p>1 put ... away; 2 put ... on; 3 try ... on; 4 dress up; 5 take ... off; 6 put on</p> <p>Differentiation activities (Support):</p> <p>1. Write the missing words (verbs and prepositions) on the board. 2. Learners complete the sentences using the words on the board.</p> <p>Differentiation activities (Stretch):</p> <p>1. Have learners write sentences of their own using each of the phrasal verbs in the activity.</p>
<p>Workbook page 32</p>	<p>Workbook: Activity 3</p> <p>3. Go through the instructions and the example answer with the class. Highlight the fact that the pronoun <i>now</i> separates the phrasal verb. 4. Learners work individually to rewrite the sentences, replacing the underlined words with the pronouns in brackets.</p> <p>DESIRABLE</p> <p>Feedback Have learners take it in turns to read the correct full sentences.</p> <p>Answers</p> <p>1 I never hang them up in the evening. 2 He always puts them on in the same order. 3 She puts them away very carefully. 4 Do you want to try it on? 5 I always take them off when I get home.</p>

<p>Coursebook page 31</p>	<p>Speaking and Writing: Activity 5</p> <ol style="list-style-type: none"> 1. Go through the instructions with the class. Draw learners' attention to the <i>Speaking tip</i>, and encourage them to use full answers. 2. Learners work in pairs to ask and answer the questions. 3. Go round monitoring, and check that learners are completing the table in the Coursebook. Encourage them to write short sentences, rather than just <i>Yes</i> and <i>No</i>. <p>Feedback</p> <p>Have a feedback session with the class. Elicit some possible answers for Will, for example:</p> <p>Possible Answers</p> <ol style="list-style-type: none"> 1 No, I'm not interested in fashion. 2 Sometimes, just to check they fit. 3 Yes, I usually wear my favourite tracksuit bottoms at home! 4 No, I just throw them on the floor. 5 Not really. My mum always tells me to tidy my room. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Go through some possible answers with the whole class, before learners ask and answer the questions in pairs. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Make sure that learners write full sentences when they complete the table.
<p>Coursebook page 31</p>	<p>Speaking and Writing: Activity 6</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the reading text on page 43 and explain that they are going to write a similar paragraph about their own views on clothes and fashion. Point out that they can use the information in the table to help them. Encourage learners to incorporate the phrasal verbs from this lesson in their paragraphs. 2. Learners write a paragraph. 3. Learners compare their paragraphs with their partners'. <p>Feedback</p> <p>Elicit feedback from the pairs. Do the learners think that their partners described their views on clothes and fashion in full? How similar were the partners' paragraphs?</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Write the following phrasal verbs from the lesson on the board (or choose a few examples from the list): <i>shop for, try on, dress up, put on, take off, hang up, put away, get up, look at, sit down, go out.</i> 2. Mime one of the phrasal verbs to the class and ask them to guess which verb you are miming. 3. Ask learners to form small groups. 4. Each person in the group takes a turn at miming a phrasal verb from the list. The other members of the group have to guess the phrasal verb. 5. Circulate and monitor. The person miming is not allowed to say anything.

UNIT 3 LESSON 5 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 32	<ol style="list-style-type: none"> 1. Write ‘status symbol’ on the board, and elicit or explain its meaning (a thing that people want to have because they think other people will admire them if they have it). 2. Have the learners suggest some examples. For example, an expensive watch, a fashionable handbag, branded goods, a sports car. 3. Explain that jewellery and accessories can be used as status symbols. Elicit examples of each. 4. Have the learners open their Coursebooks at page 45, and read through the title and starter questions with the class. 5. Learners work in small groups to discuss the questions. 6. Have a feedback session with the class. Find out about the learners’ favourite colours and clothes.
Resources	Main activity
Coursebook page 32	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Have learners close their books and ask them the questions: <i>What do you know about the ancient Egyptians? What clothes did they wear? What kind of accessories did they have?</i> 2. Listen to, but do not comment on, the learners’ suggestions. If necessary, locate Egypt on a map, and allow learners to look at the pictures (but not the text) on page 45. 3. Explain that learners will read a text to find out if their suggestions were accurate. 4. Go through the information in the <i>Reading strategy</i> box and tell them not to worry if they do not understand everything at first, they will have more opportunities to read the text later in the lesson. The important thing this time is to get a general understanding of the information. 5. Learners re-open their books and read the text quickly to check if any of their suggestions were accurate. <p>CORE</p> <p>Feedback</p> <p>When learners have finished reading the text, have them close their books and discuss as a class what they can remember. Were any of their initial suggestions mentioned in the text?</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pre-teach some of the more difficult vocabulary, for example, <i>symbol, symbolise, symbolic</i>. 2. Read the text together as a class. Ask learners to tell you any new vocabulary they don’t know and help them work out the meaning. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Give learners a two-minute time limit to read the text.

<p>Coursebook page 32</p>	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the instructions and the example answer with the class. 2. Explain that learners will have a short time to look at the text again to find the words they are looking for. 3. Set a time limit according to the learners' abilities (see Differentiation activities below). 4. Learners scan the text for the words. 5. Learners compare their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs.</p> <p>Answers</p> <p>footwear: sandals clothing: skirts; dresses jewellery: bracelets; rings; earrings; necklaces accessories: belt; decorated buttons</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow plenty of time for learners to read the text and locate the words they need to complete the task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Set a strict time limit, for example, one minute. Learners must scan the text, rather than read it all, in order to find the words they need to complete the task in the allotted time.
<p>Coursebook page 32</p>	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Learners re-read the text and decide if the statements are true or false. 2. Learners compare their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs.</p> <p>Answers:</p> <p>1 True; 2 False; 3 True; 4 False; 5 True; 6 False; 7 True; 8 False</p>
<p>Workbook page 33</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the instructions with the class. 2. Learners complete the crossword. <p>EXTENSION</p> <p>Feedback</p> <p>Go through each clue and ask for volunteers to provide the answers.</p> <p>Answers:</p> <p>1 black; 2 belt; 3 bracelet; 4 green; 5 necklace; 6 earrings; 7 ring; 8 wig; 9 status</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to refer back to the text on page 45 of the Coursebook while completing the crossword.

	Differentiation activities (Stretch): 1. Make sure that learners do not refer back to page 45 while completing the crossword.
Resources	Plenary
	1. Ask what learners know about the historic use of accessories and jewellery in the UAE. Give them some examples. 2. Ask learners to draw a picture of one of the traditional items of clothing/ accessory/piece of jewellery (or whatever you consider to be appropriate for the class) that you have talked about.

UNIT 3 LESSON 6 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Make sure learners' books are closed. Recap on the topic of the reading text in the previous lesson (use of accessories and jewellery in ancient Egypt). Elicit examples of accessories and items of jewellery that were mentioned in the text. 2. Learners work in small groups to brainstorm as many more kinds of accessories and items of jewellery that they can think of. 3. Have a feedback session with the class. Find out which group came up with the most ideas.
Resources	Main activity
Workbook page 33	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners add the missing letters to complete the words, and then decide if each one is an accessory or an item of jewellery. 2. Learners compare their answers with a partner. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs.</p> <p>Answers</p> <p>1 sunglasses - A; 2 belt - A; 3 bracelet - J; 4 ring - J; 5 watch - A; 6 tie - A</p>
Coursebook page 33 Audio Track 13	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the photo of Karl. Elicit suggestions for the kinds of accessories the learners think he may have. 2. Play the audio. Learners write down the accessories that Karl mentions. <p>CORE</p> <p>Feedback</p> <p>Elicit the words from the class.</p> <p>Answers</p> <p>Accessories: sunglasses; watch; tie; belt</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. After listening the first time, learners compare their answers in pairs. 2. Play the audio a second time for learners to check, before you elicit the correct answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have the learners close their books while they listen, and tell them that they must remember the items, without writing them down.
Coursebook page 33	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Go through the sentences with the class and tell the learners to listen out for the missing words. 2. Play the audio. Learners complete the sentences while they listen. <p>CORE</p> <p>Feedback</p> <p>Ask for volunteers to read the correct sentences aloud.</p> <p>Answers</p> <p>1 love; 2 take; 3 special; 4 important; 5 interested</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Stop and start the audio after each of the sentences. Give learners time to think about what they have heard, and to complete the sentences. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have the learners attempt to complete the sentences from memory, i.e. before they listen to the audio a second time. 2. Play the audio for learners to check whether they remembered the sentences correctly.
<p>Workbook page 33</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 3. Learners complete the sentences with the words in the box. 4. Learners compare their answers with a partner. <p>EXTENSION</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs.</p> <p>Answers:</p> <p>1 wear; 2 jewellery; 3 wore; 4 accessories</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to refer to page 33 of the Coursebook while they complete this task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 2. Make sure that learners' Coursebooks are closed when they complete this task.
<p>Coursebook page 33</p>	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Learners work in pairs to ask and answer the questions. 2. Go round monitoring, giving help where necessary. <p>CORE</p> <p>Feedback</p> <p>Learners report back to the class.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Draw learners' attention back to the idea of <i>accessories as status symbols</i>. 2. Divide the class into two groups. Each group has to brainstorm examples of status symbols in ancient Egypt (for example, the jewellery they wore) and in the UAE in the present day. They must make a list. 3. Set a time limit and at the end, ask the groups to swap lists, count which group has the most and decide if any items on the list are not good examples.

