

تم تحميل هذا الملف من موقع المناهج الإماراتية



الملف كتاب دليل المعلم

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

روابط مواقع التواصل الاجتماعي بحسب الصف الثامن



روابط مواد الصف الثامن على تلغرام

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

[حل أسئلة الامتحان النهائي المستوى 5.1](#)

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[أسئلة الامتحان النهائي حنرال المستوى 4.1](#)

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Bridge to Success

Teacher Guide - Level EN 5.1

Book

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تم تحميل هذا الملف من
موقع المناهج الإماراتية

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Grade
08

UNIT 1 LESSON 1 TASKS/ACTIVITIES

Resources	Starter
Coursebook pages 1-2	<ol style="list-style-type: none">1. Focus on the photo on page 7. Ask learners to describe what they see and predict the relationship between the photo and the lesson title.2. Ask learners if they like working in groups or on their own. Encourage them to give reasons for their answers.3. Ask the class if they think there are times when it is good to talk about a lesson.
Resources	Main activity
Coursebook page 1	<p>Reading: Activity 1</p> <ol style="list-style-type: none">1. Have learners read the rubric and explain that they will be reading a text that states different opinions on whether talking in class is a good idea.2. Ask the learners to read the comments.3. When they have finished, have an open-class discussion on whether talking in class is a good idea. Encourage learners to justify their answers. <p>CORE</p> <p>Feedback</p> <p>Tell learners that their opinions on whether talking in class is a good idea or not are welcome and valued to help them feel comfortable with the idea of expressing themselves. Write some of the ideas expressed on the board.</p> <p>Answers</p> <p>Naimul thinks it's a good idea because you can ask a classmate instead of interrupting the teacher. Ifigo thinks it's a good idea because it helps you to remember what you've done and you can ask questions. Tammy thinks sharing ideas with friends helps you to learn and you can learn by comparing answers. Iqra thinks it's a good idea in subjects like art and DT. Chloe thinks it's a good idea in English lessons because you can practise speaking English.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">1. Limit the amount of text to read for those learners who need support by asking them to read only three or four of the comments. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">1. Fast-finishing learners can discuss in pairs their own opinions about talking in class.
Coursebook page 2	<p>Speaking: Activity 2</p> <ol style="list-style-type: none">1. Ask the learners to work in groups and discuss the questions. Insist that they should justify their opinions. Explain that there is no right or wrong answer to ensure that learners feel at ease with their opinions.2. Circulate, making sure they are using English at all times. Check for correct pronunciation and use of language and gently correct learners where necessary.3. After some time, ask groups to report their opinions to the class. <p>CORE</p> <p>Feedback</p> <p>Observe learners as they work in groups. For step 3, elicit opinions, write responses on the board and discuss them with the class.</p> <p>Answers</p> <p>Learners' own answers</p>

	<p>Differentiation activities (Support):</p> <p>1. Organise groups so that learners that need support are working with others who are more confident.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask fast finishers to make notes of any phrases used in their group discussion to express opinions, agree and disagree (in preparation for the Workbook activity).</p>
<p>Workbook page 1</p>	<p>Workbook: Activity 1</p> <p>1. Elicit some phrases learners used in the previous discussion activity to express opinions and to agree and disagree with opinions.</p> <p>2. Introduce the phrases in the box. Elicit or give examples of the phrases being used in context, for example: <i>I don't agree with you when you say it's always good to talk in class.</i></p> <p>3. Learners read the discussion and complete it using the phrases.</p> <p>4. Check answers as a class.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Have volunteer learners call out answers, then discuss ideas with the class.</p> <p>Answers</p> <p>2 I think it's a good idea because; 3 I agree with that; 4 I don't agree; 5 It's true; 6 What's your opinion; 7 it depends; 8 What do you mean; 9 That sounds like; 10 That would be OK</p> <p>Differentiation activities (Support):</p> <p>1. Learners work in pairs or small groups to support each other. Spend time with these groups to encourage and guide their work.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners write sentences of their own using the phrases from Activity 2 in the workbook.</p>
<p>Resources</p>	<p>Plenary</p>
	<p>1. Invite the class to give their own opinions about talking in class. Encourage others to agree and disagree with the opinions expressed by prompting them to use some of the expressions from the previous activity.</p>

UNIT 1 LESSON 2 TASKS/ACTIVITIES

Resources	Starter
Workbook page 2	Workbook: Activity 2 1. Ask learners what they remember about the previous lesson. 2. Introduce the prompts in Workbook page 7 Activity 2 and elicit answers as revision of the previous lesson. Discuss with the class.
Resources	Main activity
Coursebook page 2	Writing: Activity 3 1. Ask learners to read the notes in the Use of English box. Have them look for more examples in the text from Activity 1. 2. Have the class give you more examples of prepositions followed by <i>-ing</i> and write them on the board. 3. Direct learners to Activity 3. Ask them to complete the sentences with the correct preposition and the <i>-ing</i> form of the verb. Explain that they will need to use some of the prepositions more than once. 4. Check answers as a class. CORE Feedback Have volunteer learners call out the answers and write them on the board. Ask learners to correct any incorrect answers and to make sentences with them. Answers 2 I get tired of learning dates in history. 3 I sometimes take the bus to school instead of walking. 4 I'm not scared of asking questions in class. 5 Doing my homework in my bedroom stops me from getting distracted. 6 I can't concentrate on doing my work when there's a lot of noise in the class. 7 Our teacher sometimes tells us off for being too noisy. 8 I often get into trouble for forgetting my book. Differentiation activities (Support): 1. Write the preposition and verb answers (for example, <i>of learning, instead of walking</i>) on cards or on the board for learners to see and match. Differentiation activities (Stretch): 1. Learners write their own sentences using the prepositions and verbs.

<p>Coursebook page 2</p>	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. Introduce Activity 4. Have learners work individually to note down some sentences. 2. Learners work in pairs to read out and compare their sentences. <p>Elicit answers in a Plenary and discuss answers. Encourage learners to agree and disagree.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>As learners write sentences, move around to monitor and discuss with some of them. Elicit answers and discuss with the class.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners need only choose a few of the sentences to rewrite. Encourage them to write a few but to concentrate on using the preposition and <i>-ing</i> form correctly. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Faster workers can write sentences of their own using the prepositions they have learned.
<p>Workbook page 2</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Direct learners to Activity 3 and read through the first two sentences with the class. As you read, have learners give you the correct prepositions. 2. Have learners work individually to write the prepositions. 3. Check answers with the whole class. <p>CORE</p> <p>Feedback</p> <p>Have learners give you the answers to the questions by raising their hands.</p> <p>Answers</p> <p>2 of; 3 by; 4 for; 5 on; 6 from; 7 of; 8 of</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write a list of the prepositions needed (<i>for, of, by, on, from</i>) for learners who need more support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write three more sentences with gaps where prepositions should be, using the activity as a model. They then exchange their sentences with another learner for completion.
<p>Resources Workbook page 2</p>	<p>Plenary</p> <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Use Workbook Activity 4 to prompt a class question-and-answer session. Start by asking the questions yourself and eliciting a few answers. Then encourage learners to ask the questions to other learners in the class. 2. Have learners complete the sentences and show their partners.

UNIT 1 LESSON 3 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none">1. Discuss with the learners what they feel they are or are not good at, and what they are most interested in at school. Encourage them to justify what they say.2. Ask what they would like to learn more about.
Resources	Main activity
Coursebook page 3	Speaking: Activity 1 <ol style="list-style-type: none">1. Direct learners to Activity 1 and have them read the example conversations. Ask if they identify with any of the ideas there. CORE Feedback <p>Monitor pairs as they talk to assess how well they communicate and interact. At the end of the session, elicit some answers and give general feedback and encouragement.</p> Answers <p>Learners' own answers</p>
Coursebook page 3	Speaking: Activity 2 <ol style="list-style-type: none">1. Have learners look at Activity 2. Introduce the discussion points and set learners to work in pairs. As they work, move around to monitor without interrupting them.2. Ask learners to tell you what they mentioned they were good at, interested in and what they get tired of.3. Write learners responses on the board. CORE Feedback <p>Monitor pairs as they talk to assess how well they communicate and interact. At the end of the session, elicit some answers and give general feedback and encouragement.</p> Answers <p>Learners' own answers</p>
Workbook page 3	Workbook: Activity 1 <ol style="list-style-type: none">1. Direct learners to Activity 1. Explain that they have to complete the sentences with their own opinions. CORE Feedback <p>Have learners show their answers to their partners. Circulate and check answers given.</p> Answers <p>Learners' own answers</p> Differentiation activities (Support): <ol style="list-style-type: none">1. These learners can focus on completing only half the activity or only the sentences they feel comfortable with.

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to write more extensive answers in the Workbook to give more detail of what they are good at, interested in, want to learn more about, etc. They could write their answers in their notebooks.
Workbook page 3	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Introduce the diagram and elicit some ideas. 2. Explain how the diagram works and explain that learners only need to make notes. 3. Ensure learners know how to develop the diagram. 4. Have learners work individually to think about how they learn best, and to make notes. <p>CORE</p> <p>Feedback</p> <p>Circulate and check learners' work. Gently instruct and correct as necessary.</p> <p>Answers</p> <p>Learners' own answers</p>
Coursebook page 3	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Place learners in groups of five and assign each group a question from the activity. 2. Have learners discuss the question for a few minutes. 3. Ask each group to tell the rest of the class about the experiences and opinions they discussed. <p>CORE</p> <p>Feedback</p> <p>Monitor groups as they discuss. Make a note of interesting points or problems to discuss in the Plenary later.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Make sure learners who need support work in groups with more able learners so that they can learn from them during the group discussions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Appoint the most confident communicators as group leaders. Ask them to make sure that all members of the group have the opportunity to speak. They should also help those learners who need support.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Elicit some of the points made in the group discussion on learning styles. Discuss the similarities and differences between the learners in the class. Make it clear that there is no 'correct' way to learn but that we are all different.

UNIT 1 LESSON 4 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners what they remember from Lesson 3. 2. Briefly discuss different ways people learn. 3. Write some key words on the board (for example, <i>concentrate, distract, remember</i>).
Resources	Main activity
Coursebook page 3	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to look back at Activity 3. 2. Explain that they can use the ideas they discussed here to write a short paragraph on how they learn best. 3. Have learners write their paragraphs individually. 4. If time allows, ask learners to exchange and read each other's paragraphs. <p>CORE</p> <p>Feedback</p> <p>Monitor learners as they write. For any feedback you give, focus on the content and how well they have expressed their thoughts rather than aspects of correctness.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Explain to learners that they can write short, simple paragraphs and encourage them to express their thoughts as clearly as they can. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners write a longer paragraph, or multiple paragraphs, to develop their thoughts.
Coursebook page 4	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to read through the text and underline any words they don't understand. 2. Explain any unknown words. <p>CORE</p> <p>Feedback</p> <p>Check for comprehension by asking learners to close their books and tell you what they remember from the text.</p> <p>Answers</p> <p>A learning style is how people learn.</p>
Coursebook page 4	<p>Reading: Activity 6</p> <ol style="list-style-type: none"> 1. Place learners in pairs and have them answer the questions. 2. Explain that the answers should be brief. 3. Check answers as a class. <p>CORE</p> <p>Feedback</p> <p>Learners can discuss their answers in groups and identify what type of learners they are.</p> <p>Answers</p> <p>1 auditory; 2 visual; 3 visual; 4 tactile; 5 learners' own answers</p>

	<p>Differentiation activities (Support):</p> <p>1. Have learners work in pairs to help each other.</p> <p>Differentiation activities (Stretch):</p> <p>1. Have learners write about what type of learners they are with examples.</p>
<p>Workbook page 4</p>	<p>Workbook: Activity 3</p> <p>1. This activity can be set as homework.</p> <p>2. Explain that learners have to match the words and definitions.</p> <p>3. Then ask the question that follows the activity and elicit answers.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Check activity in next lesson. Discuss any mistakes with the class.</p> <p>Answers</p> <p>1g; 2e; 3a; 4d; 5b; 6c; 7h;8f</p> <p>They all have double letters.</p>
<p>Workbook page 4</p>	<p>Workbook: Activity 4</p> <p>1. This activity can be set as homework.</p> <p>2. Explain that learners have to complete the sentences, using the words in context.</p> <p>3. Remind them to spell the words with double letters.</p> <p>EXTENSION</p> <p>Feedback</p> <p>In the next lesson, check answers by writing them on the board for learners to check against.</p> <p>Answers</p> <p>1 chatting; 2 interrupt; 3 allowed; 4 carefully; 5 tell us off; 6 forgetting; 7 discussing; 8 classmates</p>
<p>Resources</p>	<p>Plenary</p> <p>1. Ask learners what they think they have learned in the first four lessons, to encourage them to reflect on their learning. Discuss different ways of learning and how people learn differently.</p>

UNIT 1 LESSON 5 TASKS/ACTIVITIES

Resources	Starter
	1. Ask learners how they use the Internet. Ask: <i>Do you think the Internet helps you to learn new things?</i> Discuss their answers as a class.
Resources	Main activity
Coursebook page 5	Reading: Activity 1 1. Ask learners if they know anything about the Khan Academy. Then ask if they follow any online tutorials or use the Internet to learn. 2. Explain that they are going to read about the Khan Academy and what it offers. 3. Tell learners that before they read the text properly, they have to quickly find some facts and figures about the Khan Academy. 4. Ask learners to read the Reading strategy box. 5. Then tell learners to find answers to the three questions as fast as possible. Do this as a race and ask them to put up their hands as soon as they have the three answers. 6. Elicit the answers. Point out that to read well does not always mean reading something carefully. Sometimes it is about finding information quickly. CORE Feedback Have learners who have finished the activity quickly raise their hands but not call out the answer. Answers 1 2006; 2 6500; 3 more than 15 million
	Differentiation activities (Support): 1. Have learners answer only two of the questions.
Coursebook page 5	Reading: Activity 2 1. Learners skim the text quickly to find the answer to the Activity 2 question. Elicit the answers before moving on to Activity 3. CORE Feedback Elicit and discuss answers. Answers an online school

<p>Coursebook page 5</p>	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read Activity 3 again. 2. Elicit the answers. Ask learners to find evidence in the text to support their answers. <p>CORE</p> <p>Feedback</p> <p>Ask learners to find evidence in the text to support their answers.</p> <p>Answers</p> <p>1 F (The Khan Academy was created in 2006.) 2 F (You don't have to pay to watch the online tutorials. They are free to anyone.) 3 T 4 F (Learners of all ages can use the Khan Academy.) 5 F (The tutorials are available in 65 languages.)</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have learners work in pairs. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners re-write the sentences that are false so that they are true.
<p>Workbook page 6</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read through the text again on page 10 of the Coursebook and circle any words that are new to them. Elicit these words and put them on the board. 2. Introduce Workbook Activity 1 (it will include many of the words written on the board). 3. Look at the board with the faster-finishing learners to see if there are any words that they still don't know the meaning of. Ask them to explain what they think the words mean. 4. In pairs, learners use a dictionary to look up the meanings of the unknown words. Check definitions of new vocabulary as a class. <p>CORE</p> <p>Feedback</p> <p>Have learners check answers with their partners. Then write answers on the board for them to check against.</p> <p>Answers</p> <p>1d; 2g; 3a; 4h; 5f; 6e; 7b; 8c</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners concentrate on the Workbook activities (steps 1 and 2 above). Leave it to the faster-finishing learners to do the dictionary work and then give the meanings of the other words to the whole class in step 4. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners do the dictionary work. They could also write example sentences for each of the new words they look up.

Workbook page 5	<p>Workbook: Activity 2</p> <p>1. Place learners in pairs and have them complete the activity.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Check answers as a class by asking volunteer learners to call out the answers.</p> <p>Answers</p> <p>1 freedom; 2 education; 3 online; 4 tutorials; 5 independently; 6 pace; 7 virtual classroom; 8 available</p>
Workbook page 5	<p>Workbook: Activity 3</p> <p>1. Have learners complete the activity to consolidate vocabulary from the recording.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Have volunteer learners give answers and discuss the meaning of each vocabulary item.</p> <p>Answers</p> <p>1 came about; 2 YouTube; 3 reach out to; 4 twenty-first century</p> <p>Differentiation activities (Stretch):</p> <p>Learners can write sentences of their own using each of these words to exemplify the meaning.</p>
Resources	<p>Plenary</p> <p>1. Discuss with the class their opinions on the Khan Academy. Ask questions such as: <i>Do they think it is a good idea? Would they want to use it? (Do any of them use it?) Is it better than learning in school?</i></p>

UNIT 1 LESSON 6 TASKS/ACTIVITIES

<p>Resources</p> <p>Coursebook page 6</p>	<p>Starter</p> <ol style="list-style-type: none"> 1. Refer learners to the <i>Did you know?</i> feature to introduce a discussion on apps. 2. Ask learners if they know Doodle notepad and if any have used it. If possible, demonstrate it on a smartphone or notebook computer. 3. Discuss any favourite apps learners use on their smartphones or computers.
<p>Resources</p> <p>Coursebook page 6 Audio Track 1</p>	<p>Main activity</p> <p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to tell you what they have already learned about the Khan Academy. 2. Ask what else they would like to know. Write some questions they would like to ask and put these on the board as a focus point, for example: <i>Why did Salman Khan start the Khan Academy?</i> 3. Explain to the class that they are going to listen to two people talking about the Khan Academy. Tell them to listen to see which of their questions have been answered. 4. Have learners tell you which of the questions they raised have been answered. <p>CORE</p> <p>Feedback</p> <p>Write some of the questions learners have raised on the board.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Coursebook page 6 Audio Track 1</p>	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Introduce the true or false statements in Activity 5. Have learners read through them before they listen again. 2. Check answers as a class. Play the audio again if necessary. 3. Have learners correct the false statements. <p>CORE</p> <p>Feedback</p> <p>Check answers as a class by asking learners to call out the answers to assess how well learners have understood the recording.</p> <p>Answers</p> <p>1 F; 2 T; 3 F; 4 T; 5 F; 1 Salman Khan lives in the United States.; 3 He used the Internet and Doodle notepad to explain.; 5 The Khan Academy is based on a new system of teaching.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Play the audio several times. If necessary, break it into chunks by pausing after each question and answer. 2. Ask one or two questions to check and guide understanding for each chunk. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Focus these learners on any questions on the board from the previous activity that have not been answered yet. 2. Set them to do some research on the Internet to find the answers. They can start with the Khan Academy website.

Workbook page 5	<p>Workbook: Activity 3</p> <p>1. Have learners complete the activity to consolidate vocabulary from the recording.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Have volunteer learners give answers and discuss the meaning of each vocabulary item.</p> <p>Answers</p> <p>1 came about; 2 YouTube; 3 reach out to; 4 twenty-first century</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners can write sentences of their own using each of these words to exemplify the meaning.</p>
Workbook page 6	<p>Workbook: Activity 4</p> <p>1. Discuss with the class any other learning websites they know and then introduce this mini-project activity. The research and note-taking may require non-class time (perhaps as homework).</p> <p>DESIRABLE</p> <p>Feedback</p> <p>On completion of the notes, ask what learners have discovered. Read and assess the written paragraphs for evidence of how successfully they have completed the research.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>1. Have these learners focus on the research and note taking.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to write a paragraph about their research.</p>
Resources	<p>Plenary</p>
Workbook Page 6	<p>Workbook: Activity 5</p> <p>1. Using Activity 5, gather feedback on the different learning websites the learners researched. Discuss the strengths and weaknesses of each.</p> <p>2. Encourage the learners to use some of the websites to help with their own learning.</p> <p>3. Aim to complete this task in ten minutes.</p>

UNIT 1 LESSON 7 TASKS/ACTIVITIES

Resources	Starter 1. Flash the sentence cards and ask learners to make a sentence quickly. You can turn this into a team race by showing one member of each team the card at the same time. The first to say a correct sentence gets a point for the team. Guide learners to use the infinitive of the verb but don't explain the grammar at this point.
Resources Coursebook page 7	Main activity Speaking: Activity 1 1. Read the notes in the Use of English box aloud as the class follow you. Ask for more examples of this structure from the class and write answers on the board. 2. Highlight the fact that some verbs must have an object between them. Write a few examples on the board, for example <i>The teacher allows us to talk in class.</i> 3. Have learners work in pairs to complete the sentences in Activity 1. CORE Feedback Have learners work in pairs when completing the activity. Guide learners to use the target structure correctly by writing examples on the board. Write two incorrect examples on the board for the class to correct in order to check understanding of the grammar point. Answers Learners' own answers Differentiation activities (Support): 1. These learners will need time and oral practice to master the structure. Differentiation activities (Stretch): 1. These learners can write completed sentences for Activity 1.
Coursebook page 7	Writing: Activity 2 1. Direct learners to Activity 2. Remind them that they have to use the infinitive with <i>to</i> . Place learners in pairs and have them complete the activity. 2. Check as a class. CORE Feedback Check answers as a class by asking each pair to give you the answer to the question. Answers 3 I hope to go to university to study Medicine.; 4 Can you teach me to make a tortilla?; 5 Our English teacher expects us to do well in our exam.; 6 The sports teacher encouraged me to join a team. Differentiation activities (Support): 1. Have these learners work in pairs to assist each other. Monitor and assist them as they work. Differentiation activities (Stretch): 1. Have these learners write sentences of their own with the infinitive form.

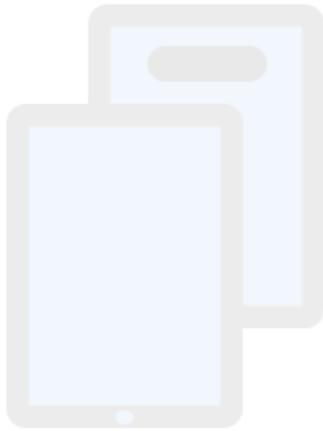
Workbook page 7	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the Language tip. Review the work done in Lesson 2 on verbs in the <i>-ing</i> form. 2. Explain that learners need to learn which verbs use which structure but this is best done by practice. 3. Ask learners for examples of sentences with the <i>-ing</i> form. Write them on the board. 4. Have learners complete Activity 1 individually. 5. Check answers. <p>CORE</p> <p>Feedback</p> <p>Learners check and discuss answers in pairs before a class check. When checking answers as a class, have learners raise their hands to give answers.</p> <p>Answers</p> <p>2 writing; 3 to hear; 4 living; 5 to go; 6 to do; 7 answering; 8 going; 9 writing; 10 to work</p>
Workbook page 7	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Have learners work in pairs. Check answers as a class. <p>DESIRABLE</p> <p>Feedback</p> <p>Write answers on the board for learners to check against.</p> <p>Answers</p> <p>2 to be; 3 eating; 4 to help; 5 taking; 6 to meet; 7 sweeping; 8 to give</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may need more time so they can focus on Activity 1 only. Have them complete Activity 2 for homework.
Resources Sentence cards (see above)	<p>Plenary</p> <ol style="list-style-type: none"> 1. Repeat the sentence card activity done in the Starter above but now using all ten cards. Elicit sentences using the correct structures.

UNIT 1 LESSON 8 TASKS/ACTIVITIES

Resources	Starter 1. Have a brief class discussion on what the learners have learned about the Khan Academy and other online learning websites. 2. Ask learners if any of them have tried using one in the last few days.
Resources Coursebook page 8	Main activity Speaking: Activity 1 1. Direct learners to Activity 1 and have them work with a partner. 2. Learners ask and answer the questions. Circulate and encourage learners to justify their opinions. CORE Feedback Invite individual learners to give their opinions to the class. To ensure a balanced discussion, explain that each person shouldn't speak for more than 30 seconds. Answers Learners' own answers
Coursebook page 8	Speaking: Activity 2 1. Draw learners' attention to the example. Ask for any other opinions on the topic. 2. Have learners work in groups of four to discuss the remaining two topics. Again remind learners to take turns when speaking, and to listen to each other. Set a time limit of six minutes for this part of the activity. 3. Conclude by eliciting some of the opinions and writing them on the board. CORE Feedback Monitor (without interrupting) learners as they discuss in groups. Note down any general issues (related to language or group cooperation) and introduce them into a Plenary discussion at the end. Answers Learners' own answers Differentiation activities (Support): 1. Learners work in groups of similar ability so that the discussion is accessible to all in each group. In the groups, encourage those that need most support to express basic opinions. Differentiation activities (Stretch): 1. These learners should be expected to give reasons for their opinions and develop their arguments.

<p>Coursebook page 8</p>	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> Place learners in small groups. Ask the groups to read the text and summarise the writer's opinion. Have learners read the Writing tip: Opening paragraphs. Have learners focus on each paragraph and elicit how many main sentences the writer has used (four) and what the function of each sentence is. <p>CORE</p> <p>Feedback:</p> <p>Circulate and monitor. Then ask each group to give an answer.</p> <p>Answers</p> <p>It is possible to learn in a class and study independently. Sentence 1: the opening statement (stating the topic as a question) Sentence 2: presenting one view Sentence 3: presenting an alternative view Sentence 4: giving writer's opinion</p>
<p>Coursebook page 8</p>	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> Direct learners to Activity 4. Explain that learners have to use the framework from Activity 3 to write a short argument on a topic of their choice. Set five minutes for this activity. <p>DESIRABLE</p> <p>Feedback</p> <p>Have learners continue working in groups for Activity 4. Ask the groups to give their opinions to the class when the activity has been completed.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> If the writing is too demanding, these learners could develop an argument orally, using the framework. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners can write more than one argument, and be encouraged to develop their points.
<p>Workbook page 8</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> This activity can be set for homework. Before starting, ask what learners think about doing homework. Check as a class in next lesson. <p>EXTENSION</p> <p>Feedback</p> <p>Ask individual learners for the answers.</p> <p>Answers</p> <p>2 to relax; 3 to do; 4 to have; 5 to stay; 6 to help; 7 to start</p>

Workbook page 8	<p>Workbook: Activity 2</p> <p>1. This activity can be set as homework. Explain that learners have to read the opinions and put ticks, crosses or question marks.</p> <p>2. Check as a class in the next lesson.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Check answers by asking different pairs to give you their answers to each question.</p> <p>Answers</p> <p>1 Anil ✓; 2 Rahima ✗; 3 Livia ✗; 4 Sean ✗; 5 Enzo ✗; 6 Yasmin ?; 7 Miguel ✓</p>
Resources	<p>Plenary</p> <p>1. Ask learners which opinions on learning they found most interesting and identified with. Write them on the board.</p> <p>2. Use these as a springboard for a class discussion on any of the topics.</p>



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UNIT 1 LESSON 9 TASKS/ACTIVITIES

Resources	<p>Starter</p> <p>1. Ask learners' own opinions on homework. Encourage them to use some of the phrases practised in the previous lesson.</p>
<p>Resources</p> <p>Coursebook page 9</p>	<p>Main activity</p> <p>1. Have learners read the Use of English box. Ask volunteer learners to give the answers to the questions.</p> <p>2. Direct learners to the incomplete sentences in the Use of English box and have them work in pairs to complete the activity.</p> <p>3. Elicit answers and other examples of sentences using <i>so</i> and <i>however</i>. Write a few examples on the board.</p> <p>CORE</p> <p>Feedback</p> <p>On the board write two incorrect sentences with <i>so</i> and <i>however</i> and discuss with the class why they are wrong.</p> <p>Answers</p> <p>introduce a different or contrasting opinion: <i>however</i>; show that an idea follows logically from what was said before: <i>so</i></p> <p>Differentiation activities (Support):</p> <p>1. If necessary, show some simpler sentences to help learners identify and work out the use of the linkers, for example <i>I'm hungry so I'm going to have a drink. I'm hungry. However, I'm not going to eat because I have no food.</i></p> <p>Differentiation activities (Stretch):</p> <p>1. Learners write some sentences of their own using <i>so</i> and <i>however</i>.</p>
<p>Coursebook page 9</p>	<p>Writing: Activity 5</p> <p>1. Learners read through Activity 5 to decide the answers.</p> <p>2. Read the text aloud and elicit the correct answers. Elicit also where the words go in a sentence.</p> <p>CORE</p> <p>Feedback</p> <p>Have volunteer learners call out answers after they raise their hands. As you monitor, gently correct learners.</p> <p>Answers</p> <p>1 so; 2 However; 3 so; 4 so; 5 However</p> <p><i>So</i> goes in the middle of a sentence; <i>however</i> goes at the beginning of a sentence</p>
<p>Coursebook page 9</p>	<p>1. Have a volunteer learner read the Writing tip box.</p> <p>2. Ask learners to give you an example with a linking word.</p> <p>CORE</p> <p>Feedback</p> <p>Write answers given by learners on the board.</p> <p>Answers</p> <p>Learners' own answers</p>

Workbook: Activity 3

1. Elicit some of the different opinions about homework, as revision and preparation.
2. Also revise the phrases introduced for structuring an argument in the previous lesson.
3. Explain to learners that this plan will help them write a well-structured essay and that each paragraph should have at least two sentences.
4. On the board draw a table and ask learners to complete it with you. Write all their answers in the table.

In an essay, I:	Examples:
use linking words	
use linking phrases	
state my topic	
argue both sides	
give my opinion	
write enough paragraphs	

5. Have learners complete Activity 3 in their Workbooks. Remind them to refer to the table on the board.

CORE

Feedback

Circulate and assess the written work to see how well learners have used the structure to organise their arguments, and the use of linking words. Give general and individual feedback to learners. When they have finished, ask a few learners to share their essay with the class.

Answers

Learners' own answers

Differentiation activities (Support):

1. For these learners, focus on giving guidance to improve the use of linking words to organise ideas.
2. Explain that they can write one sentence in each paragraph as long as they support their opinion.

Differentiation activities (Stretch):

1. These learners should be expected to write more than one sentence in a paragraph and develop their arguments more clearly.

Speaking: Activity 6

1. Place learners in pairs and have them talk about the different topics presented. Remind them to use *so* and *however*, and other linking words. Monitor for proper use of English.

EXTENSION

Feedback

Circulate and monitor for proper use of language.

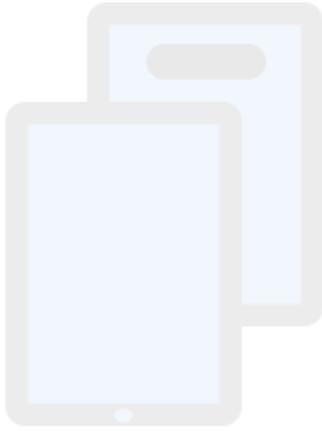
Answers

Learners' own answers

Differentiation activities (Support):

1. Elicit one or two completed sentences and write these on the board for learners to use as examples.

	Differentiation activities (Stretch): 1. Learners write their completed sentences
Resources	Plenary
	1. Place learners in groups and have them read their essays to their group members.



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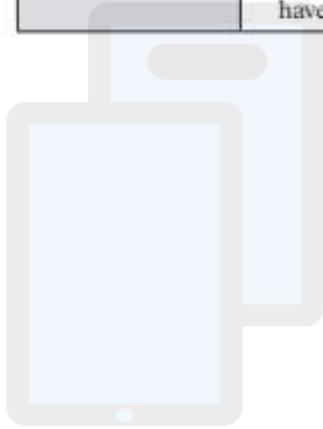
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UNIT 1 LESSON 10 TASKS/ACTIVITIES

Resources	Starter 1. Ask: <i>What's good about having friends in other countries?</i> Find out if any learners do have foreign friends or penpals and how they communicate.
Resources Coursebook page 10	Main activity Reading: Activity 1 1. Ask learners to read quickly for gist. 2. Then ask the question and elicit some things your learners have in common with Matt. Feedback Receive answers by asking learners to raise their hands. Answers Learners' own answers
Coursebook Page 10	Reading: Activity 2 1. Have learners read the text again to do the vocabulary activity. 2. Explain that learners should work out the meanings of the words from context. 3. Learners can work in groups. Check answers as a class. CORE Feedback Write answers on the board for learners to check against as you ask individual learners for them. Answers 1 penpal; 2 recently; 3 white-water rafting; 4 operation; 5 wheelchair
Workbook page 10	Workbook: Activity 1 1. Ask learners to complete the sentences to consolidate the new vocabulary. 2. Check answers as a class. DESIRABLE Feedback Have learners check their answers with a partner. Answers 1 white-water rafting; 2 penpal; 3 recently; 4 operation; 5 wheelchair Differentiation activities (Stretch): 1. These learners can write sentences of their own using the new words.

<p>Coursebook Page 10</p>	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Have learners look at the photo of white-water rafting and ask if they would like to try it. 2. Ask learners if they have done anything exciting and if so what it was and when. 3. Explain to learners that they have to prepare something interesting they could tell a penpal about themselves. Write these prompts on the board: <i>Where? When? Who with? What happened?</i> Ask learners to think about how to answer them. 4. Have learners work in groups of four and take it in turns to tell each other about the interesting event. <p>CORE</p> <p>Feedback</p> <p>Monitor groups as they work and gently correct any incorrect use of language or vocabulary. Have volunteer learners tell the class exciting things they have done in the past.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Workbook page 10</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Using the things learners talked about, explain that they have to make notes on their interesting event. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask volunteer learners to read their sentences to the class.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If learners work in mixed-ability groups, the more articulate can give a model of how to do the activity to others. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners should be expected to contribute more and give more detail and tension to their accounts.
<p>Coursebook page 10</p>	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. Explain that when you write a first letter to a penpal you do not only write just about yourself. You also ask questions about your penpal. 2. Elicit the kind of things they would like to know about children from another country. <p>CORE</p> <p>Feedback</p> <p>Have learners raise their hands to give their answers.</p> <p>Answers</p> <p>Learners' own answers</p>

Workbook page 10	<p>Workbook: Activity 3</p> <p>1. Have learners write some of the questions they would like to ask in the Workbooks.</p> <p>CORE</p> <p>Feedback</p> <p>Monitor as they write, and give support as necessary. Have learners tell the class some of the questions they wrote.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>1. Learners can work in pairs to help stimulate ideas, and to formulate the questions.</p> <p>Differentiation activities (Stretch):</p> <p>1. These learners should work individually and write more questions.</p>
Resources	<p>Plenary</p> <p>1. Place learners in pairs. Using the questions they wrote in Workbook Activity 3, have them ask and answer. Ensure that they take turns in asking and answering.</p>



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UNIT 1 LESSON 11 TASKS/ACTIVITIES

Resources	Starter 1. Ask learners to tell you some of the questions they prepared in the previous lesson, and discuss the answers they think they might get. Discuss with the class which the best questions are.
Resources Coursebook page 10	Main activity Reading: Activity 5 1. Explain to learners that they are going to read a letter from Matt's penpal. Ask what they would expect to find in the letter. 2. Tell learners they have to match Matt's questions with Heng Yu's answers. 3. Place learners in pairs and have them complete the activity. 4. Have learners check their answers in pairs before you check with the whole class. CORE Feedback Ask individual learners to ask one of the questions, and then choose another to read out the correct answer. You can then check they have the correct answers and, at the same time, check and correct problems of pronunciation before they do the next speaking activity. Answers 1C; 2D; 3B; 4E; 5F; 6G; 7I; 8A; 9H Differentiation activities (Support): 1. Guide learners that find this difficult. Tell them to look for the key words in the question, for example <i>food, travel, lessons</i> . Then to look for the same word, or a related one, in the answers (<i>food</i> and <i>travel</i> are in the first two answers, the names of the lessons in the third). Differentiation activities (Stretch): 1. Ask fast-finishers to write short paragraphs about themselves in reply to two of Matt's questions.
Coursebook page 11	Speaking: Activity 6 1. Place learners in pairs and have them complete the activity. DESIRABLE Feedback Monitor pairs and make notes of any issues that cause communication problems. Give feedback individually or in a Plenary at the end. Answers Learners' own answers Differentiation activities (Support): 1. These learners could work in small groups to answer as many questions as they can. Differentiation activities (Stretch): 1. These learners should answer more fully; encourage them to add other questions.
Workbook page 11	Workbook: Activity 4 1. Have learners work individually to read the letter. 2. Discuss with the class the purpose of the letter, and ask what helped them decide.

	<p>CORE</p> <p>Feedback</p> <p>Have learners give evidence for all answers given.</p> <p>Answers</p> <p>Sylvia is writing to Nahla to introduce herself.</p>
Workbook page 11	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to read the explanations in Activity 5 and to find the words. Ask them to circle the words when they find them and read the context for help. 2. Check answers as a class. <p>CORE</p> <p>Feedback</p> <p>Have learners work in pairs to complete the activity.</p> <p>Answers</p> <p>Activity 5: 1 modern; 2 hobbies; 3 adventure novels; 4 trip; 5 shelter building</p>
Workbook page 11	<p>Workbook: Activity 6</p> <ol style="list-style-type: none"> 1. Have learners read the letter again to determine the structure of the letter, and the purpose of each paragraph. 2. Discuss answers as a class. Ask learners what helped them to decide. <p>CORE</p> <p>Feedback</p> <p>Challenge learners to think about the process they followed to find the answers. Model the thinking process you used to find the answers yourself.</p> <p>Answers</p> <p>Activity 6: 2 To talk about her school; 3 To talk about her hobbies; 4 To talk about her family; 5 To talk about something she's done recently.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Work with these learners in a group to guide them to identify the purpose of each paragraph in Activity 6. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write sentences of their own using the vocabulary in Activity 5.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners where they would like to have penpals from and why. Tell them they are going to write a letter to a penpal in the next lesson.

UNIT 1 LESSON 12 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none">1. Tell learners they are going to write a letter to a penpal.2. Ask what kind of things they would want to tell their penpal, and the questions they might ask.3. Ask learners what they know about the structure of a letter concerning address, date, greeting and salutation.
Resources	Main activity
Coursebook pages 10 and 12	<p>Writing: Activities 1 and 2</p> <ol style="list-style-type: none">1. Ask learners to look at Matt's letter again on page 10. Elicit that the address and date is missing.2. Ask learners to read the Writing tip and then the example addresses.3. Have learners write their own address, the date and a greeting to start off their letters. <p>CORE</p> <p>Feedback</p> <p>Check they understand the conventions of where to write the address and date by writing an incorrect address on the board for learners to correct.</p> <p>Answers</p> <p>Activity 1: The address and date are missing; Activity 2: Learners' own answers</p>
Workbook page 12	<p>Workbook: Activity 1</p> <ol style="list-style-type: none">1. Explain that when you write back to someone, it is important to give as much detail as possible about yourself so the letter can be interesting.2. Have learners complete the activity. <p>DESIRABLE</p> <p>Feedback</p> <p>When learners have completed the activity, go through some of the questions and have volunteers give you their answers.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">1. This preparation activity is important for these learners as it gives them support with content.2. Allow a few extra minutes for them to complete the activity or have them work in pairs. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">1. These learners can do the activity quickly as a reminder of the type of content they should include. They can then move on to spend more time on writing the letter.

<p>Coursebook page 12</p>	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. Have learners work individually to write their letters. 2. Give them a maximum of ten minutes. Explain that they can use Matt's letter on page 16 and their notes from the Workbook activity to help them. 3. Have learners choose a phrase to end their letter. <p>CORE</p> <p>Feedback</p> <p>Monitor and assist individuals as necessary as they write. Don't assess the written work until learners have had the opportunity to revise and rewrite (see the next section).</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Focus these learners on the basics, and refer them back to the preparatory work. They should include address, date, greetings, five short paragraphs following the structure studied in the previous lesson (i.e. introduction, school, hobbies and sports, family, something interesting) and an ending. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners should be encouraged to use the same structure, but ask for longer and more detailed paragraphs.
<p>Coursebook page 12</p>	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to read each others' letters and make comments. Explain that they should comment on the positive and negative aspects of the letter in a polite manner. 2. Learners could swap letters at the end of the class and mark their peers' letters for homework. <p>DESIRABLE</p> <p>Feedback</p> <p>Circulate and check that learners are correcting their peers' work accordingly. Help and gently correct where necessary.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If learners are finding writing a full letter too demanding, limit the task by asking them to write only a few of the main paragraphs. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to write full letters with as much information as possible. Encourage them to focus on the structure as well as their use of language and English.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Start a discussion for learners to reflect on what they have learned about the whole writing process. Start with the original analysis of model letters for structure and content, development of what will interest a penpal and questions to ask a penpal.

UNIT 2 LESSON 1 TASKS/ACTIVITIES

Resources	<p>Starter</p> <ol style="list-style-type: none"> 1. Ask the learners where they live and what they like or don't like about their area. 2. Ask the learners what facilities there are nearby and how often they use them.
<p>Resources</p> <p>Coursebook page 14</p>	<p>Main activity</p> <p>Speaking: Activity 1</p> <ol style="list-style-type: none"> 1. Focus on the picture in the Coursebook. Ask learners to describe what they see and predict the relationship between the picture and the lesson title. 2. Brainstorm with the class some words for different shops and write them on the board. What can they buy in those shops? <p>CORE</p> <p>Feedback</p> <p>Ask: <i>Are there many shops where you live? What kinds of shops are there? What can you buy there? Do you use them often? Is there a market/souq? Is there a shopping mall?</i></p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners specific questions about shopping, for example: <i>Where do you buy your clothes? Where do you buy your food? Where do you get money?</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to describe their favourite shops in as much detail as possible.
<p>Coursebook page 15</p>	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the vocabulary list a–t. What shops and services do they know? Ask them to explain to the class. 2. Match each shop with the correct place on the plan. 3. Ask learners if they can think of any other shops to add to the list. <p>CORE</p> <p>Feedback</p> <p>Check answers as a class by asking volunteer learners to call out answers. Ask learners what they can buy in each shop.</p> <p>Answers</p> <p>1n; 2t; 3p; 4i; 5o; 6m; 7k; 8a; 9l; 10j; 11r; 12s; 13c; 14g; 15h; 16e; 17q; 18d; 19f; 20b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Draw some pictures on the board (money, stamps, books). 2. Help learners to match the pictures with the shops. Ensure that they say the name of the shop. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to name examples of familiar coffee shops, garages, banks, supermarkets and so forth, that they can find locally.
<p>Coursebook page 15</p>	<p>Speaking and vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to work with a partner. Ask them to say which shops and services there are near their school. 2. Encourage them to add as much detail as possible. 3. Circulate, checking for correct pronunciation and use of language.

	<p>DESIRABLE</p> <p>Feedback</p> <p>Model the example with a volunteer learner first. Point to shops on the plan and ask if they can name the shops and what they sell.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Workbook Page 14</p>	<p>Workbook: Activity 1</p> <p>1. Learners work with a partner to match the shop with the picture orally.</p> <p>2. Learners can write the answers for homework.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Place learners in groups to complete the activity. The group which finishes first gives the answers to the rest of the class.</p> <p>Answers</p> <p>1 bank; 2 butcher's; 3 gift shop; 4 newsagent's; 5 garage; 6 post office; 7 sports shop; 8 barber's; 9 gym; 10 bookshop; 11 dry cleaner's; 12 clothes shop; 13 chemist's/ pharmacy; 14 shoe shop; 15 supermarket; 16 florist's; 17 hairdresser's; 18 bakery; 19 jeweller's; 20 coffee shop</p> <p>Differentiation activities (Support):</p> <p>1. Learners use the sentences as a model to read the dialogue, substituting different shop words and locations.</p> <p>Differentiation activities (Stretch):</p> <p>1. Invite strong learners to tell the class what shops and services are available where they live. Ask if they prefer to shop in the town or at a mall and to give reasons.</p>
<p>Resources</p>	<p>Plenary</p> <p>1. Explain to learners that you are going to play a game where you will say an item and they have to say in which shop they can buy it. Say: <i>stamps</i>; learners should say: <i>post office</i>.</p> <p>2. Continue with a few more shops and then place learners in pairs to play the game.</p>

UNIT 2 LESSON 2 TASKS/ACTIVITIES

Resources	Starter <ol style="list-style-type: none"> Place learners in small groups, with one learner writing. Have learners brainstorm how many shops they remember from the previous lesson. Set a time limit of one minute. Have groups give answers to the class and write answers on the board. Award extra points to groups who can say what each shop sells/provides. Groups get points for any shops that the other groups don't mention.
Resources Coursebook page 16	Main activity Speaking and vocabulary: Activity 4 <ol style="list-style-type: none"> Read the sentences first and explain any new vocabulary. Ask learners to complete the sentences with the correct shop or service. Then, ask learners to compare their answers with a partner. CORE Feedback Learners should raise their hands to answer. Answers 2 bank; 3 barber's/hairdresser's; 4 shoe shop; 5 garage; 6 florist's; 7 sports shop; 8 post office
Coursebook page 16	Coursebook: Activity 5 <ol style="list-style-type: none"> Go through the Use of English notes with the class. Ask learners to provide more examples. Direct their attention to the verbs in the sentences in Activity 3. Ask if they know what form they are in (past participle). Ask learners how the past participle is formed. On the board write: <i>write, play, run, listen, cut</i>. Have learners say the past participle forms of these verbs. On the board, write: <i>I have my (car) (fixed) at the (garage)</i>. Have learners use the structure to make sentences. Direct attention to Activity 5. Focus on the verbs listed and ask the learners to tell you their past participle form. Ask learners to complete the paragraph about Stella Stardust using the past participles of the verbs in the box. Check answers as a class. CORE Feedback When learners give their answers, write them on the board for the learners to check against. Answers 2 made; 3 washed; 4 delivered; 5 prepared; 6 cleaned; 7 repaired Differentiation activities (Support): <ol style="list-style-type: none"> Have learners make a small list in their notebooks of regular and irregular verbs in the infinitive and past participle. Differentiation activities (Stretch): <ol style="list-style-type: none"> Learners create extra sentences to add to the paragraph.

Workbook page 15	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that learners have to make sentences from the table in their notebooks. 2. Have a volunteer learner read the example. 3. Place learner in pairs and have them complete the activity. Explain that they do not need to use all the prompts. 4. Have each pair read their answers to the class. <p>DESIRABLE</p> <p>Feedback</p> <p>Check as a class by targeting questions at individual learners.</p> <p>Answers</p> <p>Learners' own answers</p>
Workbook page 15	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Explain that learners have to unscramble the words in the given activity. 2. Demonstrate to the class using the example. Then place learners in pairs to complete the activity. 3. Check answers as a class. <p>DESIRABLE</p> <p>Feedback</p> <p>Check as a class by targeting questions at individual learners.</p> <p>Answers</p> <p>2 pharmacy; 3 jeweller's; 4 bakery; 5 shoe shop; 6 newsagent's; 7 garage; 8 post office; 9 bank; 10 coffee shop</p>
Workbook page 15	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Explain to the class that you will read the paragraph aloud and stop at each gap. Learners who know the answer have to raise their hands to give it. Explain that if the answer is correct, learners write it in the gap. 2. Write the answers on the board as learners give them. <p>DESIRABLE</p> <p>Feedback</p> <p>Check as a class by targeting questions at individual learners.</p> <p>Answers</p> <p>2 have; 3 cleaned; 4 barber's; 5 cut; 6 supermarket; 7 bakery; 8 coffee shop; 9 florist's; 10 garage; 11 checked; 12 have; 13 delivered</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can do the activities at their pace and complete them when checking as a class. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write a paragraph using Workbook Activity 4 as a model.
Resources Coursebook page 15	<p>Plenary</p> <ol style="list-style-type: none"> 1. Direct learners to page 15 and explain that they are going to play a game with their partners where they have to guess which shop is being described. 2. Say: <i>You can have your car repaired here.</i> Learners should call out: <i>The garage.</i> 3. Have learners complete the activity with their partners. 4. Monitor to ensure that learners are using the <i>to have something done</i> structure.