UNIT 3 LESSON 7 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 34	<ol style="list-style-type: none"> Elicit some common items of clothing and accessories in the UAE (kandura, guthra, abaya etc.) Find out if the learners can tell you which materials they are made of (for example: cotton or wool, etc.). Have the learners open their Coursebook to page 34 and go through the title ‘What’s it made of?’ and the starter questions with the class. Learners work in small groups to discuss the starter questions. Have a feedback session with the whole class. Find out about the learners’ favourite items of clothing, and the kinds of materials they prefer.
Resources	Main activity
Coursebook page 34	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> Go through the words in the Vocabulary box, the instructions and answer choices, and the example answer with the class. Learners work individually to complete the sentences. Learners compare their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs. At this point, it may be beneficial to go through the information in the <i>Language tip</i> box (also see Common misconceptions, above). Deal with any questions or issues, and elicit, or provide, other examples of made of and made from, for example, the table is made of wood. / Paper is made from wood.</p> <div style="background-color: #e0e0e0; padding: 5px; margin: 10px 0;">Answers</div> <ol style="list-style-type: none"> silk/silk linen cotton/cotton wool leather plastic gold and silver
Coursebook page 34	<p>Use of English: Present passive</p> <ol style="list-style-type: none"> Go through the first instruction and the two example sentences with the class. Elicit answers to the question <i>How do we make the present passive?</i> (verb <i>be</i> plus past participle). Check that all learners understand why we use present passive (when the action is more important than who does it). Go through the information about modals (<i>can, should, must</i>). <p>CORE</p> <p>Feedback</p> <p>Have the learners volunteer answers to your questions, and encourage them to suggest further example sentences using the present passive.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Point out the examples of the present passive in the previous activity’s sentences, and highlight the form (verb <i>be</i> plus past participle).

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners work in pairs to look back at the previous activity and underline instances of the present passive.
<p>Workbook page 34</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Go through the instructions and the example answer with the class. Explain that each of these sentences uses the present passive. Learners work individually to re-order the words to make present passive sentences. <p>DESIRABLE</p> <p>Feedback</p> <p>Go through the correct answers with the class.</p> <p>Answers</p> <ol style="list-style-type: none"> Gold is found in rocks in the ground. Plastic is made from oil. Linen is made from flax. Diamonds are formed at high temperatures. T-shirts are usually made of cotton. Kimonos are worn on special occasions. Silk is produced by silk worms. Wool is used to make warm clothes. A mobile phone can be used as a torch.
<p>Coursebook page 34</p>	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> Go through the instructions and the example answer with the class. Point out that the verb they need to use is provided in brackets at the end of the sentence. Learners work individually to complete the sentences. Learners compare their sentences with a partner. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs.</p> <p>Answers</p> <p>1 are made; 2 is made; 3 are formed; 4 can be made; 5 should not be worn; 6 must not be used; 7 is played</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Go through each sentence with the class, and elicit the correct answers. Make sure that all learners have a grasp of when to use singular and plural forms of verb <i>be</i>. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Have the learners write further sentences using the present passive, for example, they could write about their own favourite items of clothing.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> Recap the lesson's key words and structures with a quick language challenge. Have the learners close their books. Say a word from the lesson, for example, <i>plastic</i>, and point to a learner. The learner must make a sentence using <i>plastic</i> and the present passive, for example, <i>plastic is made from oil</i>. The learner then says another word from the lesson and chooses someone to make the sentence, and so on.

UNIT 3 LESSON 8 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Begin the lesson with a recap of the language covered in the previous lesson. Write these incomplete sentences on the board:</p> <p><i>Plastic</i> _____ <i>from oil.</i></p> <p><i>Wigs</i> _____ <i>of hair.</i></p> <p><i>Kimonos</i> _____ <i>in Japan.</i></p> <p>2. Learners work in small groups to complete the sentences.</p> <p>3. Elicit the correct answers from the groups (<i>is made, are made, are worn</i>), and have them tell you the name of the structure (present passive) and why we use it (to describe an action when we don't know, or it isn't important, who does the action).</p>
Resources	Main activity
<p>Workbook page 35</p>	<p>Activity 1</p> <p>1. Go through the signs with the class. Focus on the example answer and elicit where you might see this sign (in a hotel).</p> <p>2. Learners work individually to complete the signs.</p> <p>3. Learners compare their signs with a partner.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Ask for suggestions from the pairs, and discuss where learners might expect to see each sign.</p> <p>Answers</p> <p>1 is served (in a hotel)</p> <p>2 are spoken (in a language school)</p> <p>3 can't be bought (at a train station)</p> <p>4 are asked (in a hotel)</p> <p>5 is made (in a restaurant)</p> <p>6 are written (in a school)</p> <p>Differentiation activities (Support):</p> <p>1. Do this as a class activity. Go through each sign and elicit suggestions from the class.</p> <p>Differentiation activities (Stretch):</p> <p>1. Have the learners make signs of their own, for example, signs in their school.</p>
<p>Coursebook page 35</p>	<p>Reading: Activity 1</p> <p>1. Draw learners' attention to the picture of Sami people. Ask volunteers to describe what they can see in the picture, and find out if anyone can guess which part of the world these people live in (northern Europe).</p> <p>2. Learners read the text and work in pairs to discuss the questions.</p> <p>CORE</p> <p>Feedback</p> <p>Have learners close their books. Elicit the correct answers from the pairs, and have a brief class discussion. What else can they remember about kolts? (They are colourful, men's kolts are shorter than women's.) Why do the Sami people make clothes with animal skin and wool? (They need to be warm.)</p>

	<p>Answers</p> <p>1 (They are worn in) northern Sweden, Norway and Finland. 2 (They are made of) animal skin and wool. 3 (They are worn by) men and woman.</p> <p>Differentiation activities (Support):</p> <p>1. Allow learners to have their books open when you go through the answers. Highlight the sentences in the text that lead to the questions' answers.</p> <p>Differentiation activities (Stretch):</p> <p>1. Have learners work individually to write full answers to the questions. Make sure they use the present passive in their answers.</p>
<p>Coursebook page 35 Audio Track 11</p>	<p>Speaking and Listening: Activity 2</p> <p>1. Go through the information in the quick quiz box, and emphasise that <i>kilts</i> are not the same as <i>kolts</i>. 2. Have two confident speakers read the example exchange in front of the class. 3. Learners work in pairs to ask the questions in the quiz, and to try and guess the answers. 4. Go round monitoring, but don't give any answers at this stage. 5. After all of the pairs have gone through the quiz, have a feedback session and find out who knew the most about the items of clothing. 6. Play the audio for learners to check their answers.</p> <p>CORE</p> <p>Feedback</p> <p>After you have played the audio, find out if any of the pairs got all of the questions correct.</p> <p>Answers</p> <p>Kimonos: Japan; silk; men; women and children Saris: India; Bangladesh; Sri Lanka; Nepal; Malaysia; Singapore; silk or cotton; women Lederhosen: Austria; Bavaria in Germany; Northern Italy; leather; men and boys Kilts: Scotland; wool; men and boys</p>
<p>Coursebook page 35</p>	<p>Writing: Activity 3</p> <p>1. Go through the information in the Writing tip box, and the instructions with the class. Explain that they can choose any item of clothing that people wear in the UAE. 2. Learners work individually to write a paragraph. 3. Learners share their paragraphs with a partner.</p> <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class. Which UAE items of clothing did the learners choose to write about? Elicit some example sentences from the paragraphs.</p> <p>Differentiation activities (Support):</p> <p>1. Encourage learners to use the text about kolts as a model for their paragraphs, and allow them to listen again to the audio if necessary.</p> <p>Differentiation activities (Stretch):</p> <p>1. Have the learners close their books and write their paragraphs from memory.</p>

Workbook page 35	<p>Activity 2</p> <ol style="list-style-type: none"> 1. Go through the information in the Study skills box. Encourage the learners to look back through the unit to find words. 2. Learners work in pairs to make word webs for clothes. 3. Pairs then join other pairs to make small groups, and compare their word webs and give each other added suggestions. <p>DESIRABLE</p> <p>Feedback</p> <p>Have a feedback session with the class. Ask a spokesperson from each group to provide examples of words they have written for each category.</p>
Resources	<p>Plenary</p>
	<ol style="list-style-type: none"> 1. Discuss the items of clothing from the lesson with the class. <i>Which of these items would they like to try on? Why? What do they think are the advantages and disadvantages of each item?</i>

UNIT 3 LESSON 9 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 36	<ol style="list-style-type: none"> 1. Cut out some adverts from UAE newspapers and magazines and put them on the walls on the classroom. (These should obviously be culturally appropriate, perhaps adverts for cars, food, houses, accessories.) 2. Encourage learners to walk around the classroom and look at the adverts. Encourage them to talk to other learners about which adverts they like the best and why. 3. Elicit some different types of advertising, for example, TV adverts, posters, magazine adverts, online advertising, and find out which ones the learners think are the most effective, and why. 4. Have the learners open their Coursebooks to page 36 and go through the title and starter question with the class. 5. Learners work in small groups to describe an advert they've seen. 6. Elicit feedback from the groups. 7. Have the learners tell the class about the adverts.
Resources	Main activity
Coursebook page 36	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the pictures on page 36, and tell the class that these are products that are being advertised. 2. Have the learners describe the products from what they can see in the pictures. 3. Explain that learners will read adverts for some of these products, and go through the instructions with the class. Emphasise that learners don't need to understand all of the vocabulary at this stage. The important thing is to recognize which product is being described. 4. Learners read the adverts and match them to three of the pictures. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the class. Then go through each advert again, giving help with any difficult vocabulary.</p> <p>Answers</p> <p>1 c; 2 f; 3 e</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Go through each advert with the whole class, and draw learners' attention to the key noun in each description: trainers, helmet, backpack. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Set a time limit for the reading task. 2. After learners have matched the adverts to the pictures, have them close their books, and repeat the basic information in the adverts using their own words.
Coursebook page 36	<p>Use of English: Adjectives</p> <ol style="list-style-type: none"> 1. Go through the information about adjectives with the class. 2. Learners re-read the text to find examples of adjectives with the endings in the box. 3. Have the learners look again at the texts to find any more adjectives.

	<p>CORE</p> <p>Feedback</p> <p>Elicit answers from the class. stylish, attractive, practical Other adjectives in the texts: right, left (shoes), state-of-the-art, outdoor.</p>
<p>Workbook page 36</p>	<p>Workbook: Activity 3</p> <p>1. Learners make adjectives from the parts of words in the two columns. 2. Learners compare their adjectives with a partner.</p> <p>CORE</p> <p>Feedback</p> <p>Go through the correct answers with the class, and elicit some nouns that could go after each of the adjectives, for example, <i>an original idea</i>.</p> <p>Answers</p> <p>1 original; 2 attractive; 3 practical; 4 useful; 5 comfortable; 6 fantastic; 7 stylish</p> <p>Differentiation activities (Support):</p> <p>1. Point out that three of these adjectives appeared in the reading texts (<i>practical, attractive and stylish</i>). 2. Allow learners to work in small groups to make the rest of the adjectives.</p> <p>Differentiation activities (Stretch):</p> <p>1. As an extension, have learners write a new sentence for each of the adjectives.</p>
<p>Workbook page 36</p>	<p>Workbook: Activity 4</p> <p>1. Learners work individually to complete the adverts by circling the correct option.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Have confident speakers read the adverts aloud. Find out what learners think about each of these products.</p> <p>Answers</p> <p>1 be worn; 2 is powered; 3 be worn; 4 is folded; 5 be put</p> <p>Differentiation activities (Support):</p> <p>1. Go through the first advert with the class. Learners then complete the second advert individually.</p> <p>Differentiation activities (Stretch):</p> <p>2. Have the learners cover the word box and try to guess the appropriate verbs.</p>
<p>Workbook page 36</p>	<p>Workbook: Activity 5</p> <p>1. Go through the watch's details with the class. Encourage learners to try and use the present passive and adjectives in their adverts. 2. Learners work individually to write an advert for the watch. 3. Learners compare their adverts with a partner.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Have a feedback session with the class. Ask confident speakers to read their adverts aloud.</p>

Resources	Plenary
	<ol style="list-style-type: none"><li data-bbox="419 199 1437 266">1. Ask the learners to think about some products (especially accessories) that they have at home. What adjectives could they use to describe them?<li data-bbox="419 277 1398 311">2. Learners work in small groups to create a short advert for a chosen product.<li data-bbox="419 322 1238 351">3. The groups 'perform' their short adverts to the rest of the class.

UNIT 3 LESSON 10 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 37	<ol style="list-style-type: none"> 1. Have the learners open their books at page 37 and ask them to take a look at the pictures. 2. Ask them to tell you about the adverts they read in the previous lesson. 3. Ask learners if they can remember which products shown in the pictures were described in the adverts. 4. Ask them what was special / good about the products products shown in the pictures. 5. Ask them to look at the products that weren't described in the adverts. 6. Elicit suggestions for what these products could be. What do the learners think is special/good about these accessories?
Resources	Main activity
Coursebook page 37 Audio Track 12	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Direct learners' attention to page 37 of the Coursebook. Explain that they will listen to three adverts. 2. Play the audio. Learners match the items to the pictures. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers, and have the learners tell you as much as they can remember about the products. Were their predictions in the Starter correct?</p> <p>Answers</p> <p>1 b; 2 d; 3 a</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to read the audioscript and play the audio a second time. Go through the answers with the class, and highlight the key nouns (<i>cap, sleeping bag, trainers</i>). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have the learners close their books while they listen. Then ask them to tell you as much as they can about the products.
Coursebook page 37	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Play the audio again. Learners work in pairs to discuss the sentences. <p>DESIRABLE</p> <p>Feedback</p> <p>Have the learners tell you the correct answers, and make sure they can explain why each statement is either true or false. Play the audio again, if necessary, and stop at the point where each answer is revealed.</p> <p>Answers</p> <p>1 False: <i>it mustn't be put in a washing machine</i></p> <p>2 True: <i>A sleeping bag that can be worn as a jacket</i></p> <p>3 False: <i>These trainers can be worn indoors and outside</i></p>

<p>Coursebook page 37</p>	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> Learners work in pairs to ask and answer questions about the products in the adverts they have just listened to. Go round monitoring, giving help where necessary. <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class. Go through each product and elicit answers to the questions from the pairs. Find out which of these products the learners think is the most appealing.</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Allow learners to look at the audioscript and to take notes before beginning this activity. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Have the learners invent/suggest more ideas for innovative accessories like these. Make sure they think about what is special about these products and when/where they could be used.
<p>Workbook page 37</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Go through the instructions and the example answer with the class. Learners work individually to re-order the words to write sentences. <p>DESIRABLE</p> <p>Feedback</p> <p>Have volunteers read each correct sentence aloud.</p> <hr/> <p>Answers</p> <ol style="list-style-type: none"> This is a state-of-the-art accessory. It can be used anywhere. It can be folded and put into a pocket. It's powered by a small battery. It's very easy to use. This sleeping bag can be worn as a jacket.
<p>Coursebook page 37</p>	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> Learners work individually to look at the picture and the captions. They write the advantages in order of importance. Go round monitoring, giving help where necessary. Encourage learners to come up with extra advantages of their own, as in the example. Learners work in pairs to compare their lists and discuss the extra advantages they came up with. <p>CORE</p> <p>Feedback</p> <p>Elicit feedback from the pairs. Ask for a show of hands to find out how many people rated each advantage as the most important. Find out some of the learners' ideas for extra advantages.</p>

Workbook page 37	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the instructions, and remind learners of the adjectives they formed in Activity 1 (<i>original, attractive</i> etc.). 2. Learners work individually to write an advert for the video helmet. 3. Learners compare their adverts with a partner. <p>CORE</p> <p>Feedback</p> <p>Have a feedback session, and ask confident speakers to share their adverts with the group.</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to use the sentences similar to those they unscrambled in the previous Workbook activity, and to include each of the advantages in the captions around the picture. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have the learners write another advert, this time for the new innovative accessory they thought about in the stretch activity to Speaking Activity 3.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Have learners think about all of the adverts they have read and listened to in the last two lessons. 2. Which advert do they think was the most convincing? 3. Can they suggest any ways to make the adverts more exciting or appealing? 4. What kind of adverts really appeal to them?

UNIT 3 LESSON 11 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 38	<ol style="list-style-type: none"> 1. Go through the title and starter questions with the class. Deal with any questions or issues related to vocabulary (see Common misconceptions above). 2. Learners work in small groups to discuss the questions. 3. Have a feedback session with the whole class.
Resources	Main activity
Coursebook page 38	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the images around the texts. Ask if anyone can tell the class what they are (a sheet of papyrus and two advertising posters). 2. Learners work in pairs to discuss the questions. Elicit suggestions from the pairs. 3. Have the learners read the text, but tell them not to worry if they don't understand everything. At this stage, they just need to check if their ideas to the questions in the instructions were correct. <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class. Find out if anyone's ideas about the history of advertising and the kinds of products that are advertised the most are correct.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Read through the text with the whole class, giving help with difficult words as you go. 2. It may be beneficial to do Workbook, page 48, Activity 3 at this stage - see below. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Set a time limit, then have learners close their books and work in pairs to summarise what they have just read.
Coursebook page 38	<p>Reading: Activity 6</p> <ol style="list-style-type: none"> 1. Go through the instructions, and emphasise that learners are looking for specific pieces of information. Go through the definition of <i>media</i> in the <i>Vocabulary</i> box. 2. Learners work individually to scan the text and complete the table. 3. Learners compare their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs.</p> <p>Answers</p> <p>Types of product: food and drink; medicine; soap; household products; soft drinks; cars</p> <p>Types of media: papyrus; newspapers; television; magazines; radio; the Internet</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Go through the text with the whole class, when you come to each product or medium, ask for a show of hands as to which category learners think it belongs to. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners attempt to complete the task before reading the text a second time to check their answers.

Workbook page 38	Workbook: Activity 3 1. Learners work individually to match the words from the text to their definitions. DESIRABLE Feedback Elicit the correct answers from the class. Answers: 1 d; 2 a; 3 e; 4 b; 5 f; 6 c
Coursebook page 38	Reading: Activity 7 1. Learners read the text and discuss the questions with a partner. CORE Feedback Have a feedback session with the class. Make sure that learners can identify the part of the text which provides the answer to each question. Answers 1 a, 2 b, 3 a, 4 b Differentiation activities (Support): 1. With the whole class, go through each question and encourage the learners to scan the text for its answer. 2. Elicit the answer, then move on to the next question. Differentiation activities (Stretch): 1. Have learners work individually to read the text and write their answers in complete sentences.
Workbook page 38	Workbook: Activity 4 1. Learners choose options (a, b or c) to complete the sentences. EXTENSION Feedback Elicit the correct answers from the class, make sure learners read aloud the whole sentences. Answers 1 b; 2 a; 3 c; 4 a; 5 b
Resources	Plenary 1. Find out if the learners know anything about the history of advertising in the UAE. 2. What types of media are traditionally the most popular with advertisers? 3. Nowadays, what types of companies are the biggest advertisers in the UAE?