UNIT 2 LESSON 3 TASKS/ACTIVITIES

Resources Coursebook page 16	Starter Speaking: Activity 1 1. Using the question in this activity, hold a classroom discussion. 2. Encourage learners to express themselves using as many adjectives as they can. 3. Write these adjectives on the board and ask which of the five senses they appeal to; for example, <i>noisy – hearing</i> .
Resources Coursebook page 16	Main activity Reading: Activity 2 1. Direct learners to the Reading strategy box and ask a volunteer learner to read it aloud. Explain anything that learners may not have understood. 2. Give learners a two-minute time limit to read through the text and then ask the class as a whole for the answers. Write answers on the board. CORE Feedback 1. Feed back as a class by inviting learners to offer their answers. Answers jewellery like bracelets and necklaces; rice; dried fruits; nuts; herbs; spices; dried chillis Differentiation activities (Support): 1. Give learners longer to read the text. 2. Ask specific questions regarding items they can buy during feedback to guide their comprehension; for example: <i>Can you buy food? What type of food?</i> Differentiation activities (Stretch): 1. Ask learners for more detail during feedback; for example: <i>What other things did the writer mention? What can you see? What can you smell?</i>
Coursebook page 16	Reading: Activity 3 1. Explain to learners that they are now reading for detail. 2. Tell them to underline key words in the questions so that this will guide them to the correct answer. 3. Tell learners to underline the answers and circle any unknown words in the text. 4. Circulate and monitor. CORE Feedback Ask learners to check their answers with a partner first, and then as a class by getting learners to raise their hands. Explain any unknown words. Suggested answers 1 Very popular (20% of Emiratis visit almost every day). They go there to buy clothes, eat or drink coffee. 2 Tourists. It's interesting. It reminds them that they are in a foreign country. 3 They can see jewellery and sacks of brightly coloured herbs and spices. They can smell spices (cardamom and saffron). They can hear old men talk in Arabic. Differentiation activities (Support): 1. This activity can be done step by step, guided by the teacher with immediate feedback.

	<p>Differentiation activities (Stretch):</p> <p>1. Ask learners to write full sentences for their answers.</p>
<p>Workbook page 16</p>	<p>Workbook: Activity 1</p> <p>1. Explain that learners should read the conversation and match the missing sentences.</p> <p>2. Have learners read the sentence aloud to each other to check the answers in pairs.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Have a volunteer pair roleplay in front of the class. If they have incorrect answers, have the class correct them.</p> <p>Answers</p> <p>2 You don't read books.</p> <p>3 If only we had a new DVD shop.</p> <p>4 If only we had a sports shop.</p> <p>5 A leisure centre would be good, too.</p> <p>6 If only we had a swimming pool.</p>
	<p>Differentiation activities (Support):</p> <p>1. Have learners complete the activity in pairs.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. These learners can write a similar dialogue as in Activity 1.</p>
<p>Resources</p>	<p>Plenary</p>
<p>Workbook page 16</p>	<p>Workbook: Activity 2</p> <p>1. Hold a class discussion on the topic. Write a few of the points that learners raise on the board.</p> <p>2. If time allows, have learners write a short paragraph about the topic.</p>

UNIT 2 LESSON 4 TASKS/ACTIVITIES

Resources	Starter <ol style="list-style-type: none"> 1. Ask learners if they remember the statistics from the previous lesson about the popularity of malls. 2. Ask them if they remember who prefers shopping in the souqs and why? 3. Ask if anyone can explain the differences between malls and souqs. Encourage learners to use adjectives.
Resources Coursebook page 17 Audio Track 2	Main activity Listening: Activity 4 <ol style="list-style-type: none"> 1. Ask learners if they know the words in the word box and explain them if necessary. 2. Ask learners to complete the paragraph as best they can. 3. Play the audio and have learners check their answers. CORE Feedback Ask learners what made them decide which word went where in the text. Answers: 2 saris; 3 pashminas; 4 fashion; 5 bargain Differentiation activities (Support): <ol style="list-style-type: none"> 1. Read the text aloud as the learners read it. 2. Allow them time to write their answers. 3. Do this as many times as they need. 4. Learners then check with a partner before listening to the recording. Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Tell learners to cover the words in the word box and try to fill in the gaps. 2. They listen to the recording and check answers.
Coursebook page 17	Writing: Activity 5 <ol style="list-style-type: none"> 1. Explain to learners that they will be designing their own shopping mall. 2. Explain that they can add as many shops as they like and can locate them wherever they like. 3. Place learners in groups and have them complete the activity. CORE Feedback Have groups exchange shopping mall plans. Ask group leaders to read out their paragraphs from activity 6. Activity 5: Learners' own answers

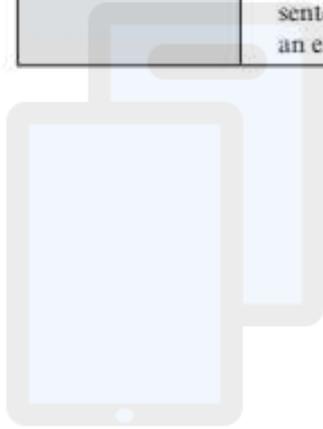
<p>Coursebook page 17</p>	<p>Writing: Activity 6</p> <ol style="list-style-type: none"> 1. Ask learners to imagine they are in their mall because they need to have some things done. 2. Ask some learners: Why have you come to this mall? What do you need to have done? 3. Place learners in groups and have them write about which shops they will visit and what they will do there. <p>CORE</p> <p>Feedback Circulate and monitor to check for proper use of vocabulary and grammar.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can write only a few sentences about their mall. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write about their favourite mall and what they do there.
<p>Workbook page 17</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to tell you the difference between a noun and an adjective. 2. Place learners in pairs and have them complete the activity. 3. Check answers as a class. <p>DESIRABLE</p> <p>Feedback Have learners work in pairs to complete the activity.</p> <p>Answers</p> <p>adjectives: <i>heavy; giant; golden; sparkling; rich; small; covered; old; rough; dried; brightly; coloured; ancient</i></p> <p>nouns: <i>market; jewellery; style; necklaces; bracelets; choice; evening; lights; windows; cave; lesson; lanes; men; rice; fruit; nuts; cardamom; saffron; aroma; sights; sounds; smells; times</i></p>
<p>Workbook page 17</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Place learners in pairs and have them write their sentences. 2. Have learners read out their sentences. <p>EXTENSION</p> <p>Feedback Ask pairs to give their answers to the class. Write answers on the board.</p> <p>Activity 4 Learners' own answers</p>
<p>Resources</p>	<p>Plenary</p>
<p>Workbook page 17</p>	<ol style="list-style-type: none"> 1. Hold a class discussion on where learners prefer to shop and why. Ask: <i>Do you prefer the souqs or a mall to do your shopping?</i>

UNIT 2 LESSON 5 TASKS/ACTIVITIES

Resources Coursebook page 18	Starter <ol style="list-style-type: none"> 1. Draw learners' attention to the title <i>Town or country?</i> 2. Make sure they understand the difference between the two concepts – town/city and country/countryside. 3. Divide the class in half. 4. Ask one group to brainstorm any words or phrases that relate to the country picture, the other group for the city picture. Set a two-minute time limit. 5. Feed back with the whole class to check responses and that they understand new words. 6. Briefly discuss which words are positive and which are negative.
Resources Coursebook page 18	Main activity Reading: Activity 1 <ol style="list-style-type: none"> 1. Ask learners to look at the text <i>Do you prefer the country or the city?</i> and ask them to predict what the text is going to be about. 2. Ask them to quickly read the text and decide who they agree with. Set a time limit of three minutes. <p>CORE</p> <p>Feedback Learners briefly compare their answers with their partner as they justify their answers.</p> <p>Answers Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Place learners in pairs and divide the reading text between them. 2. They work with a partner from the other group to share answers and complete the questions. 3. Alternatively, set a longer time limit. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Explain to the learners that they are reading for gist. 2. Tell them that they should read for a general understanding; they do not need to understand every word and should keep reading without stopping. 3. Set them a one- or two-minute time limit depending on ability.
Coursebook page 18	Reading: Activity 2 <ol style="list-style-type: none"> 1. Tell the learners to read the texts again and answer the questions with one word, or very briefly. As they read, ask them to highlight key words and phrases. 2. Check the answers as a class. 3. Ask learners to justify their opinions. Ask what helped them decide on their answers. <p>CORE</p> <p>Feedback Check the answers as a class by inviting learners to offer their answers.</p> <p>Answers 1 Joss.; 2 Tasha, Khalid and Tariq.; 3 Adil and Nisha. (Robert doesn't prefer one to the other; he sees disadvantages in both.); 4 It's too noisy, busy and smoky.; 5 Shops, places to eat and loads of other things.; 6 Tired.</p>

	<p>Differentiation activities (Support): 1. Learners answer as many questions as they can.</p> <p>Differentiation activities (Stretch): 1. Learners discuss each specific text in more detail with a partner, saying what they agree and disagree with about what each person says.</p>
<p>Coursebook page 19</p>	<p>Reading: Activity 3</p> <p>1. Ask learners to find and underline the sentences from this activity in the reading text to contextualise the sentences.</p> <p>2. Then have learners work individually to find the sentences in the text that mean the same.</p> <p>CORE</p> <p>Feedback</p> <p>When learners have finished, ask them to compare their sentences with a partner. Check as a class by targeting questions at individual learners.</p> <p>Example answers</p> <p>1 You have to get your parents to take you places in the car; 2 I used to live in a small village; 3 I liked it a lot better there; 4 I can't get to sleep for the noise; 5 I'd have the best of both worlds; 6 It takes half an hour to get to the nearest shop</p> <p>Differentiation activities (Support):</p> <p>1. Prepare the sentences from both the text and the answer key on strips of paper <u>without</u> any underlining.</p> <p>2. Ask learners to match the sentences with the same meaning.</p> <p>3. Then ask them to underline the phrases in each sentence that can be substituted.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to write some sentences explaining their own preference, justifying their reasons and using some of the vocabulary from the board.</p>
<p>Workbook page 18</p>	<p>Workbook: Activity 1</p> <p>1. Explain that learners have to look for and circle the words in the word search and then classify them by writing them in the correct list.</p> <p>CORE</p> <p>Feedback</p> <p>Have learners work in pairs. Circulate and check answers.</p> <p>Answers</p> <p>Adjectives: clean; interesting; busy; exciting; quiet; dirty; boring; smoky; dangerous; noisy; crowded</p> <p>Nouns: noise; pollution; crime</p>

Workbook page 18	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Do this activity as a class. Ask volunteer learners to put the words from Activity 1 in the correct place on the word web. 2. Then add the new words listed in Activity 2. To save time, explain unknown words, otherwise have learners resort to their dictionaries. <p>CORE</p> <p>Feedback</p> <p>Have learners work in pairs. Circulate and check answers.</p> <p>Answers</p> <p>Positive: clean; interesting; exciting; quiet; peaceful; relaxing; safe; attractive; lively</p> <p>Negative: busy; quiet; dirty; smoky; dangerous; noisy; crowded; ugly; stressful; overcrowding; vandalism; graffiti; traffic; noise; pollution; crime</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Hold a class discussion on the advantages/disadvantages of living in the country/city. Write adjectives on the board. 2. Place learners in small groups and have them write some compare/contrast sentences about living on the country or city. Write the following on the board as an example: <i>The city is very noisy but the country is much quieter.</i>



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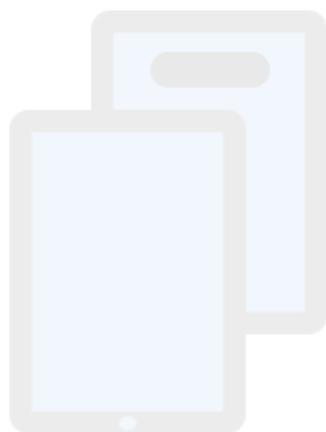
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UNIT 2 LESSON 6 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Revise the previous lesson's vocabulary by calling out adjectives – for example, <i>dirty, friendly, boring</i> – and asking learners to give you the adjectives with the opposite meaning. 2. Write the adjectives from the previous lesson on the board. 3. Write on the board <i>quite</i> and <i>very</i>. Check that learners understand the function and structure of these words (known as <i>qualifiers</i> or <i>intensifiers</i>). 4. Ask learners to use a qualifier and an adjective to describe their town/city; for example, <i>quite busy; very noisy</i>.
Resources	Main activity
Coursebook pages 18-19	<p>Vocabulary: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to look at the adjectives and nouns and to find them in the text on page 18. Check that they understand the meaning by asking learners to explain or use an example to show that they understand. 2. Have learners explain the difference between the two sets of words: adjectives and nouns. 3. Ask learners if they can add any other words of their own to the two lists. Write words on the board to ensure correct spelling. 4. Have learners work in pairs. Explain that they should use the adjectives and nouns to describe their town to each other orally. Encourage them to use full sentences. 5. Choose an adjective and a noun from the list and use them to write a sentence on the board; for example, <i>My town is quite friendly, but there's too much pollution.</i> 6. Explain to learners that they have to choose two pairs of adjectives and two nouns to write four long sentences with contrast to describe where they live, using the example sentence as a model. 7. Encourage them to use the qualifiers <i>quite</i> and <i>very</i>. <p>CORE</p> <p>Feedback</p> <p>Have learners swap with a partner to check and correct sentences where necessary. Circulate and monitor for proper use of vocabulary and English.</p> <p>Answers</p> <p>Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write a simple sentence using either a noun or an adjective on the board as a model; for example: <i>My town is quite dirty; In my town there is a lot of traffic.</i> 2. Have learners choose two different adjectives and one noun. They write three simple sentences using the prompts above and the words they have chosen.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can use the adjectives and nouns given to write a paragraph describing their town. 2. They can use complex sentences with two clauses and their own words and ideas, depending on ability.

<p>Coursebook page 19</p>	<p>Coursebook: Activity 5</p> <ol style="list-style-type: none"> 1. Draw the learners' attention to the structure in the Use of English box. 2. Go through the second conditional structure, highlighting the form. 3. Explain that <i>if</i> is followed by a verb in the past simple and the second clause always contains <i>would</i> and the verb in the <i>bare infinitive</i> form. 4. Tell the class that the <i>if</i> clause is always followed by a comma, but if the <i>would</i> clause starts the sentence there is no comma. 5. With the class, make some more sentences using the second conditional. Write them on the board. 6. Focus on Activity 5. Have a volunteer learner read out the example sentence. Ask the class to identify the verb in the past simple tense. 7. Have learners work in pairs to complete the sentences. <p>CORE</p> <p>Feedback</p> <p>Circulate, monitor and check learners' answers.</p> <p>Answers</p> <p>2 I'd ride my bike every day if I lived in the country.; 3 If you had the choice, where would you like to live?; 4 If we moved to a big city, we wouldn't know anyone.; 5 Would you cycle to school if there was/were less traffic?</p>
<p>Coursebook page 19</p>	<p>Speaking and Writing: Activity 6</p> <ol style="list-style-type: none"> 1. Ask a volunteer learner to read the example sentence. 2. Then ask the class where they would like to live as adults. Encourage them to give reasons, using the adjectives they have learned. 3. Place learners in groups to complete the activity. Circulate and monitor that they are explaining their reasons and using the vocabulary and structures they have learned. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to offer their answers, making sure to include shy learners as well.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write two examples on the board for learners to use as examples. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners write their ideas in a paragraph giving their opinion.
<p>Workbook page 19</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. This activity can be set as homework. 2. Explain to learners that they have to write imaginary situations with the prompts given. <p>CORE</p> <p>Feedback</p> <p>Check answers in the next lesson.</p> <p>Answers</p> <p>Learners' own answers</p>

Resources	Plenary
Workbook page 19	Workbook: Activity 4 <ol style="list-style-type: none">1. Have a volunteer learner read the Study skills box aloud. Ask learners to give you phrases with the intensifiers in the box.2. Direct learners to Activity 4. Give them two minutes to complete the activity.3. Place learners in groups and have them discuss their sentences.4. Monitor for proper use of English and vocabulary.



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UNIT 2 LESSON 7 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Direct learners to the <i>Did you know?</i> section. 2. Ask if they knew any of these facts before. 3. Ask learners if they know what their town or city is famous for.
Resources	Main activity
Coursebook page 20	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners about the significance of the title. Remind them to refer to the <i>Did you know?</i> section. (Turkey sits on two continents, Europe and Asia, so the east literally meets the west.) 2. Ask learners if they know the five senses. Write them on the board. 3. Tell learners to read the text and find what the senses refer to. Explain that, for now, it does not matter if they come across words they do not know. <p>CORE</p> <p>Feedback</p> <p>Check answers as a class by inviting learners to offer their answers. Ask learners what smells, sounds and tastes are described in the text.</p> <p>Answers</p> <p>Smells – street food, the sea air; Sounds – muezzins calling from minarets; Tastes – pomegranate juice, roasted chestnuts, donner kebab</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have learners work in pairs. 2. Ask them to underline the smells, sounds and tastes as they read. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write sentences describing their town using adjectives and the senses.
Coursebook page 20	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to close their Coursebooks. Explain that you will say a noun and they have to say its adjective form. Tell them that all the adjectives were in the text they have just read. 2. Go through the nouns in Activity 2 and have learners give their adjective form. 3. Place learners in pairs and have them complete the activity in their Coursebooks. <p>DESIRABLE</p> <p>Feedback</p> <p>Check answers by having learners read the text to find the adjectives. Then ask volunteer learners to call out the answers.</p> <p>Answers</p> <p>beautiful; smoky; warm; salty; tasty; delicious; historic</p>

<p>Workbook page 20</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Explain that learners have to match the words with their definitions. 2. Have learners find the words in the text and infer meaning from context. <p>DESIRABLE</p> <p>Feedback Have learners check their work with their partners.</p> <p>Answers 1d; 2c; 3b; 4a</p> <p>Differentiation activities (Support): 1. Learners work together in pairs or small groups.</p> <p>Differentiation activities (Stretch): 1. Learners find three more adjectives from the text to define and</p>
<p>Workbook page 20</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Have learners look at the adjectives and write definitions for them. Explain that learners can write sentences containing the word if they cannot define them. <p>DESIRABLE</p> <p>Feedback Have learners check their work with their partners.</p> <p>Answers Learners' own answers</p>
<p>Workbook page 20</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Place learners in small groups. Have them write a few sentences about what they expect their town to be like at night. Explain that they should try to use their imagination and the adjectives from this lesson. <p>DESIRABLE</p> <p>Feedback Have groups read their sentences to the class.</p> <p>Answers Learners' own answers</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to tell you the names of other cities in the world. Write their answers on the board. 2. Go through some of the cities and ask learners what adjective they associate with them. Write the adjectives on the board. 3. Then ask which senses would match these adjectives.

UNIT 2 LESSON 8 TASKS/ACTIVITIES

Resources	Starter <ol style="list-style-type: none"> 1. Ask learners to recall details from the text about Istanbul. 2. Ask them about the sights and sounds, tastes and smells described in the text. Ask them about the activities the writer mentions.
Resources Coursebook page 21	Main activity Writing: Activity 3 <ol style="list-style-type: none"> 1. Ask learners to look at the text they read on page 30 again. 2. Have them justify their answer when giving it. 3. Direct learners to the <i>Writing tip</i> box. Ask learners if they ever read blogs online and what topics they are interested in. 4. Hold a class discussion on the ways a newspaper is different from a blog. On the board make two lists, <i>newspaper</i> and <i>blog</i>, and write down the ideas as learners say them. CORE Feedback Go through the <i>Writing tip</i> box. Have learners read it aloud and compare the points with those written on the board in the blog column. Answers c a travel blog
Coursebook page 21	Writing: Activity 4 <ol style="list-style-type: none"> 1. Ask learners if they know anything about mind maps. Have a volunteer learner read out the text in the <i>Did you know?</i> box. Ask what they found interesting about it. 2. Explain to learners that mind maps are usually notes they make about a certain subject which help them to either present a topic or write about it. 3. Place learners in small groups and have them complete the mind map. 4. Regroup the learners and have them discuss their ideas in their new groups. CORE Feedback As learners work on the mind map, monitor for proper use of language and correct completion of the map. Answers Learners' own answers
Workbook page 21	Workbook: Activity 4 <ol style="list-style-type: none"> 1. Have learners work together to make a list of topics they would want to include about the best place they have ever visited. EXTENSION Feedback As learners read their work to their partners, circulate and monitor for proper use of language. Answers Learners' own answers

Workbook page 21	Workbook: Activity 4 1. Have learners complete the activity and show their answers to their partners. EXTENSION Feedback As learners read their work to their partners, circulate and monitor for proper use of language. Answers Learners' own answers
Coursebook page 21 Workbook Page 21	Writing: Activity 5 1. Discuss with learners what a travel blog is and where you could find one. 2. Tell learners they should use their ideas from Coursebook Activity 4 and from Workbook Activity 4 to write a paragraph about a city they love. 3. Before they start writing, they should think about the questions in the Writing tip box in their Workbook, page 29. 4. Explain to learners that they only need to write a paragraph. Have learners work in their notebooks. Feedback Have learners refer to the blog entry about Istanbul (Coursebook page 30) to help them write their paragraph. CORE Answers Learners' own answers Differentiation activities (Support): 1. Have learners work in pairs. 2. Explain that they can write a few sentences. Differentiation activities (Stretch): 1. Learners work alone. Encourage them to write full sentences with adjectives that also appeal to the senses and a paragraph of more than five sentences or more than one paragraph.
Resources Workbook page 21	Plenary 1. Learners swap paragraphs. 2. Using the criteria in the Writing checklist within the Writing tip box, they read and assess their partner's travel blog. 3. Learners can make notes about their partner's paragraph.

UNIT 2 LESSON 9 TASKS/ACTIVITIES

<p>Resources</p>	<p>Starter</p> <ol style="list-style-type: none"> 1. Write the words <i>local</i> and <i>community</i> on the board. Elicit the meaning and concept from the learners. 2. Ask them about their community: <ul style="list-style-type: none"> - Is it big/small? - Do they know lots of people? - What activities do they get together for? - Where do they meet? 3. Direct learners to the question; <i>What do people in their community do to help each other?</i> 4. Hold a class discussion on the topic for about three minutes.
<p>Resources</p> <p>Coursebook page 22</p>	<p>Main activity</p> <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Write the word <i>responsible</i> on the board and ask learners what they think it means. 2. Ask learners about the two pictures in the quiz box: <i>What is the boy doing in the first picture? Is this good/bad? Why? What has happened to the lady? What is she thinking about? Is this good/bad?</i> 3. Focus on the quiz. Ask learners to work individually to read the sentences and the options carefully and choose an answer. Encourage them to be very honest. <p>CORE</p> <p>Feedback</p> <p>Go through the quiz questions and answers. Have learners tell you what they answered by raising their hands when they hear the answer they chose.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Coursebook page 22</p>	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Place learners in small groups. 2. Tell learners to compare their answers to the quiz. Explain that whether they agree or disagree, they should explain their point of view. <p>EXTENSION</p> <p>Feedback</p> <p>Feedback as a whole class by targeting individual learners to offer their answers. Monitor by circulating and helping if necessary.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have learners report back to their partner / the class by reading their sentences aloud, rather than free speaking. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners report back to the class about their partner's answers, comparing with their own; for example, <i>If Ali saw an old person standing on the bus, he would ... But I wouldn't because ...</i>

<p>Coursebook page 22</p>	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> On the board write the following as examples: <i>You find AED 10 on the floor of a shop.</i> <i>You realise your teacher has marked your answer correct when it's wrong.</i> Ask learners what type of answer choices these quiz questions would have. Place learners in groups or pairs to complete the activity. Explain that they must write three options for each quiz question. <p>CORE</p> <p>Feedback</p> <p>Feedback as a class by asking a learner from each group to write one of their questions on the board.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>Learners choose fewer situations and possible answers, according to their ability.</p>
<p>Workbook page 22</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Place learners in pairs. Have them read the situations and discuss their answers. Then ask learners to write their answers. <p>EXTENSION</p> <p>Feedback</p> <p>Circulate and monitor for proper use of language.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Workbook page 22</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Explain to learners that they have to read and correct the sentences. Set this activity for homework. <p>EXTENSION</p> <p>Feedback</p> <p>Have learners check answers in next lesson.</p> <p>Answers</p> <p>2 to; 3 at; 4 the; 5 of; 6 the; 7 a; 8 it; 9 you; 10 was; 11 are; 12 to; 13 of; 14 at; 15 a; 16 day; 17 was; 18 were; 19 am; 20 it</p>
<p>Resources</p> <p>Coursebook page 23</p>	<p>Plenary</p> <ol style="list-style-type: none"> Direct learners back to Coursebook page 22 Activity 3. Place learners in groups. Have them ask their own quiz questions to the learners in their group and compare their answers.

UNIT 2 LESSON 10 TASKS/ACTIVITIES

Resources	Starter Hold a class discussion on what responsibilities they have as citizens and what they do to try and be responsible.
Resources Coursebook page 23 Audio Track 3	Main activity Listening: Activity 4 1. Tell learners they are going to listen to some people talking about what they do to be responsible citizens. Explain that learners have to find out what the speakers have in common. CORE Feedback Ask the class as a whole for the answer. Accept answers only from learners with raised hands. Answers They're all doing something to help others.
Coursebook page 23 Audio Track 3	Listening: Activity 5 1. Ask learners what other details they remember from the recording. 2. Explain to learners that you are going to play the audio again and they have to complete the chart with the missing information. 3. Have learners look at the chart before listening to the recording. 4. Play the audio a few times. 5. Pause after each time to give the learners time to write. CORE Feedback Have learners check their answers in pairs. Then ask pairs for the answers. Answers George: <i>in a small town</i> <i>pick up litter</i> <i>'You're doing a great job!'</i> Chanelle: <i>near the city centre</i> <i>carry shopping home for old people</i> <i>'This really helps us. It makes such a difference!'</i> Emir and Farid: <i>in a big city</i> <i>growing vegetables to donate to the orphanage</i> <i>they love to eat vegetables</i> Differentiation activities (Support): 1. Give learners a copy of the audio script and ask them to check their answers by finding them in the text. Differentiation activities (Stretch): 1. Place these learners in pairs and have them listen for extra detail. Allocate points for every extra detail they can give.

<p>Workbook page 23</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Explain that learners have to complete the gaps with a suitable word. 2. Tell learners there may be more than one possibility and that it is best that they first read the paragraphs as a whole and then try to find the missing word. 3. Place learners in pairs and have them complete the activity. <p>DESIRABLE</p> <p>Feedback</p> <p>Do the first paragraph as a class. Target individual learners to give an answer. Have learners check their answers with their partners before checking answers as a class. Accept answers only from learners who raise their hands to answer.</p> <p>Answers</p> <p>George: 2 town; 3 do; 4 we; 5 up; 6 a; 7 each; 8 we; 9 things; 10 hour; 11 You; 12 makes</p> <p>Chanelle: 1 live; 2 wanted; 3 people; 4 they; 5 know; 6 but; 7 so; 8 online; 9 up; 10 saying; 11 would; 12 it; 13 This; 14 a</p> <p>Emir and Farid: 1 city; 2 learned; 3 growing; 4 biology; 5 garden; 6 vegetables; 7 tomatoes; 8 orphanage; 9 project; 10 plants; 11 watching; 12 rewarding; 13 love; 14 donate</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have these learners work in pairs. Explain that they do not need to complete all three paragraphs. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to write a paragraph about what they do or a friend does to be responsible citizens.
<p>Resources</p> <p>Coursebook page 23</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Place learners in pairs and have them report to their partner about the people in the chart and their projects. 2. Explain that they have to use the information in the table from the listening activity and add as much detail as they can remember. 3. Learners can highlight details in the audio script as prompts if necessary.

UNIT 2 LESSON 11 TASKS/ACTIVITIES

Resources	Starter 1. Ask learners to close their eyes and imagine they are in a forest. 2. Ask: <i>What sounds can you hear? What can you smell? How do you feel?</i> 3. Tell learners to make a list of their descriptive words and share them with the class.
Resources Coursebook page 24	Main activity Speaking: Activity 1 1. Write the word <i>imagination</i> on the board. 2. Ask learners what it means and when they use it. Have them think about creating stories, when producing school work in class, and so forth. 3. Ask learners what they do when they are bored in class and not doing their work. Ask specific questions to introduce the vocabulary: <i>Do you find it hard to concentrate? Do you daydream? Do you make up stories with imaginary places and people?</i> Make sure learners understand the meaning of this vocabulary. 4. Then ask learners to read through the list of statements to decide which one (or more) best describes them. 5. Check answers as a class. CORE Feedback Check answers by reading through the statements and having learners raise their hands when they hear which one they identify with. Choose the most popular statements and hold a brief discussion about them. Answers Learners' own answers
Coursebook page 24	Reading: Activity 2 1. Discuss with the learners the picture and the title and ask what they think the poem will be about. 2. Draw learners' attention to the note about British school timings. Ask them how they feel in the last hour of their school day. CORE Feedback Encourage learners to give reasons to their answers. Answers Learners' own answers

Coursebook
pages 24-25

Reading: Activity 3

1. Have learners read the questions in Activity 3 and underline the key words.
2. Tell learners to close their Coursebooks. Explain that you will read the poem aloud to the class.
3. Ask learners what they remember from the poem and how it made them feel.
4. Tell learners to open their Coursebooks and read the poem themselves.
5. Direct learners to the words in the Vocabulary list. Ask the learners to scan the poem to find these words and to underline them. Check that learners understand their meaning.
6. Have learners read and answer the questions in Activity 3.
7. Check answers as a class.

CORE

Feedback

Feedback as a class by targeting questions at individual learners.

Answers

- 1 At school.
- 2 A learner in the class.
- 3 A lion coming across the playground and standing at the door of the classroom.
- 4 No, the other people don't see the lion: the poem says, 'No one jumped in the classroom, no one screamed, no one ran to ring the fire bell.'
- 5 She's the teacher.
- 6 It means that the writer thinks that he made the lion appear by thinking about it.

Differentiation activities (Support):

1. Learners read the text while listening to the teacher reading the poem aloud.
2. Focus on the first half of the poem – the lion.
3. Tell the learners to find and underline the words that describe the lion. Ask lots of questions to elicit detail such as: *What colour was he? What did he look like? What did he do first?*
4. Focus on the second half of the poem, making sure the learners understand that the lion is imaginary and not really there.

Differentiation activities (Stretch):

1. Learners answer the questions without referring to the text.
2. Learners compare answers and then check using the text.

Workbook
page 24

Workbook: Activity 1

1. Learners discuss in small groups what they liked about the poem and what their favourite part is.
2. Ask learners to write a sentence or two about their favourite part of the poem using as many adjectives as they can. Check answers as a class.

DESIRABLE

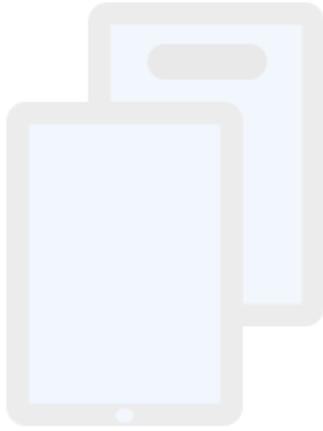
Feedback

Learners show their work to other learners. They explain why they chose that part of the poem. Circulate and ask learners to read you their sentences. Read a few to the class.

Answers

Learners' own answers

Workbook page 24	Workbook: Activity 2 1. Explain to learners they have to match the words to their definitions. 2. Set for homework and check answers in the next lesson. EXTENSION Feedback Check answers by doing the activity as a class. Read out the word and have volunteer learners raise their hands to give you the answer. Answers 1b; 2f; 3a; 4g; 5h; 6c; 7d; 8e
Resources	Plenary
Workbook page 24	Workbook: Activity 3 1. Ask learners what they would do if a lion turned up at school one day. Ask them how they would feel and what they would do. For homework, have learners write a short description.



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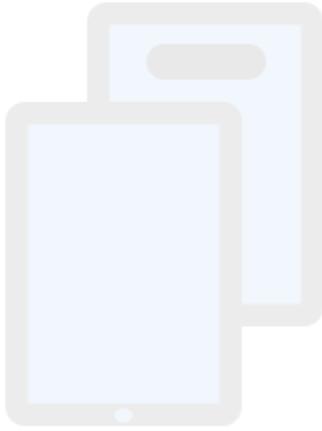
UNIT 2 LESSON 12 TASKS/ACTIVITIES

Resources	Starter <ol style="list-style-type: none"> Write the following words on the board: <i>poem, poetry, rhyme, rhythm, stress</i> Ask learners what kind of text they read/listened to in the previous lesson. Ask learners to define the word <i>poem</i>. Talk about the usual characteristics of poetry, including rhyme, rhythm and stress, and check that learners understand the meaning of these words, using examples if necessary.
Resources Coursebook page 24	Main activity Reading: Activity 4 <ol style="list-style-type: none"> Read the poem to the class once more. Place learners in pairs and have them answer the question. Check answers as a class. CORE Feedback Check answers by reading out the question and having learners answer. Answer b Differentiation activities (Support): <ol style="list-style-type: none"> Read the poem to learners again with great emphasis. Draw their attention to how the lines ending in odd places sounds like the child's train of thought. Discuss how the writer chose not to use rhyme and rhythm in this poem and ask the learners why (it would spoil the effect of a daydream). Differentiation activities (Stretch): <ol style="list-style-type: none"> Put learners in small groups and ask them to take it in turns to read parts of the poem aloud to their group. Encourage them to use emphasis to make it dramatic. Draw their attention to where they should pause and where they should continue.
Coursebook pages 24-25	Reading: Activity 5 <ol style="list-style-type: none"> Explain that daydreaming doesn't mean that you sleep and dream in the day but rather you get lost in your thoughts. Ask learners if they ever daydream and if so, what about. Have learners look through the poem and ask how its style makes it feel like a dream. Ask learners to think about the rhythm, the adjectives and settings. DESIRABLE Feedback Place learners in groups and assign them chunks of the poem to read. Have them think about how this chunk makes the poem feel like a dream. Suggested answers Long sentences give the poem a feeling of tiredness because the rhythm is stretched. The fact that it takes place during the afternoon, when it's hot, makes the reader feel tired and so fall into a dream. The language used helps the reader understand that it's a dream; for example, <i>the dusty playground, daylight strange, curious look, coloured a yellow</i> . No one was afraid when they saw the lion so it must be a dream.

<p>Coursebook pages 24-25</p>	<p>Reading: Activity 6</p> <ol style="list-style-type: none"> 1. Ask learners what images came to their mind as they read the poem. 2. Then ask if any of these images would be suitable to illustrate the poem. <p>EXTENSION</p> <p>Feedback</p> <p>As learners give their answers, write them on the board.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Workbook page 25</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Discuss the concept of syllables with learners. 2. Write the word <i>daylight</i> and count the syllables. 3. Then have learners complete the activity. Check answers as a class. <p>EXTENSION</p> <p>Feedback</p> <p>Feed back as a class by targeting questions at individual learners.</p> <p>Answers</p> <p>4a Three syllables</p> <p>4b One syllable – could, ten, out; two syllables – quiet, lion, appeared, playground; three syllables – parakeets, enormous, everything</p>
<p>Workbook page 25</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to give you a noun, verb and an adjective. Write their answers on the board. 2. Look at 5a and ask individual learners to give you the answers. 3. Then place learners in pairs to complete 5b. 4. Check answers as a class. <p>DESIRABLE</p> <p>Feedback</p> <p>Feedback as a class by asking learners to raise their hands to answer.</p> <p>Answers</p> <p>5a</p> <p>table – noun; yellow – adjective; waited – verb</p> <p>5b</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have learners work in pairs to complete the activities. Explain that they can complete them for homework if they don't have enough time in class. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Using the words they have in Activity 5b, have learners write their own sentences.
<p>Resources</p>	<p>Plenary</p>
<p>Workbook page 25</p>	<p>Workbook: Activity 6</p> <ol style="list-style-type: none"> 1. Direct learners to Activity 6. 2. Have a class discussion on what themes the poem raises. Have learners justify their answers with examples from the poem.

Possible answers

jungle, classroom, daydreaming, sights/sounds/senses



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UNIT 2 LESSON 13 TASKS/ACTIVITIES

Resources	Starter 1. Ask learners to recap what they remember about the people they heard in Lesson 11 and what they think of their projects. 2. Ask them which project they think is the most interesting/helpful and which project they would choose to be involved in.
Resources Coursebook page 26	Main activity Reading: Activity 1 1. Place learners in pairs and have them read the rubric. Ask learners to make a few notes. 2. Have learners tell you their ideas, and write a few of them on the board. 3. Place learners in small groups and have them discuss the two questions in the rubric. Again, have learners make notes. Check answers as a class. CORE Feedback Have learners appoint a group leader who will read out the group's ideas.
Coursebook page 26	Reading: Activity 2 1. Learners read the text. Ask them to tell you what the text is about. 2. Ask learners to work in pairs. Explain that they should match the words from the text with the correct definition. 3. Have learners refer to their dictionaries if necessary. CORE Feedback Circulate, monitor and check individual learners' answers. Write answers on the board for learners to check against. Answers 1b; 2a; 3d; 4e; 5c; 6h; 7f; 8g Differentiation activities (Support): 1. Ask learners to choose four of the words in the activity to make sentences with. Differentiation activities (Stretch): 1. Learners say or write their own definitions.
Workbook page 26	Workbook: Activity 1 1. Have learners work in pairs to discuss in which list they think the actions should go. 2. When they have completed the activity, check answers as a class. DESIRABLE Feedback Check answers by reading out the actions and having learners only raise their hands if it is a good action. Then go through the list of being a good citizen for learners to check their answers. Explain that the remaining phrases go in the 'not being a good citizen' list.
	Answers <i>Being a good citizen:</i> Returning something that you borrowed; Collecting litter in your neighbourhood; Doing your homework every night; Giving your clothes to charity <i>Not being a good citizen:</i> Stealing something because you want it; Having a tantrum when you lose a game; Leaving rubbish in the classroom; Not giving up your seat to elderly people on the bus

	<p>Differentiation activities (Support):</p> <p>1. Learners can speak about these instead of writing.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners choose two actions to expand on by giving examples. For example: Stealing something because you want it is an example of not being a good citizen because you take something that isn't yours.</p>
<p>Workbook page 26</p>	<p>Workbook: Activity 2</p> <p>1. Ask learners what other actions they can add to the table.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Write a few responses on the board for learners to copy.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Workbook page 26</p>	<p>Workbook: Activity 3</p> <p>1. Place learners in pairs and have them complete the activity in three minutes.</p> <p>2. Check answers as a class.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Check answers by asking pairs what they wrote.</p>
<p>Resources</p>	<p>Plenary</p>
<p>Coursebook page 26</p>	<p>Writing: Activity 3</p> <p>1. Direct learners to Activity 3. Write the four topics on the board.</p> <p>2. Have a class discussion by pointing to each topic and asking learners to express their opinions.</p>

UNIT 3 LESSON 1 TASKS/ACTIVITIES

Resources	Starter <ol style="list-style-type: none"> 1. Write the unit title on the board: <i>The culture and traditions of the UAE</i>. Elicit the meanings of <i>culture</i> and <i>traditions</i>. 2. Put the learners in small groups and ask them to brainstorm a list of traditions; for example, wedding traditions, festivals and so forth. 3. Elicit answers from the class and write them on the board. 4. Have a class discussion about the most popular/fun tradition.
Resources Coursebook page 28	Main activity <ol style="list-style-type: none"> 1. Ask: <i>What do you think life used to be like in the UAE before you were born? Did people have the same traditions as now?</i> 2. Have learners read the opening questions and give them a minute to think about them. 3. Have a class discussion. <p>DESIRABLE</p> <p>Feedback During the discussion, refer to the notes on the board from the Starter activity.</p>
Coursebook page 28	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to look at the picture and describe what they can see. 2. Then ask them to read the article once and find the paragraph that the picture illustrates. 3. You could set a time limit (a minute) so that learners skim-read the text. Explain that it isn't necessary to read every single word to understand the gist of a text. <p>CORE</p> <p>Feedback Ask the question and have learners raise their hand. Invite learners to reply and explain what the text is about.</p> <p>Answers</p> <p>Paragraph 3: An oasis</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners re-read the text and underline unknown vocabulary. They work in small groups to work out the meanings of the unknown words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Put learners in pairs and ask them to read paragraphs 2 and 3 (one each). Then have them explain what their paragraph is about to their partner.
Coursebook pages 28-29	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the Vocabulary box on page 41. Read out the definitions. 2. Then draw their attention to the highlighted words in the text. Point out that they must try to guess their meaning by reading the whole sentence. 3. Get the learners to read the text again and write a highlighted word to match each definition in Activity 2. <p>CORE</p> <p>Feedback Nominate learners to read out a matching word and definition.</p>

	<p>Answers</p> <p>1 irrigation; 2 cultivate; 3 tribal; 4 dhow(s); 5 resource</p> <p>Differentiation activities (Support):</p> <p>1. Allow learners to use a dictionary if they need to check a word in the definitions.</p> <p>Differentiation activities (Stretch):</p> <p>1. Have learners explain how they guessed the meaning of words. Encourage them to talk about the links between the context and the definitions; for example, <i>irrigation</i> refers to <i>falaj</i>, which is something <i>artificial</i>.</p>
<p>Workbook page 27</p>	<p>Workbook: Activity 1</p> <p>1. Set this activity as homework.</p> <p>2. Explain to learners to refer back to the text in the Coursebook to do the matching task.</p> <p>CORE</p> <p>Feedback</p> <p>Ask learners to read out their answers to the class and discuss.</p> <p>Answers</p> <p>1 g; 2 f; 3 h; 4 a; 5 c; 6 e; 7 d; 8 b</p>
<p>Workbook page 27</p>	<p>Workbook: Activity 2</p> <p>1. Read the Writing tip and elicit topic sentences from the text in Coursebook page 41; for example, paragraph 2: <i>The United Arab Emirates share a rich cultural heritage and history.</i></p> <p>2. Have learners write the paragraph for homework.</p> <p>CORE</p> <p>Feedback</p> <p>Ask learners to read their work to the class at the beginning of the next lesson.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Resources</p> <p>Fly swats or batons</p>	<p>Plenary</p> <p>1. Play a game of 'Fly swat'. Divide the class into two teams. Give each team a fly swat or a baton. Learners make two lines in their teams.</p> <p>2. Next, write the words from the Vocabulary box and Coursebook Activity 2 on the board in random order.</p> <p>3. Read a definition from the Vocabulary box or Activity 2. The first learners from the two teams to swat the correct word on the board get a point.</p> <p>4. Repeat with all the definitions. Repeat the definitions that are causing difficulty.</p>

UNIT 3 LESSON 2 TASKS/ACTIVITIES

<p>Resources</p> <p>Coursebook page 28 Workbook page 28</p>	<p>Starter</p> <ol style="list-style-type: none"> 1. Ask the learners to say what they remember about the text <i>Traditional life in the UAE</i>. If necessary, write clues on the board to help them; for example, <i>2nd December 1971, tribal, oasis, Bani Yas, falaj, dhows</i>. 2. Get them to exchange their paragraphs from Workbook Activity 2 and check if they have forgotten anything important. 3. At the end of the class, take the learners' paragraphs for correction
<p>Resources</p> <p>Coursebook page 29</p>	<p>Main activity</p> <p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Place learners in pairs and have them complete the activity. 2. Learners to discuss the following topics: <ul style="list-style-type: none"> - what type of work the members of their family, such as their father or grandfather, do - how members of their family in the past made a living - the types of work they were involved in, for example, pearl diving, boat building, bedou, date/goat farming, etc. <p>CORE</p> <p>Feedback</p> <p>Monitor and provide help as necessary.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Divide the class in two groups and have them answer four or five questions each. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write full sentences using their own words to answer the questions.
<p>Coursebook pages 28-29</p>	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to read the Writing tip and find two more time expressions followed by a comma in the text. For example, <i>On 10th February 1972, ...; In the winter, ...</i> 2. Point to the timeline and explain that the events are in chronological order from left to right. 3. Read out the example. Ask learners to write a sentence for the three facts. Monitor and make sure they are using commas where necessary. For more information about Guided Discovery strategy, please see page 7 in this Teacher's Guide. <p>CORE</p> <p>Feedback</p> <p>Invite learners to write a sentence on the board. Make any corrections as a class and elicit other possible answers.</p> <p>Possible answers</p> <p>1 In the 19th century, 'The Trucial States' were established when the British signed agreements with the individual emirates.; 2 In the 19th and early 20th centuries, pearling and date cultivation were practised by many semi-nomadic tribes.; 3 In 1960, oil became an important natural resource.</p>

	<p>Differentiation activities (Support):</p> <p>1. Provide the verbs on the board which learners will need to write the sentences.</p> <p>Differentiation activities (Stretch):</p> <p>1. Put the learners in pairs to explain the facts on the timeline orally without referring to their written sentences.</p>
<p>Workbook page 28</p>	<p>Workbook: Activity 3</p> <p>1. Ask: <i>What is a tribe?</i> Elicit answers from the class.</p> <p>2. Have the learners read the example definition and compare it with their ideas.</p> <p>3. Give the learners a few minutes to write a definition for the rest of the words. Monitor and help.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to read out definitions for each word. As a class, work out the most complete definition and write it on the board.</p> <p>Possible answers</p> <p>2 A family is a group of people who are related to each other.; 3 A dhow is a boat that is used for pearling.; 4 A federation is a group of states which share a central government.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to look up the words and compare the definitions in the dictionary with their own. Discuss which definition is clearer, easier to understand and so on.</p>
<p>Workbook page 28</p>	<p>Workbook: Activity 4</p> <p>1. Have the learners complete the puzzle in pairs. Set this up as a race and have the first pair to complete it shout: <i>Stop!</i></p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to write a word on the board or spell it out for you to write.</p> <p>Answers</p> <p>1 oases; 2 nomadic; 3 oil; 4 Sharjah; 5 date; 6 heritage; 7 exotic; 8 coastline Mystery word: Emirates</p>
<p>Resources</p>	<p>Plenary</p>
<p>Workbook page 28</p>	<p>Workbook: Activity 5</p> <p>1. Explain to learners that you are going to say a word, and they have to make a sentence with it. Say <i>oases</i> and elicit a sentence.</p> <p>2. Continue with a few more words.</p> <p>3. Direct learners to their Workbook and set Activity 5 for homework if time is short.</p>

UNIT 3 LESSON 3 TASKS/ACTIVITIES

Resources	Starter <ol style="list-style-type: none"> 1. Ask the learners to exchange the sentences they wrote for homework with a partner. Have a few learners read their sentences to the class. 2. Write <i>pearling</i> on the board. Explain that this is the topic of a text they are going to read. Invite learners to say if they have ever seen a natural pearl or eaten oysters. 3. Encourage learners to be as descriptive as possible.
Resources Coursebook page 30	Main activity Reading: Activity 1 <ol style="list-style-type: none"> 1. Draw the learners' attention to the pictures. Choose learners to describe each picture. 2. Ask the learners to read the text once and answer the question. CORE Feedback Learners check the answer in pairs, then nominates a volunteer to say it for the class. Possible answers About four months (from early June to end of September) Differentiation activities (Support): <ol style="list-style-type: none"> 1. Have the learners read the first paragraph and discuss the question as a class. Then allow them to read the rest of the text. Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Say true/false sentences about the information given in the text. For example: <i>The pearling season started in September.</i> (False) Have learners listen and stand up for the false sentences. Choose learners to explain why the sentence is false.
Coursebook page 30	Reading: Activity 2 <ol style="list-style-type: none"> 1. Ask the learners to read the article again and complete the sentences. Make sure they understand that the gapped sentences are worded differently in the article. CORE Feedback Nominate volunteers to read out a sentence and write the missing word on the board. Answers 1 shellfish; 2 chant; 3 stone; 4 rainwater; 5 weight Differentiation activities (Support): <ol style="list-style-type: none"> 1. Allow learners to do the task in pairs. Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Choose words from the text for the learners to explain the meaning of. For example, <i>diving, bank, sunrise, cloth, size.</i>

<p>Coursebook page 30</p>	<p>Use of English</p> <ol style="list-style-type: none"> 1. Direct learners to the Use of English box. 2. Write <i>started</i> and <i>went</i> on the board. Ask: <i>What tense is this? Which verb is regular/irregular? When do we use this form of the verbs?</i> Elicit answers quickly from the class. 3. Have learners read the information in the Use of English box and underline three more verbs in the past simple in the text. <p>DESIRABLE</p> <p>Feedback</p> <p>Have learners raise their hand and call out a past simple verb from the text.</p> <p>Possible answers</p> <p>pearling boats <i>departed</i> together for the oyster bank; and <i>returned</i> at the end of September; The oyster boats either <i>stayed</i> near; or <i>moved</i> around to different banks; The diver <i>dived</i> down; with a stone <i>attached</i> to ...; <i>gathered</i> the oysters; The divers <i>opened</i> the oyster.</p> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Write different regular and irregular verbs in the past simple form and choral drill the pronunciation.
<p>Coursebook page 31</p>	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Ask the learners to read the questions carefully and check understanding. 2. Suggest learners re-read the text and make notes if necessary. 3. Have learners discuss their opinions in pairs. Monitor and make notes of answers. <p>CORE</p> <p>Feedback</p> <p>Share some of the opinions you noted with the class. If necessary, work with the learners to correct any errors.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners choose two questions to discuss in their pairs. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write one more text-related question related to ask their partners.
<p>Workbook page 29</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Have learners race to complete the words. Encourage them not to look in their Coursebook. <p>EXTENSION</p> <p>Feedback</p> <p>Choose volunteers to spell out the words for other learners to write on the board.</p> <p>Answers</p> <p>1 shell; 2 pearl; 3 fleet; 4 crew; 5 rhythmic; 6 exhausting; 7 sunset; 8 shell; 9 quality; 10 surface</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to refer to the text on Coursebook page 43 to find the words.