UNIT 3 LESSON 12 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell learners about the last time you went shopping. Tell them what you bought and why you chose it. 2. Ask learners to talk to the person next to them about the same topic. 3. Tell them to ask their partner: <i>When did you last go shopping? What did you buy? Why did you choose it?</i>
Resources	Main activity
<p>Coursebook page 39 Audio Track 13</p>	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the two photos. 2. Ask the learners to imagine Kelly's answers to the same questions you discussed in the Starter. Elicit suggestions from the class. 3. Play the audio. Learners listen, and then discuss the question with a partner. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answer from the class. Find out what else learners can remember about what Kelly said.</p> <p>Answer</p> <p>Kelly mentions magazine adverts.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write a list of different kinds of advertising on the board (for example, television advert, radio advert, magazine advert, online advert). 2. Play the audio, and have learners identify which one Kelly mentions. 3. Play the audio again for learners to check their answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Play the audio, and have learners work in pairs to recount as much information as they can. 2. Learners write short summaries of the information they can remember from the audio.
<p>Coursebook page 39</p>	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Play the audio. Learners work individually to decide if the sentences are true or false. 2. Learners compare their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Elicit feedback from the pairs, and make sure they can give the true information for each false sentence. Play the audio again, if necessary, to confirm their answers.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 True 2 False: she spends more time looking at the adverts than reading the articles 3 False: she doesn't have a lot of money to spend on new clothes and accessories 4 True 5 False: she says you shouldn't spend too much money on things you don't need

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to read the audioscript while listening to the audio. 2. Learners work in small groups to read the sentences and decide if they are true or false. 3. With the whole group, play the audio again, stopping at each relevant point. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners attempt to answer the questions before listening to the audio a second time to check their answers.
<p>Workbook page 39</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners join the phrases to make complete sentences. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit the correct answers, and each time encourage the learners to read the whole sentence aloud. Explain that these sentences can be joined to make a short speech (as with Kelly in the audio). Have a confident speaker read the combined sentences aloud, and then discuss with the class whether they are similar to this person or not.</p> <p>Answers</p> <p>1 d; 2 c; 3 b; 4 a; 5 e</p>
<p>Coursebook page 39</p>	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Learners read the questions and spend a few minutes thinking about their answers. 2. Learners work in pairs to ask and answer the questions. 3. Go round monitoring, giving help where necessary. <p>CORE</p> <p>Feedback</p> <p>Elicit feedback from the pairs. Have a spokesperson from each pair summarise their discussion for the rest of the group.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Do this as a class activity, and give your own responses to the questions as a model for the learners to follow. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Set a time limit on the pairs' discussions. 2. In the feedback, have each learner summarise their partner's responses. Make sure they form whole sentences.
<p>Workbook page 39</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners work individually to write a paragraph, summarising their responses to the questions in Activity 3 on page 53 of the Coursebook. 2. Learners compare their paragraphs with a partner, who checks for any obvious mistakes. Make sure the pairs are different from the previous activity. <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class, and ask learners to comment on their partner's responses. Were they similar to their own? Why? Why not?</p>

Resources	Plenary
Board	<ol style="list-style-type: none">1. Write the following on the board: <i>A Because the price is right.</i> <i>B Because my friend has one.</i> <i>C Because it is the latest model.</i> <i>D Because it looks good.</i>2. Explain any difficult words.3. Ask learners to imagine they are buying a tablet or laptop. Ask them to think about which of the reasons on the board is the most important to them.4. Tell them to go around the class and find someone who has chosen the same reason A/B/C/D as them. Tell them to find other learners who agree with their point of view and tell them to stand together.5. Eventually the class will be standing in groups according to which reason is the most important.6. Ask a volunteer to count the learners in each group and number the reasons on the board accordingly (<i>1 = the biggest group, etc.</i>).7. Briefly ask if learners were surprised by the results. Ask them why/why not?

UNIT 4 LESSON 1 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 41	<ol style="list-style-type: none"> 1. Write <i>adventure</i> on the board and elicit its meaning (an exciting, and possibly dangerous, activity). 2. Go through the starter question with the class and direct learners' attention to the map next to the text. 3. Learners work in their groups to discuss the question. 4. Elicit feedback from the groups and find out what the class knows about New Zealand (if necessary, use a map or globe). 5. Learners read the <i>Did you know?</i> box to see if the information supports anything they suggested in their answer to the starter question. <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class. What did the box tell them about New Zealand? Discuss the last question in the box with the class.</p>
Resources	Main activity
Coursebook page 41	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners if they know the meaning of the word 'hiking'. Explain that hiking is an activity where people walk long distances on foot and they do it for pleasure. 2. Go through the instructions, and highlight the two islands in the map. 3. Emphasise that learners shouldn't worry if they don't understand all of the words; they are reading to find the answers to the questions in the instructions. 4. Learners read the text and discuss the questions in pairs. <p>CORE</p> <p>Feedback</p> <p>Elicit the answers from the pairs. Then elicit the purpose of the text (to advertise New Zealand to potential tourists).</p> <p>Answers</p> <p>The information is mainly about the South Island.</p> <p>The North Island has more inhabitants than South Island, but people can find more attractive activities on the South Island and there are lots of places to explore.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Read through the text with the whole class. Then ask for a show of hands as to which island is mainly discussed. 2. Learners work in small groups to read the text again and identify ways the two islands are different. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. After reading the text, learners close their books and work in pairs to discuss the questions and summarise the information in the text. 2. Have a class competition. With books closed, learners write down as many activities from the text as they can remember. 3. Find out who has the most activities.

Workbook page 40	<p>Workbook: Activity 1</p> <p>1. Learners choose the correct options to complete the sentences. 2. Learners compare their answers in pairs.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers and have the learners point out the parts of the texts on page 58 of the Coursebook where the correct answers can be found.</p> <p>Answers</p> <p>1 before; 2 white; 3 Europeans; 4 North; 5 all; 6 some</p> <p>Differentiation activities (Support):</p> <p>1. Learners complete the task while looking at page 58 of the Coursebook.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners complete the task with their Coursebooks closed. They then re-read the Coursebook texts to check their answers.</p>
Workbook page 40	<p>Workbook: Activity 2</p> <p>1. Learners match the places to the information.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Go through the correct answers with the class.</p> <p>Answers</p> <p>1 d; 2 e; 3 b; 4 a; 5 c</p> <p>Differentiation activities (Support):</p> <p>1. Learners complete the task while looking at page 58 of the Coursebook.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners complete the task with their Coursebooks closed. They then re-read the Coursebook texts to check their answers.</p>
Resources	<p>Plenary</p> <p>1. Have a class discussion about what the learners can remember from the text: why does New Zealand ‘have it all’? (It is full of places to explore; you can do lots of different outdoor activities.)</p> <p>2. Find out if the learners would like to visit New Zealand. If so, what would they like to do there?</p>

UNIT 4 LESSON 2 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> Find out what learners can remember about the text they read in the previous lesson: what can they do in New Zealand? Elicit some examples of the outdoor pursuits that were mentioned in the text. Find out what, if anything, the learners know about them.
Resources	Main activity
Workbook page 41	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Go through the instructions and the example answer with the class. Learners work in pairs to complete the missing letters to make names of outdoor pursuits. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs.</p> <p>Answers</p> <p>1 hiking; 2 sailing; 3 fishing; 4 swimming; 5 mountain biking; 6 kayaking; 7 water skiing</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Allow learners to refer to the reading text on page 58 of the Coursebook while completing this activity. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Make sure learners' coursebooks are closed during this activity. Learners refer back to page 58 of the Coursebook to check their answers.
Coursebook page 42 Audio Track 14	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> Go through the instructions and the information in the <i>Listening strategy</i> box. Elicit what is meant by <i>attitude</i> in this context (the way that Alana and her mum feel, and how those feelings come through in the things they say and the way they speak, i.e. their tone of voice). Play the audio. Learners work in pairs to discuss the answers to the questions. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs.</p> <p>Answers</p> <p>Alana thinks the outdoor pursuits sound exciting; her mum doesn't agree, she isn't enthusiastic.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Play the audio once and elicit any suggestions for answers to the questions. Play the audio a second time, and allow learners to read the audioscript while they listen. Go through the audioscript with the class and have them identify moments that illustrate Alana and her mum's attitudes.

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners listen to the audio and then discuss the questions in small groups. The groups report back to the class and identify the moments in the conversation that illustrate Alana and her mum's attitudes.
<p>Coursebook page 42 Audio Track 14</p>	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> Play the audio. Learners match the activities to the pictures. Learners work in pairs to compare their answers. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs. Go through each activity for pronunciation and have the learners tell you what they can remember about them from the audio.</p> <p>Answers</p> <p>1 f; 2 a; 3 b; 4 c; 5 e; 6 d</p>
<p>Coursebook page 42 Audio Track 14</p>	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> Go through the instructions and the example answer. Elicit the types of word(s) that are missing in each sentence (verbs and phrasal verbs). Learners work individually to complete the sentences and then compare their answers in pairs. Learners work in pairs to match the sentences to the activities. Play the audio. Learners check their answers. <p>CORE</p> <p>Feedback</p> <p>Find out from the pairs if they completed all of the sentences correctly before listening to the audio. Go through the information and examples in the <i>Language tip</i>.</p> <p>Answers</p> <p>1 roll; 2 jump off; 3 jump off; 4 go down; 5 jump out; 6 jump off</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Write the missing words on the board (<i>go down, jump off (x2), jump out, roll</i>) Learners listen to the audio and complete the sentences while they listen. Learners read the audioscript to check their answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners work individually to write sentences explaining each of the activities in Activity 3. Learners complete the sentences in Activity 4 and compare them to their own sentences. Elicit feedback from the learners. Did they remember the key information about each activity?

Coursebook page 42	<p>Listening: Activity 5</p> <p>1. Learners write the names of the outdoor pursuits for the definitions in Activity 4.</p> <p>CORE</p> <p>Feedback</p> <p>Go through the correct answers with the class.</p> <p>Answers</p> <p>1 zorbing; 2 bungee jumping; 3 paragliding; 4 white-water rafting; 5 sky diving; 6 canyoning</p>
Workbook page 41	<p>Workbook: Activity 4</p> <p>1. Learners work individually to match the halves and make sentences.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Have learners take it in turns to read out the correct full sentences.</p> <p>Answers</p> <p>1 c; 2 f; 3 b; 4 d; 5 a; 6 e</p> <p>Differentiation activities (Support):</p> <p>1. Allow learners to refer to Coursebook page 59 while completing this task.</p> <p>Differentiation activities (Stretch):</p> <p>1. Make sure learners' Coursebooks are closed during this task.</p>
Resources	<p>Plenary</p> <p>1. Discuss the outdoor pursuits from this lesson with the class. Would they like to try any of these pursuits? Why? Why not?</p> <p>2. Find out if activities like these connect with the learners' feelings about <i>adventure</i>. Do they think these activities are exciting or dangerous or both?</p>

UNIT 4 LESSON 3 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 43	<ol style="list-style-type: none">1. Briefly discuss some outdoor activities that are popular in the UAE, for example, falconry, traditional boat racing, camel racing, etc. What do the learners think about these pursuits? Would they like to try them?2. Learners work in small groups to discuss the starter questions.3. Elicit feedback from the groups. Which are the most popular outdoor activities among the class?
Resources	Main activity
Coursebook page 43	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none">1. Draw learners' attention to the four photos and have the learners describe what they can see in each one.2. Learners work in pairs to match the photos to the activities. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs. Find out what the learners know about these activities.</p> <p>Answers</p> <p>1 skateboarding; 2 falconry; 3 hiking; 4 snorkelling</p>
Workbook page 42	<p>Workbook: Activity 1</p> <ol style="list-style-type: none">1. Learners complete the task individually.2. Learners work in pairs to compare their answers. <p>DESIRABLE</p> <p>Feedback</p> <p>Go through the correct answers with the class.</p> <p>Answers</p> <p>1 d; 2 c; 3 a; 4 b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">1. Allow learners to refer to Coursebook page 60 while doing this task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">1. Make sure learners' Coursebooks are closed during this activity.2. Learners write one extra sentence to describe each of the four activities.