	<p>Differentiation activities (Stretch):</p> <p>1. Ask learners to think of a different context for <i>season</i> (for example, spring, summer), <i>crew</i> (for example cabin crew in an aeroplane), <i>surface</i> (for example the Earth's surface). Provide help and brainstorm sentences as a class.</p>										
<p>Workbook page 29</p>	<p>Workbook: Activity 2</p> <p>1. Have a learner read the example question. Revise the word order in questions as a class.</p> <p>2. Do sentences 2 and 3 as a class and write the answers on the board.</p> <p>3. Give the learners a few minutes to write the questions.</p> <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor for proper completion of the activity. Help as necessary.</p> <p>Possible answers</p> <p>2 Where did the fleet of boats go to find oysters? 3 How many crew members were there on a boat? 4 Why did the diver pull on the rope? 5 When did the crew open the oysters? 6 Where did they store the oysters? 7 What colour did the oysters have at first? 8 How did they sort the oysters?</p> <p>Differentiation activities (Support):</p> <p>Write the following on the board for learners to refer to as they write their questions:</p> <table border="1" data-bbox="440 978 1065 1056"> <tr> <th>1</th> <th>2</th> <th>3</th> <th colspan="2">4</th> </tr> <tr> <td>Wh- word</td> <td>did</td> <td>subject</td> <td>verb (base form)</td> <td>?</td> </tr> </table>	1	2	3	4		Wh- word	did	subject	verb (base form)	?
1	2	3	4								
Wh- word	did	subject	verb (base form)	?							
<p>Resources</p> <p>Coursebook page 31</p>	<p>Plenary</p> <p>1. Read the text out loud and have the learners follow in their books carefully. Make errors on purpose, for example changing words or verb tenses, pronouncing words wrongly. When learners hear an error, they must raise their hand and correct you.</p>										

UNIT 3 LESSON 4 TASKS/ACTIVITIES

Resources	Starter 1. Write on the board: <i>I enjoy visiting museums</i> . Have learners discuss if they agree with the statement in small groups. Encourage them to explain why or why not. 2. Invite a learner from each group to explain briefly what they discussed.
Resources Coursebook page 31 Audio Track 4	Main activity Listening: Activity 4 1. Have learners read the Did you know? information. 2. Find out if anyone has visited Al Fahidi Fort Museum and what they thought of it. 3. Read out the question and play the audio. Encourage learners to make notes. CORE Feedback Ask the learners to compare their notes in pairs. Have them raise their hands and choose a few learners to answer the question. Answer The exhibition that shows the desert at night. Differentiation activities (Support): 1. Play the audio again with pauses to give learners more time to make notes. Differentiation activities (Stretch): 1. Ask a few more comprehension questions for the learners to answer as a class.
Coursebook page 31	Listening: Activity 5 1. Learners complete the sentences. Allow them to use a dictionary if necessary. CORE Feedback Have learners raise their hands and nominate five to read out a sentence each. Answers 1 exhibits; 2 fort; 3 desert, wildlife; 4 pearl diving; 5 underground Differentiation activities (Support): 1. Play the audio again for the learners to complete the sentences as they listen. 2. Provide a photocopy of the audioscript for learners to study before writing their own description. Differentiation activities (Stretch): 1. Have learners write a longer description, for example, 100 words.
Workbook page 30	Workbook: Activity 3 1. Divide the class in two groups to do the task. Group A reads paragraphs 1 and 2. Group B reads paragraphs 2 and 3. 2. Ask the learners to skim-read the article once, paying attention to the words in bold. 3. Have them discuss in pairs what the words could mean. DESIRABLE Feedback As pairs discuss the words, circulate and remind pairs who may need help how to use context to derive the meaning of a word.

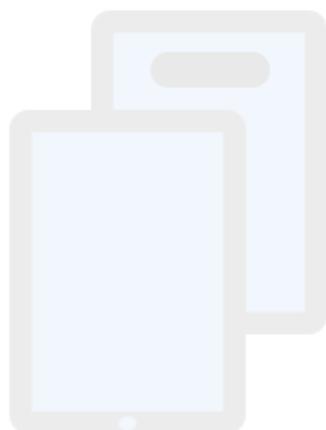
	<p>Answers</p> <p>Refer to Answers in Activity 4 below.</p> <p>Differentiation activities (Stretch):</p> <p>1. Have learners highlight a few more words in the text to guess their meaning; for example, <i>greenery, tomb, display, quicksands</i>.</p>
<p>Workbook page 30</p>	<p>Workbook: Activity 4</p> <p>1. Point out the hints for two of the words. Give the learners a few minutes to do the task.</p> <p>2. Divide the class in two groups. Group A writes the definitions for words 1–4, while Group B writes the definitions for words 5–8.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit answers as a class by asking pairs to give you their answers and writing them on the board.</p> <p>Possible answers</p> <p>1 dig – place where archaeologists have dug; 2 reconstruction – a place rebuilt as it was in the first place; 3 reception – entrance of a place; 4 includes – is a part of; 5 ornaments – things that decorate; 6 expedition – a search for new places or species by scientists; 7 map – draw a plan of a geographical area; 8 distinguished – different and special</p>
<p>Workbook page 30</p>	<p>Workbook: Activity 5</p> <p>1. Ask learners to complete the activity in pairs and then check answers as a class.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Elicit answers as a class by asking pairs to give you their answers and writing them on the board.</p> <p>Answers</p> <p>1 digs; 2 reconstruction; 3 includes; 4 ornaments; 5 expeditions</p> <p>Differentiation activities (Support):</p> <p>1. Allow learners to use dictionaries to complete the activity.</p> <p>Differentiation activities (Stretch):</p> <p>1. Have learners use the words in sentences orally.</p>
<p>Resources</p> <p>Coursebook page 31</p>	<p>Plenary</p> <p>Writing: Activity 6</p> <p>1. Brainstorm a few historical places in the UAE as a class.</p> <p>2. Have learners choose a place and think about their answers to the three questions. Encourage them to make notes and get feedback from the group.</p> <p>3. Ask learners to write descriptions of the places they have chosen for homework.</p>

UNIT 3 LESSON 5 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 32	<ol style="list-style-type: none"> 1. Ask: <i>What do you know about life in the desert? What is a desert environment like?</i> 2. Ask the learners to think about what life might be like. Learners read the statement in the <i>Did you know?</i> box. 3. Discuss as a class and write key words on the board.
Resources	Main activity
Coursebook page 32	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to read the text individually and think about the question. 2. Encourage them to work out the meaning of unknown words by looking at them in context. <p>CORE</p> <p>Feedback</p> <p>Have learners answer the question in pairs before choosing a few learners to give their opinion.</p> <p>Answer</p> <p>Water</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to use a dictionary to look up any difficult words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask further comprehension questions for the learners to discuss in pairs; for example, <i>What material did the Bedouins use to build their 'arishah? Were the Bani Yas the only tribe to live in the desert? Why was the camel a great gift for the Bedouins?</i>
Coursebook page 32	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to read the article again and underline the words from Activity 2 in the text before they do the matching task. <p>CORE</p> <p>Feedback</p> <p>Choose pairs of learners to read out a word and definition each. Invite the class to say whether they agree or disagree before confirming the answers.</p> <p>Answers</p> <p>1 e; 2 c; 3 h; 4 d; 5 b; 6 g; 7 f; 8 a</p>
Coursebook page 33	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. Explain that the questions and answers relate to the text on the previous page. Have a learner read out the example question and locate the answer in the text. 2. Allow learners a few minutes to complete the activity by writing the questions, referring to the text as necessary. 3. Discuss their answers as a class. <p>DESIRABLE</p> <p>Feedback</p> <p>Choose volunteers to write a question on the board. Make any corrections as a class.</p>

	<p>Possible answers</p> <p>2 What makes up most of the UAE's territory? Who discovered a source of water? 4 How long have the Bedouins lived in the desert? 5 What did the nomadic tribes/clans do in the summer months? 6 Why was the camel suitable for the desert? 7 What was camel's hide used for? 8 What were camels a sign of?</p>
Notebooks	<p>Differentiation activities (Support):</p> <p>1. Write the beginning of questions 4, 6 and 7 on the board to help learners.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. After checking the questions, put learners in pairs. They take turns to read out a question for their partner to answer without looking in their book.</p>
Workbook page 31	<p>Workbook: Activity 1</p> <p>1. Divide the class into small groups. Explain that they are going to work together to answer quiz questions about the text.</p> <p>2. Read out the first question and give learners 30 seconds to discuss their answers in their groups.</p> <p>3. Elicit one of the groups' answer and invite the other groups to say whether they agree or not. Award a point to the groups who answered the question correctly. Repeat with the rest of the questions.</p>
	<p>CORE</p>
	<p>Answers</p> <p>1 Water was a problem. 2 Economic life, social structure. 3 Difficult, challenging, harsh because there's little water and extreme weather conditions. 4 Because of fertile areas known as 'oases'. 5 Date gardens. 6 Bani Yas. 7 They are a gift from god. 8 It doesn't need much water to survive and it can travel long distances under the hot sun. 9 Its speed and endurance. 10 It symbolised wealth.</p>
	<p>Differentiation activities (Support):</p> <p>1. Allow learners to read the text once more before doing the quiz.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Have learners listen and answer the questions without referring to the Coursebook or Workbook.</p>
Workbook page 31	<p>Workbook: Activity 2</p> <p>1. Have learners read and correct the sentences in pairs. If time is restricted, this activity can be set for homework.</p>
	<p>EXTENSION</p> <p>Feedback</p> <p>Choose volunteers to write answers on the board.</p>
	<p>Possible answers</p> <p>2 The first Bedouins discovered sources of water in the sand dunes. 3 The tribes travel to find grazing for their camels. 4 The Bedouins carried their goods with the help of their camels. 5 Tribesmen saw the camels as a gift.</p>
Workbook page 31	<p>Workbook: Activity 3</p> <p>1. Have learners complete the activity and then read the sentences to the class. If time is restricted, this activity can be set for homework.</p>
	<p>EXTENSION</p> <p>Feedback</p> <p>Place learners in pairs to complete this activity.</p>

	Answers
	Learners' own answers
Resources	Plenary
	<ol style="list-style-type: none"> 1. Play a vocabulary game. Divide the class into small groups. Explain that a learner from each group is going to draw a picture on the board to depict a word from the text. 2. Do an example with <i>camel</i>. Set a time limit of 20 minutes. Have learners who are sitting down write the word in their notebook. Then check answers and award a point to the groups who have found the word. 3. Continue inviting different learners to draw a word/phrase from the text; for example, <i>desert, sand, oasis, date palm, Bedouin, gift, transport, milk, meat, hair, leather, speed, race, wealth</i>. 4. Praise the 'artists' and all the learners for taking part in the game and working as a team.



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UNIT 3 LESSON 6 TASKS/ACTIVITIES

Resources	Starter <ol style="list-style-type: none"> 1. Play a spelling game. Divide the class into small groups. 2. Have a group of learners stand up and say a key word from Unit 3 Lessons 1–5; for example, <i>oasis</i>. Learners spell the word as a team with each learner saying a letter in order. 3. Repeat with different groups and words. You could award points for each correctly spelled word.
Resources Coursebook page 33 Audio Track 5	Main activity Listening: Activity 4 <ol style="list-style-type: none"> 1. Choose a learner to read the Listening strategy out loud. 2. Have learners read the statements and underline the key words. Discuss as a class. 3. Play the audio once or twice for learners to do the task. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers in pairs before checking as a class. Choose volunteers to say facts and mention and correct the false statements. Try to elicit further information.</p> <p>Answers</p> <p>1 True; 2 True; 3 False, camels can kick with all four legs; 4 True; 5 False, camels learn to run from a young age; 6 True</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Check with the learners the meaning of key words (for example, <i>coat, hump, eyelids, eyelashes</i>) before they listen to the recording. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners prepare a fact file about the camel with the information from the recording and other facts they research. Encourage them to show and explain the fact file at home.
Coursebook page 33	Speaking: Activity 5 <ol style="list-style-type: none"> 1. Read out the Speaking tip and do an example as a class. Read out the first question and brainstorm other facts about camels. As learners call out facts, demonstrate how to take brief notes on the board. 2. Give learners a few minutes to make short notes on questions 2 and 3. Then they discuss them in pairs or small groups. Monitor and make note of good/bad language use. <p>CORE</p> <p>Feedback</p> <p>Round up the discussion by inviting learners to summarise what they discussed. Write good/bad language you noticed on the board. Give positive feedback and correct any errors.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. In question 2, explain that learners will answer <i>Yes, I have.</i> and then continue in the past simple to give details.

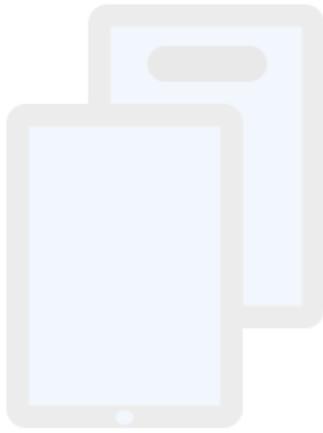
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners prepare a short presentation on camels at home or in class. They can do this individually or in pairs/groups and give their presentations in the next lesson.
<p>Workbook page 32</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Have learners read the text and complete the activity. 2. Elicit facts as a class. <p>CORE</p> <p>Feedback</p> <p>Have learners raise their hands and invite volunteers to read out an answer.</p> <p>Answers</p> <p>it helps keep people cool; the leaves can be used to make lots of different household goods; the fruit is healthy because it has lots of vitamins</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask a few questions to check comprehension before learners do the task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Before the task, put the learners in pairs. Have them read a paragraph each and explain what they read in their own words.
<p>Workbook page 32</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Give learners a few minutes to re-read the text and answer the questions. <p>CORE</p> <p>Feedback</p> <p>Have learners compare their answers in pairs. Then choose learners to read out an answer and elicit other possible answers. For questions 2 and 3, hold a class discussion for about five minutes.</p> <p>Answers</p> <p>1 They have lots of vitamins.; 2 Learners' own answers; 3 Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Help learners consolidate the vocabulary by having them draw a palm tree and label the <i>trunk, roots, branches, leaves, fruit, shade, sand, etc.</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners ask and answer the questions in pairs without referring to their written answers.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Divide the class into two groups: <i>Camels</i> and <i>Date palms</i>. 2. Say a fact about either the camels or the date palms: for example, <i>They grow in the sandy desert</i>. The <i>Date palms</i> should raise their hands as the statement refers to their group. 3. Continue with random sentences. If possible, write down the statements before the class and invite learners to read one out to the class.

UNIT 3 LESSON 7 TASKS/ACTIVITIES

Resources	Starter <ol style="list-style-type: none"> Write anagrams of the following words on the board: <i>happiness, wealth, endurance</i>. Divide the class into groups and have them order the letters to find the words. Set a time limit to turn it into a race. Invite learners to write the answer on the board.
Resources Coursebook page 34	Main activity Use of English: Abstract nouns <ol style="list-style-type: none"> Write <i>Abstract nouns</i> on the board. Discuss as a class what these nouns could be, referring learners to the three words you wrote on the board at the start of the lesson. Ask the learners to read the notes in the Use of English box. In pairs, have learners write an example sentence for <i>happiness, wealth and endurance</i>.
Coursebook page 34	Use of English: Activity 1 <ol style="list-style-type: none"> Read out the abstract nouns and drill the pronunciation as a class. Have learners complete the sentences in pairs or individually. CORE Feedback Learners raise their hands to read out a sentence. Get class consensus when correcting any errors. Answers 1 traditions; 2 Customs; 3 patience; 4 The availability; 5 amusement; 6 resilience, resourcefulness
Dictionaries	Differentiation activities (Support): <ol style="list-style-type: none"> Allow learners to use their dictionaries or refer to their notes to do the task. Differentiation activities (Stretch): <ol style="list-style-type: none"> Learners think of a definition for each abstract noun and say it or write it down.
Coursebook page 34	Speaking: Activity 2 <ol style="list-style-type: none"> Ask the learners to read the Language tip. Learners think of other adjectives they know ending in these suffixes (for example, <i>social, cultural; scientific, artistic; reasonable, reliable</i>). Draw learners' attention to the six abstract nouns in Activity 2. Ask: <i>How does your society value education?</i> Have a brief class discussion. Divide the class into small groups. Learners discuss the question using a few of the abstract nouns. Monitor and help if necessary. CORE Feedback Circulate and monitor for proper use of language. Help where necessary. Answers Learners' own answers

<p>Coursebook page 34</p>	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Have two learners read out the example dialogue. 2. Put learners in groups to discuss their opinion on the topics in Activity 2. Encourage them to ask opinions and comment on what is said. <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor for proper use of language. Note down any incorrect language or misuse of abstract nouns. When learners have completed the activity, list on the board the inaccuracies and ask learners to correct them or show why they are wrong.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write fixed phrases on the board for the learners to refer to; for example, <i>What do you think? What about you? I believe I think that ... I'm not sure but ...</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to give at least two arguments each for each question. 												
<p>Workbook page 33</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Read out the abstract nouns and the headings. 2. Learners do the task individually or in pairs. <p>CORE</p> <p>Feedback</p> <p>Copy the headings on the board and nominate learners to write a noun each.</p> <p>Answers</p> <table border="0"> <tr> <td>human quality</td> <td>emotion or feeling</td> <td>others</td> </tr> <tr> <td>endurance</td> <td>amusement</td> <td>availability</td> </tr> <tr> <td>resilience</td> <td>pride</td> <td>honour</td> </tr> <tr> <td>resourcefulness</td> <td></td> <td></td> </tr> </table> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners add two more abstract nouns under each heading. 	human quality	emotion or feeling	others	endurance	amusement	availability	resilience	pride	honour	resourcefulness		
human quality	emotion or feeling	others											
endurance	amusement	availability											
resilience	pride	honour											
resourcefulness													
<p>Workbook page 33</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Have learners correct the sentences and nominate volunteers to read out the sentences. <p>CORE</p> <p>Feedback</p> <p>Write answers on the board for learners to check against.</p> <p>Answers</p> <p>2 The pride you feel ...; 3 Friendship is more ... than success.; 4 ... bring you happiness; 5 The kindness of strangers ...; 6 ... needs fun and amusement ...</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have learners compare answers with their partners. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners write a short essay presenting arguments for and against one of the statements. 												

Workbook page 33	Workbook: Activity 3 1. Learners can discuss their ideas in small groups before writing their sentences. Monitor and provide help.
	Differentiation activities (Support): 1. Have learners write their sentences at home and bring them to the next lesson.
Resources	Plenary 1. Show sheets of paper with <i>HAPPINESS</i> and <i>UNHAPPINESS</i> written on them. Stick them on opposite sides of the room where learners can see them. 2. Ask a few learners to stand up. Say: <i>Today there's chicken and rice for lunch.</i> Have learners walk to one of the two signs if they're happy/unhappy about the statement. Invite them to explain why. 3. Repeat with different statements (for example, <i>I think I'm going to pass my English exam. / It's going to be really hot tomorrow. / I might go on a holiday to the UK soon.</i>) and different learners.



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UNIT 3 LESSON 8 TASKS/ACTIVITIES

Resources	Starter
Workbook page 33	<ol style="list-style-type: none"> Invite learners to read one of the sentences they wrote for Workbook Activity 3. After each sentence, have learners who disagree stand up and explain their opinion briefly.
Resources	Main activity
Coursebook page 35	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> Ask: <i>Do you prefer wearing traditional Emirati clothes or casual clothes?</i> Have a class discussion. Have learners read the text and check how the young man feels about clothes. Discuss his opinions on other issues and how learners feel about them. <p>CORE</p> <p>Feedback</p> <p>As learners work, invite them to highlight the man's opinions.</p> <p>Answers</p> <p>Learners' own answers</p>
Coursebook page 35	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> Learners can find the abstract nouns and the adjectives in pairs or individually. <p>CORE</p> <p>Feedback</p> <p>Write <i>Abstract nouns</i> and <i>Adjectives</i> as headings on the board. Check answers by inviting volunteers to write a word under a heading.</p> <p>Answers</p> <p>(Five of the words below)</p> <p><i>Abstract nouns</i> (examples): values, lives, balance, way, respect, developments, travel, past, history, knowledge</p> <p><i>Adjectives</i> (examples): traditional, modern, important, casual, serious, respectful, fascinating, international, careful</p> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Have learners underline all the adjectives in the text and categorise them as <i>positive, negative or neutral</i>.