<p>Coursebook page 43</p>	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> Learners work in small groups to categorise the activities in the word cloud. Go round monitoring and giving help where necessary. <p>CORE</p> <p>Feedback</p> <p>Elicit feedback from the groups. If necessary, put the activities in their groups on the board. Use this opportunity to check that the learners are now familiar with all of the activities.</p> <p>Answers</p> <p>Land: snowboarding, bungee jumping, zorbing, hiking, mountain biking, jogging, skateboarding, (paragliding), (fishing), (canyoning), (falconry)</p> <p>Air: paragliding, sky diving, falconry, (bungee jumping)</p> <p>Water: fishing, sailing, kayaking, water skiing, white-water rafting, canyoning, swimming, snorkelling</p>
<p>Coursebook page 43</p>	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> Go through the instructions and the example dialogue with the class, and make sure that all of the learners have access to the lists they made in the previous activity. Learners close their books and work in pairs, taking it in turns to describe and name an activity. Go round monitoring, giving help where necessary. <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class. Do the learners think their partners were good at describing/guessing the activities?</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners use dictionaries and other resources to help them with their descriptions of the activities. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Pairs have a one-minute time limit to describe and guess each of the activities. Learners have no access to dictionaries or other resources.
<p>Workbook page 42</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Explain that learners will need to use words from the whole unit so far to complete this crossword. Learners work individually to complete the crossword. <p>EXTENSION</p> <p>Feedback</p> <p>Go through the answers with the class.</p> <p>Answers</p> <p>Across</p> <p>2 snow; 4 lake; 7 mountain; 8 cave; 11 waterfall; 12 parachute; 13 air</p> <p>Down</p> <p>1 Maori; 2 stream; 3 boat; 5 city; 6 bridge; 9 adventure; 10 dolphin</p>

Resources	Plenary
	<ol style="list-style-type: none"><li data-bbox="373 199 1366 264">1. In small groups or pairs. Ask learners to mime some of the outdoor activities covered in the lesson.<li data-bbox="373 275 1366 340">2. The other learner or rest of the group have to guess the activity. For example, <i>fishing, hiking, snowboarding</i>.<li data-bbox="373 351 1147 385">3. Mime one example to the class yourself to get them started.

UNIT 4 LESSON 4 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Write <i>a good experience</i> on the board. Learners work in small groups to tell each other about a good experience in their lives from the last few years.</p> <p><i>What did they do?</i></p> <p><i>Who did they do it with? Why was it such a good experience?</i></p> <p>2. Have a feedback session with the class. Elicit some example experiences from the group.</p>
Resources	Main activity
<p>Coursebook page 44</p>	<p>Speaking: Activity 4</p> <p>1. Learners work in pairs to go through the verbs and decide which can be matched with each group of activities.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs.</p> <p>Answers</p> <p>1 c; 2 a; 3 b; 4 d</p>
<p>Coursebook page 44</p>	<p>Use of English: Present perfect with <i>ever</i></p> <p>1. Elicit (or provide) an example sentence using the present perfect, for example <i>I've just had lunch</i>.</p> <p>2. Go through the information and the example sentences with the class, focusing particular attention on the words in red.</p> <p>3. Direct learners' attention back to the text about New Zealand on page 58. Ask learners to find an example of the present perfect with <i>ever</i> (<i>Have you ever swum with dolphins?</i>) and elicit possible answers to this question (<i>Yes, I have / No, I haven't</i>).</p> <p>4. Elicit the past participles of the verbs in the previous activity (<i>tried, done, swum, seen</i>).</p> <p>5. Elicit one more short question and answer based on the verb – noun pairings in the previous activity, for example, <i>Have you ever tried sandboarding? No, I haven't</i>.</p> <p>CORE</p> <p>Feedback</p> <p>Before moving on to the next activity, check that all learners can form the present perfect and understand why we use the present perfect with <i>ever</i> (to talk about experiences).</p>

<p>Workbook page 43</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Go through the instructions and the example answer with the class. Point out that they should answer each question truthfully, with <i>Yes</i> or <i>No</i>, not both, as in the example. 2. Learners work individually to complete the questions and answers <p>CORE</p> <p>Feedback</p> <p>Ask volunteers to read the correct questions aloud, and elicit a show of hands from the class in response to each question. Ask the learners how well they got on with the past participles.</p> <p>Answers</p> <p>1 swum; 2 climbed; 3 had; 4 eaten; 5 watched; 6 been; 7 seen</p> <p>The learners replies <i>Yes, I have.</i> or <i>No, I haven't.</i> to these questions.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to check the grammar reference section during this activity. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have the learners check the grammar reference section after they have completed this activity.
<p>Coursebook page 44</p>	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Go through the model dialogues with the class. 2. Learners work in pairs to use the correct pairings of verbs and nouns from Activity 4 as the basis of their short dialogues. 3. Go round monitoring and giving help where necessary. <p>CORE</p> <p>Feedback</p> <p>Have confident pairs act out some of their dialogues in front of the class.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Go through each of the verb-noun pairings in Activity 4 and, with the whole class, build possible dialogues, using the example structure. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners use the activities in the word cloud on page 60 as the basis for further dialogue practice.
<p>Workbook page 43</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Go through the example question and answer with the class. 2. Learners work individually to reorder the words to make questions and write true answers. 3. Learners work in pairs to practise asking and answering the questions. <p>DESIRABLE</p> <p>Feedback</p> <p>Go through the correct questions with the class, and elicit some example answers. Make sure each positive answer includes further details, such as <i>It was very nice. But I didn't like rice pudding.</i></p>

	<p>Answers</p> <p>1 Have you ever tried British food? 2 Has anyone ever told you a secret? 3 Have you ever swum more than a kilometre? 4 Have you ever eaten a really big pizza? 5 Has your teacher ever sent you out of the classroom? 6 Have you ever cooked a meal?</p>
Resources	<p>Plenary</p> <p>1. Remind learners of the good experiences from their own lives that they discussed at the beginning of the lesson. 2. Elicit some present perfect with <i>ever</i> questions and answers for these experiences.</p>

UNIT 4 LESSON 5 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 45	<ol style="list-style-type: none"> Find out what learners can remember about the conversation Alana and her mother had. What did they discuss (outdoor pursuits in New Zealand)? What were their attitudes in the conversation (Alana thinks the outdoor pursuits sound exciting; her mum isn't enthusiastic)? Go through the title and starter questions with the class. Find out if any of the learners would also like to go to New Zealand. Learners work in pairs to discuss the questions. Have a feedback session and find out if any of the pairs know the answers to the questions (the distance from Abu Dhabi to Auckland is approximately 14 220 km, and the fastest flight time is approximately 19 hours including a stopover at Melbourne, Australia).
Resources	Main activity
Coursebook page 45	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Learners work in pairs to read the messages and discuss the questions. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs.</p> <p>Answers</p> <ol style="list-style-type: none"> Alana Aunt Paula 22nd December <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Go through each of the questions with the whole class. Allow the learners plenty of time to look through the emails and volunteer answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Put the questions on the board. Set a time limit for learners to look through the emails before closing their books and discussing the questions with a partner.
Coursebook page 45	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> Go through the instructions, and emphasise that it doesn't matter if the learners aren't sure at this stage. The important thing is to make a guess, which will then be confirmed or otherwise in the next activity. Learners work in pairs to discuss the statements and decide if they think they are true or false. <p>CORE</p> <p>Feedback</p> <p>Elicit possible answers from the pairs, but don't tell them if they are correct yet.</p>

<p>Coursebook page 45 Audio Track 15</p>	<p>Listening: Activity 3 1. Play the audio. Learners listen and check their answers to the previous activity. CORE Feedback Elicit feedback from the class and clarify the correct answers. Play the audio a second time, if necessary.</p> <p>Answers</p> <p>1 F 2 T 3 F</p>
<p>Workbook page 44</p>	<p>Workbook: Activity 1 1. Learners work in pairs to complete the word webs. DESIRABLE Feedback Elicit the correct answers from the pairs. Go through each word for pronunciation.</p> <p>Answers</p> <p>airport: baggage reclaim, boarding pass, ticket, plane, sportswear: life jacket, helmet, wetsuit, waterproof jacket</p> <p>Differentiation activities (Support): 1. Complete the activity with the whole group.</p> <p>Differentiation activities (Stretch): 1. Have learners brainstorm any additional words they can think of for each category.</p>
<p>Workbook page 44</p>	<p>Workbook: Activity 2 1. Learners match the halves to make complete sentences. EXTENSION Feedback Ask volunteers to read the correct whole sentences aloud.</p> <p>Answers</p> <p>1 b; 2 d; 3 e; 4 f; 5 a; 6 c</p> <p>Differentiation activities (Support): 1. Allow learners to refer to Coursebook page 62 during this activity.</p> <p>Differentiation activities (Stretch): 1. Make sure learners' Coursebooks are closed during this activity.</p>
<p>Resources</p>	<p>Plenary</p> <p>1. Have a class discussion about flying on planes. Ask learners if they have ever been on a plane. <i>Where did they go? How do they feel about flying? Do they like it? Why? Why not? Have they ever been on a long-haul flight? Can they describe the airport procedures (check-in, passport control, etc.) to someone who hasn't flown before?</i></p>

UNIT 4 LESSON 6 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Start the lesson with a review of some of the key vocabulary. Write these scrambled words on the board:</p> <p><i>bgggaae / clremai</i> <i>twtsiue</i> <i>dgniaorb / asps</i> <i>efli / tekcaj</i></p> <p>2. Learners work in groups to unscramble the words. The first group to unscramble all of the words raises their hands.</p> <p>3. Elicit answers from the winning group and ask for volunteers to explain what each item is.</p> <p>Answers</p> <p><i>bgggaae / clremai</i> (baggage reclaim) <i>twtsiue</i> (wetsuit) <i>dgniaorb / asps</i> (boarding pass) <i>efli / tekcaj</i> (life jacket)</p>
Resources	Main activity
<p>Coursebook page 46</p> <p>Audio Track 15</p>	<p>Listening: Activity 4</p> <p>1. Tell the class that they are going to listen to different extracts of people talking during Alana's trip to New Zealand.</p> <p>2. Ask them to read the questions first.</p> <p>3. Play the audio, and ask learners to answer the questions.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the groups. Play the audio again, if necessary.</p> <p>Answers</p> <p>1 She arrives on 22nd December. 2 kayaking and white-water rafting 3 a wetsuit 4 going towards Singapore 5 in the coffee bar at the airport</p> <p>Differentiation activities (Support):</p> <p>1. Play the audio twice. 2. Allow learners to see the audioscript when checking their answers.</p> <p>Differentiation activities (Stretch):</p> <p>1. Have the learners attempt to identify the speakers from memory before listening to the audio to check their answers.</p>

<p>Coursebook page 46</p>	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> Learners work individually to write short paragraphs. Learners compare their paragraphs in pairs and check for any obvious mistakes. <p>CORE</p> <p>Feedback</p> <p>Elicit feedback from the pairs. Did they write similar paragraphs? What were the main differences?</p> <p>Suggested answer</p> <p><i>Alana is going to New Zealand in December. She wants to try kayaking and white-water rafting. She will need a wetsuit when she goes surfing. The weather will be good. It won't be cold or wet.</i></p> <p><i>Her Aunt Paula will be waiting for her in the coffee bar at the airport when she arrives.</i></p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Put the answers to the previous activity on the board and encourage the learners to use these as the basis for their paragraphs. Give learners a possible first sentence: <i>Alana is going to New Zealand in December.</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Set a time limit for learners to write their paragraphs. Encourage them to add extra information beyond the details in Activity 4.
<p>Coursebook page 46</p>	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> Go through the instructions and the opening exchange with the learners. Learners work in pairs to roleplay a conversation. Go round monitoring and giving help where necessary. <p>CORE</p> <p>Feedback</p> <p>Have a few of the pairs act out their conversations in front of the class.</p>
<p>Workbook page 45</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Learners work individually to complete the expressions. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask for volunteers to read out the correct sentences.</p> <p>Answers</p> <ol style="list-style-type: none"> Don't worry. See you soon. I can't wait! We'll have a great time! I'm really pleased that you're coming. I'm all set. See you in a minute. I'm just waiting for my bag to come through.

Workbook page 45	Workbook: Activity 4 1. Learners work in pairs to choose the appropriate expressions to complete the messages. DESIRABLE Feedback Have spokespeople from the pairs read the correct messages aloud. Answers 1 I'm all set. 2 Don't worry. 3 We'll have a great time. 4 See you in a minute.
Workbook page 45	Workbook: Language tip 1. Go through the information with the class. 2. Learners select useful expressions from Activity 3 and add them to their notebooks. EXTENSION Feedback Have a feedback session with the class. Find out which of the expressions the learners felt would be the most useful. Why?
Resources	Plenary
	1. Have a class discussion about Alana's trip to New Zealand. Do the learners think she will have a good time? Would they like to go on a similar trip? Why? Why not?

UNIT 4 LESSON 7 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 47	<ol style="list-style-type: none"> 1. Write <i>plans</i> on the board and elicit some of the learners' plans for later on that day. What will they do? Where will they go? Who with? 2. Go through the days of the week with the class and have learners tell you some things they usually do on each of the days. 3. Learners work in small groups to discuss the starter questions. 4. Elicit some example plans from the groups.
Resources	Main activity
Coursebook page 47 Audio Track 16	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the photos with the class, and elicit some suggestions for what they can see. 2. Play the audio. Learners match the young people to the photos. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the class. Find out if the learners would like to have similar plans to these.</p> <p>Answers</p> <p>1 d; 2 a; 3 b; 4 c;</p>
Coursebook page 47 Audio Track 16	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the instructions and point out that learners may need to add more than one word in each gap. 2. Play the audio. Learners complete the sentences. 3. Learners check their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs.</p> <p>Answers</p> <p>1 visiting; 2 going to stay; 3 go; 4 leaves</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Put the missing words on the board. 2. Play the audio twice. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners close their books and work in pairs to discuss each of the young people's plans. 2. Play the audio for learners to check their answers.
Coursebook page 47	<p>Use of English: Expressing the future</p> <ol style="list-style-type: none"> 1. Go through the information with the class. 2. For each future form and function, elicit further example sentences. <p>CORE</p> <p>Feedback</p> <p>Deal with any questions or issues.</p>

<p>Coursebook page 47</p>	<p>Listening: Activity 3</p> <p>1. Learners work in pairs to match the sentences in Activity 2 to the future forms in the <i>Use of English</i> box.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs.</p> <p>Answers</p> <p>1 I'm visiting my relatives in Dubai. (present continuous) 2 I'm going to stay at home and read lots of books. (<i>going to</i>) 3 I want to have fun! I think I'll go to the beach with my friends. (<i>will</i>) 4 I'm going to my cousin's house. (<i>going to</i>) The bus leaves very early on Monday morning. (present simple)</p> <p>Differentiation activities (Support):</p> <p>1. Draw learners' attention to the messages on page 62 of the Coursebook. 2. Highlight examples of future forms and elicit suggestions for which future form in the <i>Use of English</i> box they belong to.</p> <p>Differentiation activities (Stretch):</p> <p>1. Have learners look back at the series of messages on page 62 of the Coursebook and identify examples of future forms. 2. Learners match each example to the forms in the <i>Use of English</i> box.</p>
<p>Workbook page 46</p>	<p>Workbook: Activity 1</p> <p>1. Learners work individually to match the sentences to the grammar forms.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their answers in pairs. Read each grammar form aloud and have volunteers read out their answers.</p> <p>Answers</p> <p>a 6 b (i) 2, (ii) 4 c (i) 1, (ii) 5 d 3</p>
<p>Workbook page 46</p>	<p>Workbook: Activity 2</p> <p>1. Learners work individually to complete the exercise.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Go through the correct answers with the class.</p> <p>Answers</p> <p>1 We're going to miss 2 are you going to 3 I will 4 it's going to snow 5 starts</p>

Resources	Plenary
	<ol style="list-style-type: none"><li data-bbox="424 194 1469 264">1. Have learners close their books and remind them of the things they said they want to do tomorrow at the beginning of the lesson.<li data-bbox="424 271 1469 344">2. Elicit some example sentences about learners' plans for tomorrow, using each of the future forms covered in the lesson.

UNIT 4 LESSON 8 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Open the lesson with a class discussion. Ask learners to tell you what they're going to do after school today. <i>Do they have any fixed plans or arrangements? What do they want to do? Can they make any predictions about what will happen? What will they be doing at exactly eight o'clock?</i></p>
Resources	Main activity
<p>Coursebook page 48</p>	<p>Use of English: Activity 4</p> <p>1. Go through the instructions and the example answer with the class. 2. Learners work individually to choose the best options. 3. Learners compare their answers in pairs.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs and refer back to the information in the <i>Use of English</i> box on page 65. Have learners identify the functions being used in each sentence.</p> <p>Answers</p> <p>1 I'm going (fixed arrangement) 2 isn't going to (prediction) 3 will (prediction) 4 leaves (timetable) 5 we're going to go surfing (plan/intention) 6 will have (prediction)</p> <p>Differentiation activities (Support):</p> <p>1. Encourage learners to refer to the <i>Use of English</i> box on page 65 while completing this activity.</p> <p>Differentiation activities (Stretch):</p> <p>1. Have learners cover page 65 while completing this activity.</p>
<p>Workbook page 48</p>	<p>Workbook: Activity 3</p> <p>1. Go through the instructions and the example answer with the class. If necessary, point out that, as in the example answer, it is most natural to put the time marker (for example, <i>tomorrow</i>) at the end of the sentence. 2. Learners work individually to complete the task.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Have volunteers read the correct sentences aloud. Elicit the future form and function being used in each sentence.</p> <p>Answers</p> <p>1 I'm going to play tennis tomorrow. (<i>going to</i> - plan) 2 I'm going to watch a falconry demonstration next week. (<i>going to</i> - plan) 3 My bus leaves at 10 o'clock tomorrow morning. (present simple) 4 I think I'll try kayaking on Tuesday. (<i>will</i> - prediction) 5 I'm seeing old friends tomorrow afternoon. (present continuous) 6 It's going to start raining soon. (<i>going to</i> - prediction)</p>

Coursebook page 48	Speaking: Activity 5 1. Focus learners' attention on the photo and elicit the activity (mountain biking). 2. Go through the instructions and the model opening dialogue with the class. Learners work in pairs to discuss Waleed's plans. 3. Go round monitoring and make sure that learners are using future forms correctly. CORE Feedback Have a feedback session and highlight some good examples of future form usage that you heard while monitoring their discussions.
Coursebook page 48	Speaking: Activity 6 1. Learners complete the information in the table for themselves, then ask and answer questions about their plans with a partner. 2. Go round monitoring and make sure that learners are using future forms correctly. 3. Learners complete the tables with their partner's plans. CORE Feedback Elicit feedback from the pairs. Have learners tell their class about their partners' plans.
Workbook page 48	Workbook: Activity 4 1. Learners work individually to write sentences about their own and their partner's plans based on the information in the table on page 66 of the Coursebook. CORE Feedback Invite learners to read out some of their sentences to the rest of the class. Highlight good examples of future form usage. Differentiation activities (Support): 1. Put example sentences (about Waleed) on the board for learners to follow as a guide, such as <i>He's going to go jogging tomorrow morning.</i> 2. Allow learners to refer to the information in the tables and the <i>Use of English</i> box on page 65. Differentiation activities (Stretch): 1. Have learners write paragraphs, rather than individual sentences, and expand on the information in the table as much as possible.
Resources	Plenary 1. Have a class discussion about what Waleed's plans tell us about him (he likes outdoor pursuits, he is active, etc.). Find out if any of the learners are similar? Would they like to do the things that Waleed will do? Why? Why not?