<p>Coursebook page 35</p>	<p>Reading: Activity 6</p> <ol style="list-style-type: none"> 1. Have learners read the sentences and decide what kind of word is missing: verb, noun or adjective. 2. Learners complete the sentences. <p>CORE</p> <p>Feedback</p> <p>Have learners compare their answers. Then they raise hands to read out a sentence.</p> <p>Answers</p> <p>1 developments; 2 respect; 3 modern; 4 Traditional; 5 communicate</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with the first letter of each word to help them complete the gaps. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Read out the sentences at a natural speed and have learners repeat with appropriate intonation.
<p>Coursebook page 35</p>	<p>Coursebook: Activity 7</p> <ol style="list-style-type: none"> 1. If time allows for this activity, write the three tenses on the board: past simple, present perfect simple, present perfect continuous. 2. Invite learners to give an example for each tense and explain its meaning. 3. Learners read the sentences and do the matching task. They can do this in pairs. <p>CORE</p> <p>Feedback</p> <p>Read out an example from the box and have learners say which description it matches.</p> <p>Answers</p> <p>1 past simple; 2 present perfect continuous; 3 present perfect simple</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give the learners clues about key time expressions used with each tense; for example: <i>yesterday, suddenly, when</i> (past simple); <i>since, for, yet, already</i> (present perfect simple); <i>since, for</i> (present perfect continuous). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners think of a sentence for each tense. Monitor and check.
<p>Workbook page 34</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners can refer to their Coursebook to find the adjectives. <p>CORE</p> <p>Feedback</p> <p>Invite learners to each write an adjective on board.</p> <p>Suggested answers</p> <p>academic, cultural, economic/economical, honourable, national, nomadic, personal, rhythmic, suitable, traditional, tribal, valuable</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write the suffixes <i>-al, -able, -ic</i> on the board for the learners to choose from. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. In pairs, learners take turns to say a noun for their partner to call out the adjective. Monitor and check pronunciation.

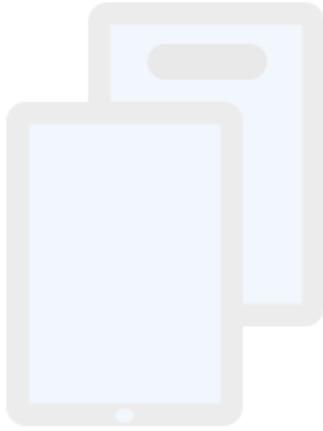
Workbook page 34	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Have learners read the sentences and identify what type of words are missing (adjectives). 2. Learners complete the sentences with an appropriate adjective. <p>CORE</p> <p>Feedback</p> <p>Have learners raise their hand to read out a sentence. Get class consensus on each adjective chosen.</p> <p>Answers</p> <p>1 academic; 2 traditional; suitable; 4 honourable; 5 cultural; 6 Rhythmic; 7 valuable; 8 economical</p>
	<p>Workbook: Activity 6</p> <ol style="list-style-type: none"> 1. Have learners make up their own sentences. Ask them to read them to the class when they have completed the activity. <p>EXTENSION</p> <p>Feedback</p> <p>Have learners raise their hand to read out a sentence.</p> <p>Answers</p> <p>Learners' own answers</p>
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners use a few more adjectives in context, either orally or in writing.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Play a game of 'Noughts and ticks'. Draw a 3x3 grid on the board and divide the class in two groups: noughts and ticks. 2. With books closed, call out a noun/adjective for a group to say the equivalent adjective/noun. If it's correct, a learner from the group draws a nought/tick on the grid. 3. Groups take turns to decide on the correct adjective or noun and draw a nought/tick if their answer is correct. The first group to make a line on the grid wins the game. 4. Repeat or have learners play in smaller groups. Assign a learner in each group to take your role of calling out nouns/adjectives from the Workbook activity.

UNIT 3 LESSON 9 TASKS/ACTIVITIES

Resources	Starter <ol style="list-style-type: none"> 1. Read out the first verse of the poem <i>A Rose</i> by Sultan al-Owais without saying who wrote it or which one it is: <i>Oh rose! whose petals are touched by the dew</i> <i>Which perfumes souls and hearts</i> <i>You are in this world an enigma,</i> <i>Your behaviour remains a mystery,</i> <i>For you encase your life in the walls of your bud,</i> <i>As though your fragrance is not well-loved.</i> 2. Have learners say who wrote the poem and write Sultan al-Owais on the board. 3. Discuss as a class what the learners know about the poet.
Resources Coursebook page 38	Main activity Reading: Activity 1 <ol style="list-style-type: none"> 1. Read out the question. Learners read the text once to find the answer. 2. Check as a class. CORE Feedback Ask further comprehension questions; for example, <i>How has education in the UAE changed since the 1950s? What did Sultan al-Owais do to help others? What important custom started in the early 20th century?</i> Discuss them as a class. Answer New generations of writers and poets have emerged. Literature has also been taught in schools and universities over the years. Differentiation activities (Support): <ol style="list-style-type: none"> 1. Pre-teach <i>novel, play, encourage, inspire</i> before learners read the text. Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Have learners find further information about Sultan al-Owais (online or in the library) and share in class.
Coursebook page 38	Reading: Activity 2 <ol style="list-style-type: none"> 1. Read out the words for the learners to circle in the text. 2. Then have learners do the matching task in pairs. CORE Feedback Have pairs of learners read a meaning and a word out loud. Answers 1 emphasis; 2 expand; 3 academic; 4 merchant; 5 individual; 6 literary

<p>Coursebook page 36</p>	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Give the learners time to read the questions and think of their answers. Allow them to make notes if necessary. 2. In pairs, learners discuss their opinions. Monitor and make note of their ideas. <p>DESIRABLE</p> <p>Feedback</p> <p>Write a few of the ideas you heard on the board. Discuss briefly as a class.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Remind learners to use phrases to introduce and ask for opinions, and to express agreement and disagreement. Revise them if necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Set this up as a debate. Divide the class into groups of four and have them choose one of the questions. Learners discuss the question for at least three minutes, trying to come up with as many ideas/arguments as possible.
<p>Workbook page 36</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Write the following qualifiers on the board: <i>quite, rather, fairly, very, really, slightly</i>. 2. Check meaning. Explain that these words make the adjective that follows it stronger or weaker. 3. Point out that some qualifiers can't be used with some adjectives; for example, we can say <i>very/really/quite/extremely intelligent</i>, but not <i>totally intelligent</i>. Similarly, we can say <i>absolutely perfect</i> but not <i>very/slightly perfect</i>. 4. Place learners in pairs to complete the activity. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a sentence to the class.</p> <p>Answers</p> <p>1 <u>quite</u> a few; 2 <u>very</u> popular; 3 <u>greatly</u> expanded; 4 <u>even</u> more; 5 <u>a great deal of</u> fascinating Arabic art</p>
<p>Workbook page 35</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that learners have to write their own sentences with the adjectives and that they have to add a qualifier. 2. Split the class into two halves, and place learners in pairs. 3. Have one half complete sentences 1–3 and the other half 4–6. <p>EXTENSION</p> <p>Feedback</p> <p>Invite learners to read out a sentence to the class. Accept all possible combinations.</p> <p>Answers</p> <p>Learners' own answers</p>

Resources	Plenary
Workbook page 35	Workbook: Activity 3 <ol style="list-style-type: none">1. Direct learners to Activity 3 and hold a class discussion on the topic of how education helps a person develop.2. Write ideas, words and phrases that learners use on the board.3. Have learners write a few sentences on the topic.4. Early finishers can read their paragraph to the class. Learners who haven't completed the activity can do so for homework.



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UNIT 3 LESSON 10 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Write <i>UNESCO Intangible Cultural Heritage of Humanity</i>. Ask learners what this could mean. Explain what UNESCO stands for (United Nations Educational, Scientific and Cultural Organization) and what <i>intangible</i> means. 2. Ask: <i>What part of the Emirate culture do you think was inscribed as 'intangible cultural heritage of humanity' by UNESCO in 2012?</i> Elicit ideas. 3. Then write <i>Al-Taghrooda</i> on the board and elicit what the learners know about it.
Resources	Main activity
Coursebook page 37	<p>Reading strategy</p> <ol style="list-style-type: none"> 1. Read out the question in the Reading strategy box. Have learners skim the text to find the answer. 2. Ask the learners to read the Reading strategy text and elicit what the topic is in paragraphs 1 and 2 by looking at the first sentence. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to explain the topic of paragraphs 1 and 2.</p> <p>Answers</p> <p>Paragraph 1 – the history of Al-Taghrooda poetry Paragraph 2 – where and why chanting was used</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Use texts from previous lessons to give learners more support with finding the topic sentence of a paragraph.
Coursebook page 37	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Read out the question. 2. Tell the learners to scan the text quickly to find the answer. 3. Remind them that they do not need to know the meaning of every word. Explain the meaning of the word <i>chanted</i>. <p>CORE</p> <p>Feedback</p> <p>Ask the learners to discuss their answers with a partner. Invite volunteers to answer the question for the whole class.</p> <p>Example answer</p> <p>Al-Taghrooda is a kind of poetry shared by the Bedouins. It's poetry that was chanted when the Bedouins were riding their camels in the desert. The poetry was chanted between two groups of men.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners underline the words in the text that they do not understand. 2. Check the words as a class, eliciting meanings from context and with the learners' help. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners use the Internet to research more about Al-Taghrooda and report back to the class.

<p>Coursebook page 37</p>	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. Tell the learners to read through the questions. Check for understanding. 2. Can the learners answer any of the questions right away? Ask them to read the text again, looking out for specific information they need. <p>CORE</p> <p>Feedback</p> <p>Learners work in small groups and discuss their answers. Choose pairs of learners to read out a question and answer.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Al-Taghrooda 2 Seven lines or fewer 3 A tribesman from one group chanted the first verse and the other group replied. 4 It was entertaining and it made the camels walk in time to the rhythm. 5 In the desert and around the campfires. 6 It was used for re-telling history and traditions. It was used to send messages to loved ones, family and friends. It was used to settle disputes between people or tribes. 7 An important social and cultural role. 8 At weddings and national festivities such as the Al Wathba Camel Race Festival. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with paragraph references so that they can find the answers more quickly: Paragraph 1 – questions 1–3; Paragraph 2 – questions 4–6; Paragraph 3 – questions 7 and 8 <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. In pairs, learners practise asking and answering the questions orally without referring to their written answers.
<p>Workbook page 36 Coursebook page 37</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Explain that learners need to use past simple, present perfect simple or continuous to complete the sentences. <p>CORE</p> <p>Feedback</p> <p>Learners can check some of the sentences against the text in the Coursebook. Then, read out the sentences and pause before each gap for the learners to call out the answer.</p> <p>Answers</p> <p>1 recited; 2 has played; 3 have been passing down / have passed down; 4 used; 5 chanted, walked; 6 has often been; 7 found; 8 taught</p>
<p>Workbook page 36</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Before they write the sentences, allow learners to read the text once more if necessary. 2. They should write their sentences individually or in pairs. Encourage them to use their own words. <p>DESIRABLE</p> <p>Feedback</p> <p>Have learners raise their hands and read out a sentence.</p>

	<p>Possible answers</p> <p>1 The Bedouins have shared the tradition of chanting poetry for centuries. 2 The tribesmen chanted the poetry around campfires. 3 The Bedouins have been re-telling their past history in this way for generations. 4 The Bedouins believed that chanting poetry made the camels walk in time to the rhythm. 5 Al-Taghrooda has played an important cultural role in the UAE.</p> <p>Differentiation activities (Support):</p> <p>1. Before learners write their sentences, go through the verbs and elicit example sentences orally.</p> <p>Differentiation activities (Stretch):</p> <p>1. Have learners write a summary of the text in 50–80 words.</p>
<p>Workbook page 36</p>	<p>Workbook: Activity 6</p> <p>1. Explain that learners have to make sentences using the correct tense.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Nominate volunteers to read out their sentences.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Draw an imaginary line across the middle of the class. Explain that one side represents 'Yes' and the other represents 'No'. 2. Have learners stand up and form a queue on the imaginary line facing you. 3. Say: <i>I've never heard about Al-Taghrooda poetry before.</i> Learners move to the 'Yes' side if the statement is true for themselves and to the 'No' side if it isn't. 4. Continue with more statements using the present perfect simple or continuous (for example, <i>My family have been to the desert a few times. / I've been reading poetry since primary school.</i>). You could choose learners to give further information.

UNIT 3 LESSON 11 TASKS/ACTIVITIES

Resources	Starter <ol style="list-style-type: none"> 1. Write <i>Al-Taghrooda</i> as a heading on one side of the board. 2. Put the learners in small groups. 3. Give learners a minute to brainstorm as many facts as they can remember about <i>Al-Taghrooda</i> poetry. Make sure they keep a count of the facts. 4. When time is up, check which group has the most facts. 5. Elicit ideas from the whole class and make notes under the heading on the board. Keep the notes for later use.
Resources Coursebook page 38	Main activity Reading: Activity 1 <ol style="list-style-type: none"> 1. Before learners open their books, write <i>Nabati</i> as a heading on the other side of the board. 2. Ask: <i>What do you know about this type of poetry?</i> Have a class discussion and make notes on the board. 3. Ask learners to read the text once and check their ideas. Correct or add to the notes on the board. 4. Ask: <i>What's special about Nabati poetry?</i> Learners discuss in pairs. CORE Feedback Ask the question and nominate learners to give their opinion. Possible answers Nabati is the people's poetry.; It's based on personal experiences.; The poems were the only record of events. Differentiation activities (Support): <ol style="list-style-type: none"> 1. Give learners practice with the pronunciation of words such as <i>unique, historical, period, event, dialect, admired.</i> Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Learners research the life of HH Sheik Mohammed bin Rashid Al Maktoum on the Internet and share information in class.
Coursebook page 38	Reading: Activity 2 <ol style="list-style-type: none"> 1. Explain that learners should refer to the text to complete the sentences. They don't have to read the whole text again. CORE Feedback Learners compare their answers with a partner. Read out the sentence prompts and have learners call out the missing information. Answers <ol style="list-style-type: none"> 1 'Bedouin poetry' and 'the people's poetry'. 2 personal experience and the reality of everyday life. 3 are a cultural tradition. 4 the poems were the only record of events. 5 began composing Nabati poetry as a young boy. Differentiation activities (Support): <ol style="list-style-type: none"> 1. Learners can underline the answers in the text rather than write them down.

	<p>Differentiation activities (Stretch):</p> <p>1. Have learners read the <i>Did you know?</i> information. Ask them to do research and find out which languages are the most widely spoken (Chinese/Mandarin, Spanish, English, Hindi, Arabic) and which languages are the most widely learned as a foreign language (Chinese/Mandarin, Spanish, English, Hindi).</p>
Workbook page 37	<p>Workbook: Activity 1</p> <p>1. Have learners look at the words and refer to the text in the Coursebook if necessary to do the matching task.</p> <p>CORE</p> <p>Feedback</p> <p>Call out a word and nominate a learner to read out the definition.</p> <p>Answers</p> <p>1f ; 2 a; 3 c; 4 b; 5 h; 6 g; 7 e; 8 d</p> <p>Differentiation activities (Support):</p> <p>1. Tell learners to start the task by matching the words they're more confident about.</p> <p>Differentiation activities (Stretch):</p> <p>1. Encourage learners to make up sentences orally with some of the words.</p>
Workbook page 37	<p>Workbook: Activity 2</p> <p>1. Have a learner read out the Language tip.</p> <p>2. Learners match the synonyms.</p> <p>CORE</p> <p>Feedback</p> <p>Have a learner call out a word 1–5 and another learner call out the corresponding synonym.</p> <p>Answers</p> <p>1 e; 2 a; 3 d; 4 b; 5 c</p> <p>Differentiation activities (Support):</p> <p>1. Point out that both words need to be the same type, for example verb–verb, noun–noun, adjective–adjective.</p> <p>Differentiation activities (Stretch):</p> <p>1. Have learners think of the differences between the synonyms. For instance, we can say <i>a simpleleasy exercise</i>, but not <i>a simpleeasy story</i>.</p>
Workbook page 37	<p>Workbook: Activity 3</p> <p>1. Have learners use a dictionary to write their own sentences with the synonyms.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Have learners compare their sentences in pairs. Then nominate volunteers to read out a sentence.</p> <p>Answers</p> <p>Learners' own answers</p>

<p>Workbook page 37</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Have learners close all their books. Ask them what they remember about Nabati poetry. Write their answers on the board. 2. Have learners open their Workbook and complete the activity without referring to the Coursebook. Explain that they are to answer as many questions as they can and not to worry if they leave any questions unanswered. <p>CORE</p> <p>Feedback</p> <p>Check answers as a class by reading out a sentence and nominating a different learner each time to say the correction.</p> <p>Answers</p> <p>1 The poems go as far back as the 16th century. 2 They are handed down from generation to generation. 3 They use a dialect different from classical Arabic. 4 The Sheik began composing as a young boy. 5 The competitions are held once a year. 6 They are unique to the UAE.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Divide the class in two and have learners correct three sentences each. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners write as many things as they remember about Nabati poetry.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Write words 1–5 from Workbook Activity 2 on the board. Add other familiar words whose synonyms learners will know; for example, <i>admired</i> (<i>respected</i>), <i>true</i> (<i>real</i>), <i>popular</i> (<i>famous</i>), <i>competition</i> (<i>contest</i> or <i>race</i>), <i>tradition</i> (<i>custom</i>), <i>to chant</i> (<i>to sing</i>), <i>to reply</i> (<i>to answer</i>), <i>routine</i> (<i>everyday life</i>), etc. 2. Divide the class into two groups. Invite a learner from each group to stand across from the board with a marker pen. Call out a word and have the learners race to circle its synonym on the board. Award a point to the fastest learner. 3. Continue with different words and learners.

UNIT 3 LESSON 12 TASKS/ACTIVITIES

Resources	Starter <ol style="list-style-type: none"> Write anagrams of key words about Nabati poetry on the board, for example, <i>poetry, unique, record, dialect</i>. Put learners into small groups to reorder the letters. The first group to finish shouts: <i>Stop!</i> Invite learners to write the word under the anagrams. Discuss as a class what the words refer to.
Resources Coursebook pages 38-39 Audio Track 6	Main activity Listening: Activity 3 <ol style="list-style-type: none"> Focus on the photo of HH Sheik Mohammed on page 39. Ask: <i>Who is he? What do you know about him?</i> Discuss as a class. Tell the learners that they are going to listen to a poem by Sheik Mohammed bin Rashid Al Maktoum. Go through the words in the Vocabulary list before you play the audio. Read the question and ask the learners to think about the question while they are listening. Tell them to make notes. Learners listen to the audio and make notes. Play the audio a few times if necessary. For more information about Listening to stories strategy, please see page 9 in this Teacher's Guide. <p>CORE</p> <p>Feedback</p> <p>Have learners compare their ideas in pairs. Then have a class discussion.</p> <p>Possible answers</p> <p>It's about the UAE and what makes it the happiest nation on Earth.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Play the audio again softly and have learners read along. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> In pairs, have learners choose one or two verses and discuss what they describe.
Workbook page 38	Workbook: Activity 5 <ol style="list-style-type: none"> Read the instructions and the example. Have learners brainstorm themes and adjectives in pairs or small groups. <p>CORE</p> <p>Feedback</p> <p>Invite a learner from each pair or group to present their themes and adjectives to the class. Discuss the themes further as a class.</p> <p>Answers</p> <p>Learners' own answers</p>
Coursebook page 39	Reading: Activity 4 <ol style="list-style-type: none"> Do an example with the class: <i>prime</i> and <i>time</i>. Point out that the endings <i>-ime</i> sound the same (/aim/) so these words rhyme. Explain that sometimes words with different spellings rhyme; for example, <i>fair</i> and <i>care</i>. Give learners time to write the pairs of rhyming words.

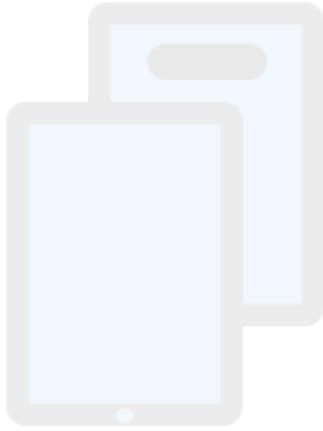
	<p>CORE</p> <p>Feedback Have learners compare their pairs of words. Nominate volunteers to call out a pair of rhyming words. Drill the words chorally.</p> <p>Answers prime–time; thrive–revive; strain–pain; fear–tear; fulfilled–instilled; fair–care; joy–boy; prize–rise; confession–impression; more–core</p> <p>Differentiation activities (Support): 1. In pairs, learners practise saying the words.</p> <p>Differentiation activities (Stretch): 1. Have learners think of one more rhyming word to add to each pair; for example, <i>mime, survive, main, dear, rebuild, bear, toy, flies, expression, floor</i>.</p>
<p>Coursebook page 39</p>	<p>Reading: Activity 5 1. Place learners in small groups of four or five. 2. If you want you can choose another theme to write about. 3. Explain that their poem doesn't have to be long and six lines are usually enough. 4. Tell them to use rhyming words if they can. 5. Have groups assign a leader who will read the poem to the class.</p> <p>EXTENSION</p> <p>Feedback As learners work, circulate and help as necessary.</p> <p>Answers Learners' own answers</p>
<p>Workbook page 38</p>	<p>Workbook: Activity 6 1. Divide the learners into small teams. 2. Give the teams three minutes to find the words and complete the task. Set this up as a race. 3. When time is up, read out the clues and elicit the words from the learners. Have them award their team a point for each correct answer. Praise all learners for their efforts.</p> <p>DESIRABLE</p> <p>Feedback Have learners look back at all the lessons in the unit to complete the activity.</p> <p>Answers 1 chant; 2 clan; 3 resilience; 4 nomadic; 5 wander; 6 grazing; 7 heritage; 8 Bedouin; 9 camel; 10 generation; 11 century; 12 dhow</p>
<p>Resources Workbook page 38</p>	<p>Plenary</p> <p>Workbook: Activity 7 1. Place learners in small groups. Have them make up their five sentences. 2. Have them appoint a group leader to read the sentences to the class. 3. Then have the group write as many sentences as they can with the words from Activity 6 in two minutes. 4. The group leaders tell the class how many sentences they have and a winner is chosen. 5. Have the leaders read the new set of sentences to the class.</p>

UNIT 4 LESSON 1 TASKS/ACTIVITIES

Resources	Starter
	<p>1. With Coursebooks closed, ask learners the following questions: <i>What is a gulf, and what is a peninsula? Which countries make up the Arabian Peninsula in modern times? What do you know about the geography of the Arabian Peninsula?</i></p> <p>2. Write the names of any countries or seas that learners mention on the board.</p>
Resources	Main activity
Coursebook page 41	<p>Reading: Activity 1</p> <p>1. Have learners look at the map of the Arabian Peninsula. Ask if they can locate any of the places they mentioned in the Starter.</p> <p>2. Have learners read the text about the Arabian Peninsula and answer the question.</p> <p>CORE</p> <p>Feedback Feedback by inviting answers from the class. Have learners put up their hand to volunteer an answer.</p> <p>Answer Its position is important because it lies between the continents of Africa and Asia and is also close to Europe.</p> <p>Differentiation activities (Support):</p> <p>1. Learners can work together in pairs or small groups. Ask them to underline key information in the text then compare with a partner before feedback.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to orally summarise the information in the text to their partner and then invite individual learners to feed back to the class.</p>
Coursebook page 41	<p>Reading: Activity 2</p> <p>1. Have learners work in small groups.</p> <p>2. Ask learners to look at the map. Call out the names of the seas and have learners point to where they think they are located.</p> <p>3. After checking each group's answers, have learners write the names of the seas on their maps.</p> <p>CORE</p> <p>Feedback Circulate and monitor, checking learners have the correct answer by pointing at your copy of the map.</p>
Coursebook page 41	<p>Reading: Activity 3</p> <p>1. Have learners read the names of the other places and discuss in their groups where they think they are located on the map.</p> <p>2. After checking each group's answers, have learners write the names of the places on their maps.</p> <p>CORE</p> <p>Feedback Have volunteer learners come to the front of the class and point to different places on the map as they hold up their book.</p>

	<p>Differentiation activities (Support):</p> <p>1. Draw a basic map outline on the board. Discuss the locations as a class and go through each one by one, eliciting answers from learners and labelling your map on the board.</p> <p>Differentiation activities (Stretch):</p> <p>1. Have learners work alone then compare their answers with a partner before class feedback.</p>
<p>Workbook page 39</p>	<p>Workbook: Activity 1</p> <p>1. Have the learners fill in one word in each blank for Activity 1.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Have learners read the texts in their Coursebook to check their answers. Then ask volunteer learners to read out the answers. Write these on the board for learners to check against.</p> <p>Answers</p> <p>1 two; 2 west; 3 south; 4 Mediterranean, Red (in either order); 5 Africa, Asia, (in either order)</p>
<p>Workbook page 39</p>	<p>Workbook: Activity 2</p> <p>1. With Workbooks closed, write the words from Activity 2 randomly on the board and have the learners revise the meanings of each pair of words by inviting answers from individual learners.</p> <p>2. Have learners read the paragraph and choose the correct word from the choices given.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Have learners read the texts in their Coursebooks to check their answers. Then ask volunteer learners to read out the answers.</p> <p>Answers</p> <p>1 water; 2 desert; 3 arid; 4 fertile; 5 Sinai Peninsula</p> <p>Differentiation activities (Support):</p> <p>1. Before starting the Workbook activities, write the words from the activities on the board. Revise the meanings with learners by eliciting definitions from volunteer learners. Learners can refer to the text on Coursebook page 58 to complete the activities.</p> <p>Differentiation activities (Stretch):</p> <p>1. Have learners work with their Coursebooks closed. They complete the activities alone then compare with a partner before finally checking their answers using the text on Coursebook page 58.</p>

Resources	Plenary
Workbook page 39	Workbook: Activity 3 <ol style="list-style-type: none">1. Have learners work in groups to discuss what new information they have learned from the lesson and the reading text, and what other information they have.2. Elicit some ideas from individual learners and write them in note form on the board.3. Write the following sentence stem on the board: <i>Today I have learned that ... and I also know that ...</i>4. Have learners write three sentences to complete the stems then read them to their group.5. Invite individual learners to read their sentences to the class.



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UNIT 4 LESSON 2 TASKS/ACTIVITIES

Resources	Starter 1. Ask learners which places they remember from the previous lesson. 2. Ask learners what they can tell you about the geography of the Arabian Peninsula.
Resources Coursebook page 42 Audio Track 7	Main activity Listening: Activity 4 1. Write the following words on the board: <i>incense, trade, route</i> 2. Elicit the meaning of each word from learners. 3. Have learners look at the title of the Listening activity <i>The Incense Trade Route</i> , and ask learners what they know about this subject. Write some answers on the board in note form. 4. Have learners listen to the text about the Incense Trade Route and choose the correct answer from the words given. CORE Feedback Have learners put up their hand, and invite answers from individual learners. Answers 1 7th; 2 Southern Arabia; 3 Asia; 4 3000; 5 62; 6 tribe. Differentiation activities (Support): 1. Give learners time to read the questions detail first for a general understanding. Have them guess the answers and compare with a partner then listen to check. Differentiation activities (Stretch): 1. Give learners a photocopy of the Listening text with the choices blanked out. Have them listen and write the answer they hear.
Coursebook page 42	Listening: Activity 5 1. Have learners read the questions and underline the key words then compare with a partner. 2. Check the key words as a class by inviting answers from individual learners. 3. Tell the learners to listen again to find the answers. 4. Have the learners use the answers to write full sentences. CORE Feedback Have learners put up their hands and invite individual learners to write their sentences clearly on the board. Answers 1 There has been an Incense Trade Route in the Arabian Peninsula since the start of the 7th century BCE.; 2 It was used by Arab merchants to transport Arabian incense from Southern Arabia and spices and cloth from India.; 3 Precious stones, pearls, ebony, silk and cloth were also traded along this route.; 4 It was traded for carpets, spices, Indian cloth and other goods.; 5 The journey along the Incense Trade Route took 62 days. Differentiation activities (Support): 1. Pre-teach vocabulary learners will need to do the task and leave it on the board. Break the text into sections with questions after each section and give the option of only reading one or two sections. Give learners the answers in a jumbled order, with a few distractors.

	<p>Differentiation activities (Stretch):</p> <p>1. Have learners think of and write two extra questions for the reading activity. They swap with a partner who finds the answer in the text.</p>
Coursebook page 42	<p>Use of English: Present passive and past passive review</p> <p>1. Ask learners to look at the Use of English box and go through the grammar with the class. Ask: <i>How do we form the present passive? (Am/are/is + past participle)</i> <i>How do we form the past simple passive? (Was/were + past participle)</i></p> <p>2. Elicit from the learners why we use the passive form (when we are more interested in the person that experiences an action than who does the action).</p> <p>3. Write the following sentences on the board: <i>a It was used by Arab merchants to transport Arabian incense.</i> <i>b They used the ports of Gaza and Alexandria to sell their goods.</i> Elicit from the learners which one is active and which one is passive and compare the forms. (a – passive b –active)</p> <p>4. Ask learners to find and underline examples of use of the passive form in the audioscript.</p> <p>CORE</p> <p>Feedback</p> <p>Feedback as a class by going through each example, eliciting why the writer has used a passive form.</p> <p>Answers</p> <p>It was used by Arab merchants; ebony, silk cloth were also traded; Damascus and Baghdad were used to sell; It was used by Government officials; the silk was traded for carpets; tonnes of incense each year was carried along ; luxury goods were brought; the Incense Route and Silk Road were protected by the Nabataea</p> <p>Differentiation activities (Support):</p> <p>1. Ask learners to go through the text looking for <i>is</i> and <i>was</i>. Ask them in each case to see if it is followed by a past participle form. If it is, learners should underline it.</p> <p>Differentiation activities (Stretch):</p> <p>1. When conducting feedback, ask the weaker learners to give the example from the text and the stronger learners to explain to the class why the passive form is used.</p>
Coursebook page 42	<p>Speaking: Activity 6</p> <p>1. Have learners work in groups.</p> <p>2. Have learners read the questions and discuss their ideas.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Circulate and monitor. Make notes of the things learners mention. Then write these ideas on the board and ask learners to add a few more that they talked about.</p> <p>Answers</p> <p>Learners' own answers</p>
Workbook page 40	<p>Workbook: Activity 4</p> <p>1. Have the learners look at the words in the word box and revise the meaning by asking learners to give a definition.</p> <p>2. Have learners complete the sentences using words from the word box.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Nominate individual learners to give answers.</p>

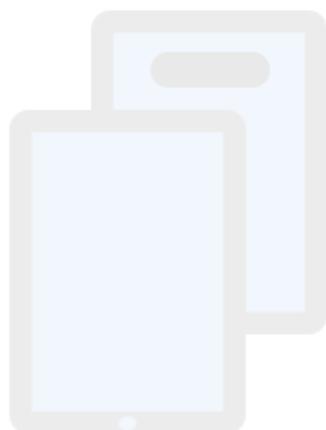
	<p>Answers</p> <p>1 luxury; 2 merchants; 3 trade; 4 dangerous; 5 goods; 6 wealthy</p>
<p>Workbook Page 40</p>	<p>Workbook: Activity 5</p> <p>1. Have learners work in pairs.</p> <p>2. Have learners read the sentences and transform them from the active form to the passive form. Do the first one as an example on the board.</p> <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor, offering help where necessary. When learners have finished, have them close their Workbooks. Choose individual learners, read out one of the active sentences and have them transform it into a passive form orally.</p> <p>Answers</p> <p>1 Silk cloth is still made in China.; 2 Incense was exported along the Incense Route.; 3 Camels are used to carry goods.; 4 The ports of Gaza and Alexandria were used.; 5 Carpets were traded for silk.; 6 The Chinese silk was taken to Damascus by Arab merchants.</p>
<p>Resources</p>	<p>Plenary</p> <p>1. Place learners in small groups. Explain that you are going to play a game where they have one minute to write as many things as they can remember about the Incense Route.</p> <p>2. The group that writes the most things wins.</p> <p>3. Continue with the following items if time allows: write as many verbs as they can in the present passive; write as many verbs as they can in the simple past passive.</p>

UNIT 4 LESSON 3 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners what different kinds of incense they can name. 2. Ask them which is the most famous incense used around the world (frankincense) and ask if they can spell it. 3. Elicit other information about frankincense by asking questions like <i>Where does it come from? How is it harvested? What does it look like? What can you use it for?</i>
Resources	Main activity
Coursebook page 43	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Before they read, have learners look at the Reading Strategy box and discuss how to skim through a text. 2. Have learners read the main text about frankincense to find out what other main use it has. (medicine) 3. Ask learners if they can give you specific examples from the text. 4. Ask learners which words refer to illness or medical problems. 5. Then ask why they think it made the Arabs very wealthy. <p>CORE</p> <p>Feedback</p> <p>Ask learners to put up their hands to give answers. Check the meaning of the medical words and phrases with the class using the flashcards.</p> <p>Possible answers</p> <p>It made the Arabs wealthy because it had lots of very important medical uses such as: healing wounds and protecting against infection; curing skin diseases such as eczema; soothing cracked and chapped skin and scars; used in gum to freshen breath; relieving stomach aches; helping prevent fever, food poisoning, breathing problems, coughs and cold; as an antiseptic</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Use flashcards showing pictures of the different ailments mentioned in the text to support learners' comprehension. After they read the text, have learners match the ailment with the picture. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write a heading for each paragraph of the text that summarises the information within. Advise them that they should underline key vocabulary to guide them.
Coursebook page 43	<p>Writing: Activity 2</p> <ol style="list-style-type: none"> 1. Have learners write five false statements about frankincense and myrrh. 2. Have them work in pairs and read their sentences to their partner. Their partner orally corrects the sentences. <p>DESIRABLE</p> <p>Feedback</p> <p>Circulate and monitor, helping with corrections and pronunciation as necessary.</p> <p>Answers</p> <p>Learners' own answers</p>

<p>Coursebook page 43</p>	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> If learners have access to the Internet, ask them to work in small groups to research other herbs and spices traditionally used in the UAE. This can be set for homework if there is no classroom access to computers. <p>EXTENSION</p> <p>Feedback</p> <p>Ask a learner from each group to write their list on the board and compare lists as a class.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Workbook page 41 Coursebook Page 44</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> With Coursebooks closed, ask learners some questions about the text; for example, <i>Where does frankincense come from? What was incense used for?</i> Encourage learners to answer in full sentences. Ask learners if they can think of any questions to ask the class about the text and invite learners to ask them and others to answer them. Direct learners to page 61 of their Coursebooks. Ask a volunteer learner to read the Did you know? box. Have learners read the answers in Activity 1 and tell them to write the questions. Do the first one as an example. <p>CORE</p> <p>Feedback</p> <p>Have learners read their sentences aloud to their partner then invite individual learners to write a question on the board.</p> <p>Possible answers</p> <p>2 Why was incense stored in temples?; 3 What was a secret?; 4 Why was frankincense so expensive?; 5 Was frankincense cheaper than gold?; 6 What did the Egyptian kings try to do? or Why did Egyptian kings try to plant frankincense at home?</p>
<p>Workbook page 41</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Write the vocabulary from Activity 2 on the board and revise the meanings with learners by asking individual learners to give a definition. Have learners read the sentences in Activity 2 and circle the correct word to complete the sentence. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite answers from individual learners.</p> <p>Answers</p> <p>1 perfume; 2 generation to generation; 3 valuable; 4 treasure; 5 imports; 6 mosque; 7 cosmetic; 8 trees</p>
<p>Workbook page 41</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Have learners discuss what they have learned about frankincense with a partner. Have learners write about three uses of frankincense. <p>DESIRABLE</p> <p>Feedback</p> <p>Have individual learners read their sentences to the class.</p>

	Answers Learners' own answers
Resources Coursebook page 43	Plenary <ol style="list-style-type: none">1. Ask individual learners to read some of their incorrect statements from Coursebook Activity 2 to the class.2. Invite other learners to correct them orally.3. Mime an ailment and have learners guess what it is and call out the answer.4. Continue the activity as a class by asking other learners to stand up and mime an ailment, and the other learners guess and call out the answer.



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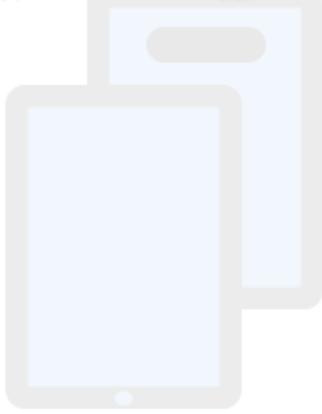
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UNIT 4 LESSON 4 TASKS/ACTIVITIES

Resources	<p>Starter</p> <ol style="list-style-type: none"> 1. Ask learners what they remember about the previous lesson's reading text: <i>Why was frankincense so valuable?</i> 2. Say some incorrect statements about frankincense and have the learners correct them. <p>Suggested answer</p> <p>It was valuable because people's demand for it was great. They used it as incense and in medicines. Ailments mentioned include: wounds, infection, skin diseases, eczema, cracked and chapped skin, scars, stomach aches, fever, food poisoning, breathing problems, coughs, colds.</p>
Resources Coursebook page 44	<p>Main activity</p> <p>Vocabulary: Activity 4</p> <ol style="list-style-type: none"> 1. Write the words <i>heal</i>, <i>cure</i>, <i>soothe</i> and <i>relieve</i> on the board. 2. Ask learners what each word means and how they are different. 3. Tell learners to choose the correct word to complete the sentences. <p>CORE</p> <p>Feedback</p> <p>Ask learners to work with a partner and read the text on Coursebook page 60 to check and correct their answers.</p> <p>Suggested answers</p> <p>To heal: to become healthy or well again; to make someone healthy or well again; To cure: to stop the symptoms of a specific disease or illness; To soothe: to reduce or stop pain and discomfort, especially of the skin or throat; To relieve: to reduce or remove pain in the body</p> <p>2 heal; 3 cure; 4 soothe</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Discuss the difference in meaning between these verbs using the learners' first language or translate the words. Have learners complete this activity using the text in their Coursebooks. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write four more sentences using the verbs in context.
Workbook page 42	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Write the words <i>heal</i>, <i>soothe</i>, <i>cure</i> and <i>relieve</i> on the board. Revise the vocabulary of illnesses and ailments by eliciting some examples from them and asking them which verb they go with. 2. Have learners match the verbs with the phrases. <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate learners to give an answer.</p> <p>Possible answers</p> <p>relieve a stomach ache; cure / soothe eczema; protect against infection; cure skin disease; prevent a fever</p>

<p>Coursebook page 44</p>	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners what they remember from the Did you know? box they read in the previous lesson. 2. Tell learners to read the Did you know? section and discuss the two questions. 3. Ask learners to read the notes about incense and perfume and underline any vocabulary they don't know. 4. Feedback as a class to check the unknown vocabulary. Ask learners to guess the meaning from the context where they can and explain using an example when they can't. 5. Ask learners whether this is a complete paragraph and how they know (these are not complete sentences and there is no punctuation). 6. Tell learners to use the notes to write a short story in their notebooks. <p>CORE</p> <p>Feedback</p> <p>Have learners swap stories with a partner and correct any minor errors of spelling or punctuation. Circulate and monitor. Nominate individual learners to read out parts of their stories to the rest of the class.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Tell learners to think about what grammar words are needed to make these notes into complete sentences. Ask them what words can be used to join sentences together (<i>so, and, but, which, that</i>) and write some examples on the board. Learners work with a partner to add these words to the notes in their course book, then they write the paragraph in full in their notebooks. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to add their own ideas or extra information from the text on Coursebook page 60 to make the paragraph longer and more detailed.
<p>Workbook page 42</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Elicit from the learners what they remember about frankincense and myrrh and write some answers on the board. 2. Have learners read the text and complete the gaps. <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate learners to write an answer on the board.</p> <p>Answers</p> <p>2 regions; 3 small; 4 taller; 5 medicines; 6 cosmetic; 7 whole</p>
<p>Workbook page 42</p>	<p>Workbook: Activity 6</p> <ol style="list-style-type: none"> 1. Have learners read the sentences and decide whether the statements are correct or not. 2. Have them underline the evidence in the Coursebook texts to support their choice. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners feedback in small groups. Circulate and monitor. For more information about</p>

	Answers Sentences 1, 4, 5 are correct.
	Differentiation activities (Support): 1. Have learners work with a partner and use their Coursebook to find answers.
	Differentiation activities (Stretch): 1. Have learners work alone and check their answers with a partner when finished. Have learners write their own examples for Activities 4 and 6.
Resources	Plenary 1. Ask learners to work in groups. 2. Have one learner choose a new word or phrase from the lesson and write it on the board. 3. Have another learner give a definition for it. Write the definition on the board. 4. Have another learner use that word in a sentence. 5. Have learners work with a partner. They take it in turns to choose one of the new words or phrases from the lesson so their partner can explain the meaning and use it in a sentence.



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UNIT 4 LESSON 5 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none">1. Write the following words on the board: <i>continent, country, hemisphere, equator, mountain, ocean, sea, desert</i>2. Have learners work with a partner and give a definition for each word.3. Invite pairs of learners to explain a word to the rest of the class.4. Ask which features are real and which are imaginary (<i>equator</i>).5. Give the pairs of learners a two-minute time limit and have them brainstorm as many countries as they can.
Resources	Main activity
Coursebook page 45	<p>Speaking: Activity 1</p> <ol style="list-style-type: none">1. Have learners read the title of the quiz and ask them how confident they are about their knowledge of world geography. Tell them they will read four questions and ask them to guess how many they think they will get correct.2. Have learners work in groups.3. Write question number 1 and the multiple choice answers on the board.4. Have learners discuss their ideas and decide on an answer, which they write on one piece of paper per group.5. Erase question 1 from the board and write question 2 and repeat the procedure. Continue in this way until all the quiz questions are complete.6. When they have finished answering the questions, give each group a copy of the world map and ask the learners to check their answers.7. Ask each group how confident they are about the number of correct answers they have now. <p>CORE</p> <p>Feedback</p> <p>Have each group swap answer sheets with another group. Have learners open their Coursebooks and read the Facts below each question to find help them find the correct answers. For question 1, the teacher will have to explain that Australia, North and South America and Antarctica are also continents. Each group marks another group's answers. Then feedback as a class by inviting answers from learners to make sure each group's work has been marked accurately. Elicit from each group whether their geography knowledge was as good as they predicted at the start of the activity.</p> <p>Answers</p> <p>1 Africa, Australia, Europe, North America, South America, Asia, Antarctica; 2 b; 3 a; 4 oceans</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">1. Have learners work with a partner. Give them a world map to work with while they answer the questions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">1. Learners work on their own with their books closed. When they have finished, they can check in their Coursebooks or using the world map. Have learners write two more quiz questions and swap with a partner, who will try to answer them.

<p>Workbook page 43</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Write four columns on the board. 2. Elicit from the learners the names of the seas, the oceans, the continents and the hemispheres and write them in the correct list on the board. Ask them to check their answers to the quiz questions if they are not sure. 3. Have the learners work in pairs to complete the blank map in their workbook with these names. <p>CORE</p> <p>Feedback</p> <p>Pairs of learners compare maps with another pair of learners. Circulate and monitor to check for accuracy. Place a map of the world somewhere visible for learners to check against.</p> <p>Answers</p> <p>Check maps with an atlas or map of the world.</p>
<p>Workbook page 43</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Have learners check the countries they brainstormed in the Starter activity and complete the map with these names. 2. Finally, have learners check their world map and fill in any missing information. <p>CORE</p> <p>Feedback</p> <p>Pairs of learners compare maps with another pair of learners. Circulate and monitor to check for accuracy. Place a map of the world somewhere visible for learners to check against.</p> <p>Answers</p> <p>Check maps with an atlas or map of world.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Divide the learners into two or three teams and give each team a different colour board pen. 2. Have one learner from each team come and stand at the board with their pen ready. 3. Call out vocabulary from the lesson; for example, <i>hemisphere</i>, <i>continent</i>, <i>equator</i>, and have learners race to spell it correctly. The first team to complete the word correctly wins a point. 4. Change learners after every two or three words to give more learners a chance to play. 5. Make the game more complicated by giving a definition instead of a word so that the teams have to guess the word.

UNIT 4 LESSON 6 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners if they know what the word <i>folktale</i> means. Explain that these are stories handed down from generation to generation and can often be centuries old. 2. Draw learners' attention to the picture and ask them if they have ever heard of Joha, also known as Mulla Nasruddin. 3. Elicit from them what they know about him. 4. Ask them if they know any stories about him. 5. Ask them if they consider him to be wise.
Resources	Main activity
<p>Coursebook page 46</p>	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the learners they are going to read a story about Joha. 2. Write the following question on the board: <i>What is the lesson of this story?</i> 3. Set them a two-minute time limit to read the story. 4. Ask learners to discuss what they think is the lesson of this story in small groups. 5. Invite a learner to offer the answer, encouraging them to explain using their own words. 6. Draw learners' attention to the Use of English box. Elicit the forms of the past simple and the past continuous and write them on the board. 7. Have learners read the first part of the story again, to underline the verbs in the past simple and circle the verbs in the past continuous. 8. Have learners check their answers in groups. <p>CORE</p> <p>Feedback</p> <p>Have learners check their answers in groups. Circulate and monitor, using this opportunity to help with any grammar problems. Feed back as a class by targeting individual learners to give the answer.</p> <p>Answers</p> <p>Past simple: pointed; cried; passed; criticised; walked; heard; climbed; lifted; passed; saw; asked; rode; climbed; lifted; continued</p> <p>Past Continuous: was shining; was riding; was walking</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write three columns on the board for <i>infinitive, past simple and past continuous</i>. 2. Go through the answers to Activity 2 eliciting the different forms of each verb and have learners come to the board to write the answers. Group the regular and irregular verbs together. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners find and underline any examples in the text that look like past simple or past continuous but are not; for example, <i>is forced to walk</i> is a passive structure; <i>they were shocked</i> is the verb <i>to be</i> + adjective; <i>sitting</i> and <i>walking</i> are gerunds. Have learners explain what these structures are and why they are used.

<p>Coursebook page 46</p>	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Have learners read the second part of the text and put the verbs in the past simple or the past continuous tense. 2. Have learners check their answers with a partner. 3. Draw learners' attention to the direct speech in the text. Ask them how this is different from narrative and how they can tell (use of speech marks and present tenses). <p>CORE</p> <p>Feedback</p> <p>Feed back as a class by nominating learners to give the answers.</p> <p>Answers</p> <p>2 continued; 3 was moving; 4 arrived; 5 decided; 6 climbed; 7 walked; 8 arrived; 9 laughed; 10 criticised</p>
<p>Coursebook page 46</p>	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Have learners decide which sentence would be a good ending to the story. Have learners explain their reasons. For more information about Opinion Forming strategy, please see page 10 in this Teacher's Guide. <p>CORE</p> <p>Feedback</p> <p>Feed back as a class by nominating learners to give the answer.</p> <p>Answer</p> <p>a) Joha realised that pleasing everyone is difficult and it is best for each person to decide how to live his own life.</p>
<p>Workbook page 44</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners which tenses we use to write a story (past simple and past continuous). 2. Remind them again about direct speech conventions (use of speech marks and tenses used). <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to give an answer by raising their hand.</p> <p>Answers</p> <p>Past simple and past continuous</p>
<p>Workbook page 44</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Have learners look at the verbs and decide whether the examples are past simple (PS) or past continuous (PC). 2. Have learners underline <i>-ed</i> or <i>was -ing</i> in each verb. 3. Elicit which are the irregular verbs (<i>wrote, sat</i>). <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate individual learners to give an answer.</p> <p>Answers</p> <p>wrote – PS; played – PS; sat – PS; was working – PC; was eating – PC; laughed - PS</p>

Workbook page 44	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Have learners work with a partner to read the story aloud. 2. Have them take it in turns to read a sentence each, using the correct form of the verb each time. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to give an answer by raising their hand.</p> <p>Answers</p> <p>2 was beginning; 3 asked; 4 looked; 5 said; 6 rode; 7 began; 8 was; 9 were; 10 shouted</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work together and feedback after every Workbook activity. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners work alone and check with a partner at the end.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Write the following prompt on the board: <i>When Joha was riding on his donkey ...</i> 2. Elicit suggestions from learners to finish this sentence. 3. Ask the learners to work in groups. 4. Tell them that each learner must start a sentence with the structure <i>When + past continuous</i>, and the other learners must finish the sentence with a past simple structure. 5. Choose two learners and do another example with them for the class; for example, <i>When I was riding my bike yesterday ...</i> 6. Learners then work in groups to complete each other's sentences orally.