UNIT 4 LESSON 9 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 49	<ol style="list-style-type: none"> Write on the board: <i>swimming, cycling, running</i>. Have a class discussion about these activities. Find out which activity the learners enjoy, do the most or dislike, and elicit reasons. Go through the title and the starter questions with the class. Learners work in small groups to discuss the starter questions. Elicit feedback from the groups.
Resources	Main activity
Coursebook page 49	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Focus learners' attention on the picture and invite volunteers to describe what they can see. Learners work in pairs to discuss the questions. Elicit feedback from the pairs and tell learners that they should look for the answers in the text. Go through the information in the <i>Reading strategy</i> box, and emphasise that it doesn't matter if they don't understand all of the words at this stage. Learners read the text and discuss the answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Elicit feedback from the pairs. Were they correct about what an ultra marathon is and where you can do one?</p> <p>Answers</p> <p>An ultra marathon is a very long race. You can do an ultra marathon across the desert in Oman.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Go through the opening paragraph and the first sentence of the second paragraph with the whole class. Elicit (or highlight) where the correct answers can be found. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Set a time limit. Learners read the text, then close their books and write down as much as they can remember about the ultra marathon.
Workbook page 48	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Go through the instructions and the example answer with the class. Learners match the words to the definitions. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite volunteers to read the words and their definitions aloud.</p> <p>Answers</p> <p>1 marathon; 2 desert; 3 coast; 4 tent; 5 blog; 6 challenge; 7 dune</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Do the activity with the whole class and allow learners to refer to Coursebook page 67 for examples of the words in context.

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners close the Workbooks and Coursebooks. 2. Read the definitions aloud, learners volunteer possible answers.
<p>Coursebook page 49</p>	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Set a time limit, for example three minutes for learners that need support and one minute for learners that need to be stretched. 2. Learners read the text and identify the correct answers. <p>CORE</p> <p>Feedback</p> <p>Go through the answers with the class. Make sure learners can point out where in the text they found the words.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 four strong adjectives: heroic, amazing, unbelievable, wonderful 2 the full distance of the race: 165 km 3 the shortest distance of a stage: 20 km 4 the longest distance of a stage: 40 km 5 a temperature: 30 degrees
<p>Coursebook page 49</p>	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Learners re-read the text and work in pairs to decide if the sentences are true or false. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs. Make sure learners can provide the true version of the false sentences.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 True 2 False: it will take six days 3 True 4 False: it will go up to 30 degrees at some times 5 False: he says running will be very tough 6 True
<p>Workbook page 48</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners complete the article with words from Workbook Activity 1. 2. Learners compare their answers with a partner. <p>EXTENSION</p> <p>Feedback</p> <p>Go through the answers with the class. Make sure learners have used the correct forms of the words, for example plural or singular.</p> <p>Answers</p> <p>1 challenges; 2 marathon; 3 desert; 4 coast; 5 dunes; 6 tents; 7 blog</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to refer to Workbook Activity 1 and Coursebook page 67 while completing this task.

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Make sure learners have covered Workbook Activity 1 and their Coursebooks are closed during this activity.
<p>Coursebook page 49</p>	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Learners work in pairs to discuss the questions. 2. Go round monitoring and giving help where necessary. <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class. Have a spokesperson from the pairs summarise their discussions for the class. Point out some of the interesting statements and opinions that you heard while monitoring.</p>
Resources	Plenary
	<ol style="list-style-type: none"> 1. Sum up the learners' responses to Mansour and his 'heroic' adventures, and find out if they know about anyone else who does such tough challenges. 2. Have a discussion with the class. Ask: <i>Why do you think people want to do these challenges?</i>

UNIT 4 LESSON 10 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Make sure learners' books are closed and find out what they can remember about the previous lesson. What is Mansour going to do? Why? Where? 2. Divide the class into two groups. Group one discusses the positive things about Mansour's ultra marathon (the things he will enjoy) and Group two discusses the negative (the things he will find difficult). 3. A spokesperson from each group reports back to class.
Resources	Main activity
<p>Coursebook page 50</p> <p>Audio Track 17</p>	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Tell the class they are going to listen to a radio interview with Mansour after he has completed the ultra marathon. Elicit some suggestions for things he might say. 2. Go through the questions with the class and play the audio. 3. Learners discuss the questions in small groups. <p>CORE</p> <p>Feedback</p> <p>Elicit the answers from the groups. Discuss whether Mansour said anything similar to the learners' initial suggestions.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 It was so hot that it was difficult to run. He got sand in his shoes, which was painful. 2 Talking to the other runners, and when they ran one of the stages during the night. 3 He is going to try kayaking (at the River Nile Festival in Uganda). It will be dangerous and fun. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Play the audio twice. 2. Allow learners to refer to the audioscript while you go through the answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. After listening to the audio, learners write notes about what they have heard. 2. Learners work in pairs to summarise the conversation's main points.
<p>Coursebook page 50</p> <p>Audio Track 17</p>	<p>Listening: Activity 6</p> <ol style="list-style-type: none"> 1. Go though the words in the box and elicit which part of speech they are (adjectives). 2. Play the audio. Learners complete the phrases with the words in the box while they listen. 3. Learners check their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Ask volunteers to read the correct sentences aloud.</p> <p>Answers</p> <p>1 tough; 2 painful; 3 great; happy; 4 incredible; 5 exciting; 6 dangerous</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Play the audio twice. During the second listening, stop the audio briefly at the end of each of the sentences.

	<p>Differentiation activities (Stretch):</p> <p>1. Learners complete the sentences before they listen to the audio. Then check their answers.</p>
<p>Workbook page 49</p>	<p>Workbook: Activity 3</p> <p>1. Learners work individually to re-order the letters to make adjectives.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Go through the correct answers with the class.</p> <p>Answers</p> <p>1 exciting; 2 dangerous; 3 tough; 4 painful; 5 incredible; 6 amazing</p>
<p>Workbook page 49</p>	<p>Workbook: Activity 4</p> <p>1. Learners work in pairs to join the sentence beginnings and endings.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs. Have learners take it in turns to read the full sentences aloud.</p> <p>Answers</p> <p>1f; 2d; 3g; 4a; 5e; 6h; 7c; 8i; 9b</p>
	<p>Differentiation activities (Support):</p> <p>1. Play the audio again. Learners complete the task while they listen.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Play the audio for learners to check their answers after they have completed the task.</p>
<p>Coursebook page 50</p>	<p>Writing: Activity 7</p> <p>1. Go through the instructions and the information in the <i>Writing tip</i> box.</p> <p>2. Refer learners to Mansour’s previous blog post (on Coursebook page 67). Explain that they are to write a similar post, telling the reader how the ultra marathon went, and what he plans to do next. Encourage learners to include adjectives the lesson.</p> <p>3. Learners work individually to write their blog posts.</p> <p>4. Learners share their blog posts with a partner, to check for any obvious mistakes.</p> <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class. Check that all learners included information about how the ultra marathon went, and what he plans to do next (preferably in separate paragraphs). Encourage some of the learners to read portions of their blog posts aloud.</p>
<p>Resources</p>	<p>Plenary</p> <p>1. Have learners close their books, and elicit some of the outdoor pursuits that they have looked at so far in this unit, for example, <i>swimming with dolphins, canyoning, flying a kite, kayaking</i>.</p> <p>2. Learners work in groups to discuss the activities and decide which one, as a group, they would like to do in the future.</p> <p>3. Groups report back to the class.</p>

UNIT 4 LESSON 11 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 51	<ol style="list-style-type: none"> 1. Write <i>The great outdoors</i> on the board and elicit suggestions for what it means (the countryside, particularly wild areas, for example, the wilderness). 2. Find out what the learners' experiences of the great outdoors are, or what they think people might do for fun in the great outdoors. 3. Explain that many people's first experiences of the great outdoors are on school trips. Learners work in small groups to discuss the starter questions about their experiences of school trips. 4. Elicit feedback from the groups. Find out about their experiences. 5. With the whole class, go through the information in the <i>Vocabulary</i> box and the Lakeside Activity Centre brochure. Find out if any of the learners have ever done the activities shown in the photos. 6. Learners work in their groups to decide which of the three activities is the most appealing to them. <p>CORE</p> <p>Feedback</p> <p>The groups report back to the class and give reasons for their decisions.</p>
Resources	Main activity
Workbook page 50	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Focus learners' attention on the picture and ask them cover the word box. Learners work in pairs to discuss all of the things they can see in the picture. 2. Have a feedback session and elicit suggestions for what is happening in the picture. 3. Learners uncover the box and work individually to label the picture. 4. Learners compare their ideas in pairs. <p>CORE</p> <p>Feedback</p> <p>Ask pairs to join other pairs to check their pictures and see if they have the same ideas. Have a feedback session with the whole class. Use this opportunity to go through each word in the box for pronunciation.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Go through the labelling activity with the whole class. Start with activities and items already covered in the unit, for example, <i>mountain bike, tent, kayak, wetsuit</i>. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners try to label the picture before they uncover the word box.
Coursebook page 51	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Learners work in pairs to complete the list. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs. Find out if any of the learners have ever done these activities.</p> <p>Answers</p> <p>1 putting up; 2 making; 3 cooking; 4 following; 5 identifying</p>

Coursebook page 51	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Have a class discussion. What do the learners think they would need to take if they went camping? 2. Learners work individually to match the words in the columns. <p>CORE</p> <p>Feedback</p> <p>Go through the correct answers with the class. Find out which of these items the learners would take if they went camping.</p> <p>Answers</p> <p>1 b; a pair of trainers 2 d; a sleeping bag 3 f; a waterproof jacket 4 c; a change of clothes 5 a; a swimming costume 6 e; swimming trunks</p>
Coursebook page 51	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Learners work in small groups to discuss the question. Make sure each learner compiles a list, which they will need in the next lesson. <p>CORE</p> <p>Feedback</p> <p>The groups report back to the class.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Finish up with a game of word tennis to review of some of the lesson's vocabulary. (Have learners close the Coursebooks and Workbooks.) 2. Take a tennis ball, say a word from the lesson (for example, <i>campfire</i>), and throw the ball to a learner. The learner catches the ball, says a different word from the lesson, and throws the ball to someone else. 3. Repeat until all of the words have been covered.

UNIT 4 LESSON 12 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Find out what learners can remember about the things you can do at the Lakeside Activity Centre (<i>zip lining, windsurfing, following a nature trail</i>). 2. Tell learners to look again at the lists they compiled at the end of the previous lesson and elicit some of their suggestions. What information would a teacher need to give if the class were going to go on a school trip tomorrow?
Resources	Main activity
Coursebook page 52 Audio Track 18	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Play the audio. 2. Learners work in pairs to discuss the questions. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs. Find out what else learners can remember about the conversation.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 A teacher and some learners. 2 A trip to an activity centre.
Coursebook page 52 Audio Track 18	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Go through the schedule with the class. 2. Play the audio. Learners complete the schedule while they listen. 3. Learners compare their schedules in pairs. <p>CORE</p> <p>Feedback</p> <p>Ask volunteers to read out the complete items on the schedule. Play the audio again, if necessary.</p> <p>Answers</p> <p>Day 1</p> <p>Meet at school at: 7.30 am</p> <p>Coach departs at: 8.00 am</p> <p>Morning activities: Putting up a tent</p> <p>Lunch: sandwiches and a drink</p> <p>Afternoon activities: (1) water sports (2) mountain biking</p> <p>Supper 6.00 pm</p> <p>Day 2</p> <p>Breakfast: 8.00 am</p> <p>Morning activities: You can choose your activities.</p> <p>Afternoon activity: zip lining</p> <p>Coach leaves at: 4.00 pm</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Play the audio twice. 2. Go through the schedule with the whole class. If necessary, play the audio a third time, stopping after each answer is revealed.

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners complete the schedules while listening to the audio. Learners close their books and work individually to write short summaries of the information in the conversation. Learners work in pairs: one reads their summary aloud, while the other checks the information in their schedules.
<p>Coursebook page 52</p>	<p>Use of English: -ing forms</p> <ol style="list-style-type: none"> Focus learners' attention on the <i>Use of English</i> box and go through the examples with the class. <p>CORE</p> <p>Feedback</p> <p>Ask learners to suggest other example sentences for each use of the <i>-ing</i> form.</p>
<p>Workbook page 51</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Go through the instructions and the example answer with the class. Learners work individually to complete the table. <p>DESIRABLE</p> <p>Feedback</p> <p>Call out each verb and have learners take it in turns to respond by spelling out that verb in its <i>-ing</i> form. For example, Teacher: <i>begin</i>, Learner: <i>b e g i n n i n g</i>.</p> <p>Answers</p> <p>beginning, building, buying, choosing, coming, cooking, cutting, doing, driving, falling, following, forgetting, getting, giving, having, identifying, leaving, letting, listening, making, putting, riding, running, seeing, singing, sitting, staying, swimming, taking, winning</p> <p>Differentiation activities (Support):</p> <p>Learners refer to the spelling rules in the grammar reference section before and during this activity.</p> <p>Differentiation activities (Stretch):</p> <p>Learners refer to the spelling rules in the grammar reference section after they have completed the table.</p>
<p>Workbook page 51</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Learners work individually to complete the conversation with the correct verbs. Learners work in pairs to check their answers and practise reading the conversation aloud. <p>EXTENSION</p> <p>Feedback</p> <p>Go through the correct answers with the class.</p> <p>Answers</p> <p>1 staying; 2 listening; 3 putting; 4 falling; 5 following; 6 identifying; 7 making/building; 8 cooking; 9 singing</p>

<p>Coursebook page 52</p>	<p>Writing: Activity 6</p> <ol style="list-style-type: none"> 1. Go through the instructions and the example sentence with the class. 2. Learners work individually to write the sentences. <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class and elicit some example sentences. Find out if any other learners have written the same or similar sentences.</p> <p>Possible answers</p> <p>Riding a bike is easy. Cooking over a campfire is fun. I don't like putting up a tent. I enjoy singing around a campfire. I'm good at following a trail. I'm no good at telling stories.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Have learners close their books and ask them to tell you some of the activities mentioned in the audio (<i>putting up a tent, cooking over a fire, zip lining, following a nature trail, mountain biking, doing watersports</i>). 2. Find out which of these activities the learners think would be the most (and the least) fun. Why? Are there any other activities they would rather do instead? If so, what are they?

UNIT 4 LESSON 13 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none">1. Have a class discussion about school trips. Find out if any of the learners has ever had a bad experience on a school trip. What happened?2. Learners work in small groups to discuss the kinds of things that can go wrong on a school trip.3. The groups report back to the class.
Resources	Main activity
Coursebook page 53	<p>Poetry: Activity 1</p> <ol style="list-style-type: none">1. Focus attention on the picture.2. Elicit suggestions from the learners about what they think is happening in the picture.3. Learners work in pairs to read the poem and discuss the questions. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs. Use this opportunity to go through the information about <i>P.S.</i> and to find out if there were any difficult words.</p> <p>Answers</p> <p>Ben is on a school camping trip. The trip is longer than a day: he says it is 'cold at night'.</p>
Coursebook page 53	<p>Poetry: Activity 2</p> <ol style="list-style-type: none">1. Learners work individually to choose the correct meanings. <p>CORE</p> <p>Feedback</p> <p>Go through the correct answers with the class.</p> <p>Answers</p> <p>1 b; 2 a; 3 b; 4 a; 5 b; 6 a</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">1. Go through each word with the whole class and highlight the word in the postcard for context.2. Learners volunteer answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">1. Have learners cover the answer choices and write meanings of their own for each word.2. Learners uncover the answer choices and check their answers.

<p>Coursebook page 53</p>	<p>Poetry: Activity 3</p> <ol style="list-style-type: none"> 1. Go through the instructions and check that all learners understand <i>rhyme</i> (have the same last sound). If necessary, give an example, for example <i>late</i> rhymes with <i>wait</i>. 2. Learners work individually to re-read the poem and answer the questions. 3. Learners compare, and justify, their answers with a partner. (If possible, pair learners who need more support with learners who need stretching. The onus is on the 'Stretch' learners to provide detailed justifications for each answer.) <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class. Ask volunteers for their answers, making sure that they can justify each answer.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 You learn that Ben isn't with his parents, the weather is bad, he doesn't like the food, he thinks the teachers are grumpy, sleeping in a tent isn't comfortable and he isn't enjoying the outdoor activities. 2 Because it's unusual, which makes it interesting and because putting it on a postcard suits the content of the poem. 3 Rhyming words usually appear at the end of a line in a poem, but in this poem, they sometimes appear within a line and sometimes at the end. 4 Because Ben has written a lot about the things he doesn't like, and then in the P.S. he says he wants to go on the school camp again next year.
<p>Coursebook page 53</p>	<p>Poetry: Activity 4</p> <ol style="list-style-type: none"> 1. Learners work in pairs to identify the rhyming words and take turns saying them. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs, and clarify each word's pronunciation.</p> <p>Answers</p> <p>dad/bad/mad; night/tight; tough/enough; soon/afternoon</p>
<p>Workbook page 52</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the instructions and the example answer with the class. 2. Learners work individually to match the words that rhyme. <p>DESIRABLE</p> <p>Feedback</p> <p>Go through the correct answers with the class.</p> <p>Answers</p> <p>1 i; 2 d; 3 c; 4 h; 5 g; 6 b; 7 f; 8 a; 9 e</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Read out each word in the left column and have learners volunteer answers. Have the whole class say the pairs aloud. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners come up with five more pairs of rhyming words.

Workbook page 52	Workbook: Activity 2 1. Learners use some of the word pairings from the previous activity to make sentences that rhyme. 2. In pairs, learners read their rhymes to each other. DESIRABLE Feedback Have a feedback session. Encourage confident learners to read out some of their rhymes to the rest of the class.
Resources	Plenary
	1. Finish the lesson with a class discussion about postcards. Find out if anyone has ever written a postcard while on a trip. If so, what kinds of information did they include? 2. Tell learners to imagine they are going to write a postcard to a friend overseas about what they have done in their English class this week. What would they include? Why?

PCM 1

Student A

1 Where was the first hot-air balloon made?	
2 What was the box below the balloon made of?	
3 How far was the first balloon flight?	
4 When did the first people go up in a balloon?	



Student B

1 What was the first balloon made of?	
2 When was the first balloon flight?	
3 What colour was the second Montgolfier balloon?	
4 Which city did the first people in a balloon fly over?	



Student C

1 How long did the first flight last?	
2 Which animals were on the second balloon flight?	
3 How long was the first balloon flight with human passengers?	
4 What two things were designed to look like balloons?	