UNIT 4 LESSON 7 TASKS/ACTIVITIES

Resources	Starter 1. Build on learners' prior knowledge by asking lead-in questions provided on page 65.
Resources Coursebook page 47	Main activity Reading: Activity 1 1. Ask learners to look at the picture, and elicit: <i>What do you think this story will be about? What could the treasure refer to?</i> 2. Tell learners they have a two-minute time limit to read the text to find out the answers. Tell learners not to stop on words they don't understand. They should underline them and continue reading. 3. Learners should tell their partner what they understood from their first reading of the story. 4. Their partner should add extra detail. 5. Alternatively, learners can do the Reading race. For more information about Reading race strategy, please see page 9 in this Teacher's Guide CORE Feedback Feed back as a class by asking learners to offer answers to the gist-reading questions. Ask learners what unfamiliar words they underlined and go through the meanings with them as a class, encouraging them to guess the meaning from context wherever possible. Use questions to prompt them. Possible answers Zahir is the son of a wealthy merchant and Ziad is his friend. Zahir's father wants to test Ziad's loyalty. Differentiation activities (Support): 1. Ask learners to work in pairs. One learner reads the first half of the text aloud; the second learner reads the second half. They discuss their answers together. Differentiation activities (Stretch): 1. Ask learners to underline the words or phrases in each paragraph that convey the main idea of that paragraph. Learners compare answers with a partner.
Workbook page 45	Workbook: Activity 1 1. Tell learners to read through the questions. 2. Ask them to underline the key words in the sentence stems then compare with their partner. 3. Tell learners that they should answer the questions without looking at the text. CORE Feedback Tell learners to check their answers using the text. To do this, they should use the key words they have underlined in the questions to help direct them to the paragraph with the answer. Feed back as a class by inviting learners to offer answers. Ask them what clues they used to locate the answer in the text. Answers 1 a; 2a; 3 a; 4 b; 5 a; 6 a; 7 b; 8 a; 9 a; 10 a

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Explain to learners the strategy above about using key words to direct them to the correct part of the text. Go through the sentences one by one or ask learners to work in pairs to complete the activity using the text on page 65 of the Coursebook. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write more sentence stems with multiple choice answers for their partner to complete.
<p>Coursebook page 48</p>	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Have the learners work in small groups. 2. Have them discuss what they think the folktale will teach us. <p>DESIRABLE</p> <p>Feedback</p> <p>One learner from each group tells the rest of the class what their group has concluded.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Read out the first sentence of the story. 2. Go around the classroom asking learners to add a sentence to continue the story. 3. Invite learners to participate at the point they feel confident and encourage all learners to contribute a sentence.

UNIT 4 LESSON 8 TASKS/ACTIVITIES

Resources	Starter <ol style="list-style-type: none"> Elicit from the class what has happened so far in the story of <i>The Clever Merchant</i>. Learners work in groups to discuss how they think the story will end. Elicit some ideas.
Resources Coursebook page 48 Audio Track 8	Main activity Listening: Activity 3 <ol style="list-style-type: none"> Tell learners that they are now going to listen to the end of the story to see if it is the same as the ending they predicted. Have learners sit back and close their eyes while they listen. Have learners feedback to their groups to discuss what they think of this ending and how similar or different it was to what they predicted. CORE Feedback Invite individual learners to tell the class whether they were right or wrong in their predictions. Answers Learners' own answers
Coursebook page 48 Audio Track 8	Listening: Activity 4 <ol style="list-style-type: none"> Have learners read the Listening strategy box. Ask learners what the key word is in the example sentence that shows they should be listening for words like <i>happy</i>, <i>sad</i>, and so on. (<i>feel</i>) Have learners underline the key words in the questions and compare with a partner. Check the key words as a class. Have learners listen to the ending of the story while reading the questions. For more information about Guided Listening strategy, please see page 7 in this Teacher's Guide Have learners read the Speaking tip box before they answer the questions. When they finish listening, have learners work with a partner to ask and answer the questions. Encourage them to give as much detail in their answers as they can. CORE Feedback Feedback as a class by nominating pairs of learners to ask and answer the questions. Possible answers <ol style="list-style-type: none"> Zahir felt very pleased with his father's suggestion.; They told Ziad that it contained money and precious stones.; The merchant wanted to return home to resume his work and for Zahir to continue with his studies.; The merchant asked Zahir to go to Ziad's house and bring back the chest.; Zahir was angry and upset because he had found that the chest was full of sand and rocks.; The merchant had put sand and rocks in the chest because he didn't trust Ziad with his money and precious stones and he wanted to test him.; Zahir realised that his father had wanted him to learn a lesson about friendship and trust.; The merchant was clever because he knew that loyal friends are very difficult to find and that Ziad should prove himself as a loyal and honest friend.

	<p>Differentiation activities (Support):</p> <p>1. Learners should listen a second time and make notes as they listen. Allow them to listen multiple times and give them chance to compare their answers verbally with their partner after each listening. Encourage them to listen for and add more details to their notes each time. They can use these notes to guide their speaking activity.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Learners should be able to give detailed answers after one listening.</p>
<p>Workbook page 46</p>	<p>Workbook: Activity 2</p> <p>1. Write the words from the Word Box on the board and invite learners to give definitions of each word.</p> <p>2. Have learners read the text and choose words from the word box to complete the gaps.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Have learners check their answers with their partner by reading half of the text aloud to each other. Feedback as a class by targeting individual learners to give the answer.</p> <p>Answers</p> <p>1 suggestion; 2 right; 3 contained; 4 exploring; 5 studies; 6 upset; 7 honest; 8 realised; 9 lesson; 10 safekeeping</p>
<p>Workbook page 46</p>	<p>Workbook: Activity 3</p> <p>1. Have learners discuss the questions with their partner.</p> <p>2. Have learners write their answers in full sentences.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Circulate and monitor, encouraging learners to explain their ideas in more detail.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Resources</p>	<p>Plenary</p>
<p>Coursebook page 48</p>	<p>Speaking: Activity 5</p> <p>1. Have learners read the questions and think about their answers.</p> <p>2. Have them brainstorm some notes explaining their ideas and reasons.</p> <p>3. Have them discuss their answers in their groups.</p> <p>4. Nominate a learner from each group to tell the class what they discussed in their groups.</p>

UNIT 4 LESSON 9 TASKS/ACTIVITIES

<p>Resources</p>	<p>Starter</p> <ol style="list-style-type: none"> 1. Ask learners what they can remember about the story of <i>The Clever Merchant</i>. 2. Write some adjectives on the board: <i>honest, loyal, wealthy</i>. 3. Ask learners to explain their meaning and what part of speech they are (adjectives). 4. Ask learners who or what the adjectives describe. <p>Possible answers</p> <p><i>honest</i> – Zahir; <i>loyal</i> – Ziad; <i>wealthy</i> – the merchant</p>
<p>Resources</p> <p>Coursebook page 49</p>	<p>Main activity</p> <p>Speaking: Activity 1</p> <ol style="list-style-type: none"> 1. On the board write: <i>We drive to work in our new car.</i> 2. Have learners tell you locate the verb (<i>drive</i>), nouns (<i>we, work, car</i>) and adjective (<i>new</i>). 3. Direct learners to the Language tip box and ask a volunteer learner to read it to the class. 4. Then, in pairs, have them read the sentences. Collect answers as a class (<i>thrilled</i> – positive, <i>difficult</i> – negative, <i>boring</i> – negative, <i>interesting</i> – positive, <i>amazing</i> – positive). 5. Then ask learners to complete Activity 1. <p>CORE</p> <p>Feedback</p> <p>Ask a volunteer learner to call out an answer.</p> <p>Answer</p> <p>Adjective</p> <p>Sentences are learners' own answers</p>
<p>Coursebook page 49</p>	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Write two columns on the board with the headings <i>Positive</i> and <i>Negative</i>. Have learners copy this into their notebooks. 2. Elicit once more from the learners what an adjective is and if they can remember any from the start of the lesson. Write them in the correct column on the board. 3. Learners then go through the text on Coursebook page 47 and find more to write in the list in their notebooks. <p>CORE</p> <p>Feedback</p> <p>Go around the class asking each learner to give an example. Invite learners to write their suggestions on the board.</p> <p>Answers</p> <p>Positive: clever; great; wealthy; loyal; successful; amazing; exotic; honest; trusting; precious; safe; exciting; interesting</p> <p>Negative: difficult; disappointed; worried</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have learners work in pairs. Write the adjectives from the text randomly on the board. Have them use dictionaries to find the meaning of each adjective and write it in the correct column, along with the Arabic translation.

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners work in small groups to brainstorm as many other interesting positive and negative adjectives as they can. The group with the most adjectives wins.
<p>Coursebook page 49</p>	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners if they know of any interesting facts about Arabia in general. 2. Have learners complete the activity in pairs. 3. Ask learners to identify the adjectives in the text. <p>CORE</p> <p>Feedback</p> <p>Have learners work in pairs to find adjectives. Collect answers as a class.</p> <p>Answers</p> <p>Rich, different, interesting, amazing, largest, wealthy, dangerous, popular, impressive, advanced</p>
<p>Workbook page 47</p>	<p>Workbook: Activities 1 and 2</p> <ol style="list-style-type: none"> 1. Ask learners to think about these particular topics and brainstorm as many positive and negative adjectives as they can. 2. Have learners write them next to the particular topic. 3. Have learners compare answers in small groups. <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor, making sure that learners are not confusing positive and negative adjectives and checking learners' sentences for accuracy.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Workbook page 47</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to choose one of the topics and to write sentences about it using the adjectives from Activities 1 and 2. 2. When they have finished, have them compare with a partner, who should correct any mistakes. <p>EXTENSION</p> <p>Feedback</p> <p>Circulate and monitor for proper use of language and correct completion of the activity. Help and correct where necessary.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Resources</p>	<p>Plenary</p>
<p>Coursebook page 49</p>	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Place learners in small groups to complete the activity. 2. Encourage learners to justify their responses. 3. Then, as class, discuss which was the most amazing, interesting and surprising fact they read.

UNIT 4 LESSON 10 TASKS/ACTIVITIES

Resources	Starter 1. Ask learners what they know about Arabic coffee. 2. Ask if they have ever drunk coffee and what coffee is usually drunk in their home. 3. Ask if they know where coffee is produced (Arabian countries and Brazil).
Resources Coursebook page 60	Main activity Reading: Activity 5 1. Ask learners if they know when coffee was first produced. 2. Have learners read the text and then ask if they believe this tale could be true. 3. Have learners decide on a title for the text. Ask learners what made them decide on their titles. CORE Feedback Collect answers and write the most popular titles on the board. Answers Learners' own answers Differentiation activities (Support): 1. Monitor and support these learners as they talk. Differentiation activities (Stretch): 1. Learners can write one or two more questions of their own using participles to ask about feelings. They then ask them to their partner.
Coursebook page 60	Speaking: Activity 6 1. Direct learners to the Use of English box. Have a volunteer learner read the text aloud. As a class, find more examples in the text. 2. Elicit the meaning of the verbs in the word box. 3. Ask learners to work in pairs. 4. Have learners take it in turns to test their partner using the verbs as participle adjectives. 5. Ask them to add more verbs to the word box that can be used as participle adjectives. DESIRABLE Feedback Invite learners to write their answers on the board. Use this opportunity to draw their attention to the spelling conventions. Elicit from learners when they add <i>-ed</i> and when they add only <i>-d</i> ; when they add <i>-ing</i> and when they must remove <i>-e</i> before adding <i>-ing</i> ; when they remove <i>-y</i> before adding <i>-ied</i> . Answers Activity 6 worried, worrying; amazed, amazing; encouraged, encouraging; disturbed, disturbing; frightened, frightening; surprised, surprising Examples in the text: enjoyed, worried, energetic, fascinating, surprising, interesting, disappointed, surprised, comforting.

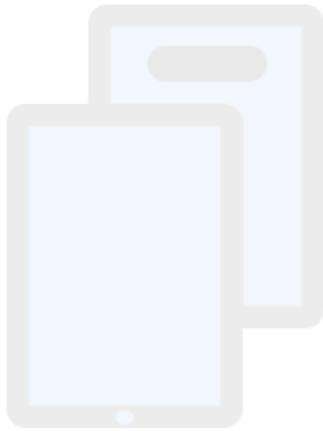
	<p>Differentiation activities (Support):</p> <p>1. Have learners write the words and circulate to check their spelling.</p> <p>Differentiation activities (Stretch):</p> <p>1. Have learners give example sentences for both <i>-ed</i> and <i>-ing</i> forms.</p>
<p>Workbook page 48</p>	<p>Workbook: Activity 4</p> <p>1. Have learners look at the two sentences given as an example in question 1 (<i>I was amazed.; It was amazing.</i>).</p> <p>2. Draw learners' attention to the sentence stems <i>I was</i> and <i>It was</i> and clarify which form of the participle is used in each case (<i>I was -ed; it was -ing</i>).</p> <p>3. Have learners make adjectives from the verbs and write them in the correct column.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Have learners work in pairs to complete the activity.</p> <p>Answers</p> <p>2 I was excited, It was exciting; 3 I was worried, It was worrying; 4 I was thrilled, It was thrilling; 5 I was disappointed, It was disappointing</p>
<p>Workbook page 48</p>	<p>Workbook: Activity 5</p> <p>1. Have learners add a sentence to each example using the participles from Activity 4.</p> <p>2. Tell them they can choose either the <i>-ed</i> form or the <i>-ing</i> form or both if they want to.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Have learners work in pairs to complete the activity.</p> <p>Answers</p> <p>2 It was boring. / I was bored.; 3 I was worried. / It was worrying.; 4 It is exciting / thrilling.; 5 I was disappointed. / It was disappointing.</p>
<p>Workbook page 48</p>	<p>Workbook: Activity 6</p> <p>1. Learners choose the correct adjective to complete the sentences.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Have learners work in pairs to complete the activity.</p> <p>Answers</p> <p>1 amazing / amazed; 2 disappointed / disappointing; 3 frightened / frightening; 4 exciting / excited; 5 embarrassed / embarrassing</p>
<p>Resources</p>	<p>Plenary</p> <p>1. Write a selection of the key participles on the board.</p> <p>2. Go around the class asking each learner to choose a participle and to say a sentence using that participle.</p> <p>3. Use this opportunity to clarify any outstanding confusion learners may have.</p>

UNIT 4 LESSON 11 TASKS/ACTIVITIES

Resources	Starter <ol style="list-style-type: none"> 1. Ask what types of stories learners like (you can draw on TV and film stories as well if some learners do not read a lot). List the various genres they come up with on the board, for example, <i>adventure, drama, mystery, science-fiction</i>. 2. Ask about the special features of some of the genres. i.e. in <i>adventure</i> stories there is lots of action, maybe fights, and often travel.
Resources Coursebook page 51	Main activity Speaking: Activity 1 <ol style="list-style-type: none"> 1. Learners draw up a list of folktales they know. To do this they will need to discuss what is, and what isn't a folktale. They can look at the <i>Did you know?</i> boxes in this lesson and the one on page 65 to get some help. 2. Learners compare a folktale they know well with <i>The Clever Merchant</i>. 3. Elicit some answers and discuss as a class. Focus on the key elements, i.e. <i>setting</i> (when and where the story takes place), <i>characters</i> (how many and who), <i>plot</i> (what happens) and <i>moral</i> (the lesson the story teaches). <p>CORE</p> <p>Feedback Monitor as groups discuss. Make notes on any recurring errors for future remedial work.</p> <p>Answers Learners' own answers</p> <p>Differentiation activities (Support): <ol style="list-style-type: none"> 1. Give learners more structure to their discussion by giving them the four features (i.e. setting, character, plot, moral) to focus on. You can stimulate the discussions by asking directing questions, for example, <i>How many characters are there? Who are they? Does the story teach a lesson?</i> </p> <p>Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Groups work independently. Only assist them when they ask for help. </p>
Coursebook page 51	Speaking: Activity 2 <ol style="list-style-type: none"> 1. Learners read through the options and discuss them in pairs. 2. Elicit and discuss answers as a class. This will lead learners to reach an understanding of the features of a folk tale. <p>CORE</p> <p>Feedback Elicit and discuss ideas with the class.</p> <p>Answers 1c; 2a; 3c; 4b</p>

<p>Coursebook page 51</p>	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Pairs choose a folktale they know well. This can be the one they compared to <i>The Clever Merchant</i> earlier, or another (it should NOT be <i>The Clever Merchant</i>). It is likely to be one they heard as a child. If pairs have trouble in choosing one, suggest the names of some that are widely known by Emirati children. 2. Tell them that they are going to tell the story in English so they need to prepare. They can make notes but they should not try to write down the whole story. In their pairs, they practise telling the story to each other. They should decide how they are going to divide up the story when they tell it to others. <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor as learners prepare. Make notes of any recurring errors for later remedial work.</p> <p>Answers</p> <p>Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give these learners plenty of time to prepare. Encourage them to keep the story simple.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to tell the story at more length.
<p>Coursebook page 51</p>	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Join pairs of learners to make groups of four (make sure each pair has chosen a different story). 2. Remind learners to take it in turns, and to support each other. They take it in turns to tell their story. <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor as learners tell their stories. Make notes of any recurring errors for later remedial work.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Organise groups of similar ability and spend your time encouraging and supporting those that need it. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These groups can work more independently.
<p>Workbook page 49</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the story <i>The Mango Tree</i>. 2. In small groups, learners discuss how they think the argument was settled. <p>[DESIRABLE]</p> <p>Feedback</p> <p>Circulate and monitor to make sure learners are completing the activity correctly. Help where necessary.</p> <p>Answers</p> <p>Learners' own answers</p>

Workbook page 49	Workbook: Activity 2 1. For homework, ask learners to write the ending of the story. You can set a word limit for this (for example 100 words). EXTENSION Feedback Collect in the written work to correct it and go over any common grammar or vocabulary mistakes with the whole class at the beginning of the next lesson. Answers Learners' own answers
Resources	Plenary 1. If any learners have completed their ending for <i>The Mango Tree</i> , ask them to read them out. Discuss as a class. 2. If not, ask one or two learners to tell their folktale as practised in Coursebook Activity Speaking 3 and 4. Elicit responses to the stories from the class.



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UNIT 4 LESSON 12 TASKS/ACTIVITIES

Resources	Starter <ol style="list-style-type: none">1. Have learners read their final paragraphs from <i>The Mango Tree</i> activity in the previous lesson to a partner.2. Write some nouns on the board.3. Have learners work in small groups and give them two minutes to brainstorm and write as many adjectives as they can think of to describe those nouns. For more information about Brainstorming strategy, see page 10 in the Teacher's Guide.4. Feed back as a class. Each group calls out their adjectives and if other groups have the same, they cross them out.5. Groups get points for any adjectives they have that others don't have.6. The group with the most points is the winner.
Resources Coursebook page 52	Main activity <p>Use of English: <i>so</i> and <i>such</i></p> <ol style="list-style-type: none">1. Write some of the adjectives from the Starter activity on one side of the board and the nouns on the other side of the board.2. Write the words <i>so</i> and <i>such</i> on the board. Ask the groups to choose one adjective and write a sentence using <i>so ... that</i>.3. Then have learners choose one noun and write a sentence using <i>such ... that</i>.4. Have one learner from each group write their sentences on the correct side of the board.5. Rub out any that are not correct.6. Have learners read the Use of English box.7. Have learners look at their sentences on the board, and elicit from them the nouns and adjectives. Underline them in red and blue.8. Use this opportunity to elicit and clarify when/how we use the structures <i>so</i> and <i>such</i> for emphasis.9. Write the structure clearly on the board for reference. <p>CORE</p> <p>Feedback</p> <p>Learners from each group write their sentences on the correct side of the board. Rub out any that are not correct.</p> <p>Answers</p> <p>Learners' own answers</p>
Coursebook page 52	Use of English: Activity 5 <ol style="list-style-type: none">1. Ask learners what they know about the Arabian desert.2. Have the learners complete the gaps in the sentences with <i>so</i> or <i>such</i> then compare their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor, making corrections where necessary.</p> <p>Answers</p> <p>so; so; such a; such a; so; so</p>

	<p>Differentiation activities (Support): For Activity 5, go through each sentence one by one, eliciting from learners whether it has an adjective or a noun, whether they should use <i>so</i> or <i>such</i>.</p> <p>Differentiation activities (Stretch): Learners can write two more examples for Activity 5 using their own ideas for their partner to combine.</p> <p>Use of English: Activity 6 1. Place learners in pairs and have them complete the activity.</p> <p>Feedback Circulate and monitor for proper use of language</p> <p>Answers Learners' own answers</p> <p>Speaking: Activity 7 1. Write a sentence stem on the board, for example: <i>I was so bored in the lesson that ...</i> 2. Invite learners to give suggestions about how to complete it. Write the funniest one on the board. 3. Have learners work with a partner and take it in turns to read out or complete each other's sentences using <i>that</i>.</p> <p>EXTENSION Feedback Circulate and monitor. Have pairs of learners tell some of their sentences to the rest of the class.</p> <p>Answers Learners' own answers</p>
<p>Workbook page 60</p>	<p>Workbook: Activity 3 1. Elicit again from learners what follows <i>such</i> (a noun) and what follows <i>so</i> (an adjective). Write the structure on the board. 2. Have learners complete the sentences with <i>so</i> or <i>such</i>.</p> <p>DESIRABLE Feedback Have learners check their answers with a partner then feed back as a class by inviting learners to give the answers.</p> <p>Answers 1 so; 2 so; 3 such a; 4 such; 5 so; 6 such a</p>
<p>Workbook page 60</p>	<p>Workbook: Activity 4 1. Have learners complete the activity by reading the first sentence then adding a second sentence using <i>so</i> or <i>such</i> and the words in brackets.</p> <p>DESIRABLE Feedback Have learners check their answers with a partner then feed back as a class by nominating learners to give the answers.</p> <p>Answers 1 It was such an amazing place.; 2 It was so exciting.; 3 It was so disappointing that the show was sold out.; 4 It is such a good book that I've read it three times.; 5 I was so tired that I fell asleep on the bus.</p>

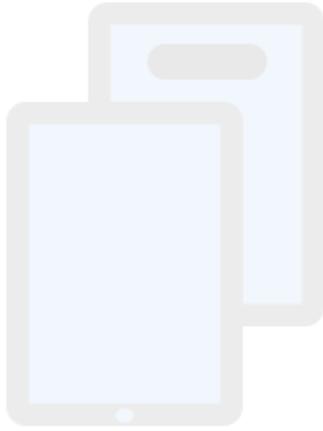
<p>Workbook page 50</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Have learners read the first sentence and identify whether it uses <i>so</i> or <i>such</i>. 2. Have learners transform the first sentence into a new sentence with the same meaning. Learners should use <i>so</i> instead of <i>such</i> or <i>such</i> instead of <i>so</i>. <p>EXTENSION</p> <p>Feedback</p> <p>Have learners check their answers with a partner then feed back as a class by nominating pairs of learners to say one half of the sentence.</p> <p>Answers</p> <p>1 It was such a boring film that we didn't watch it until the end.; 2 It was such a hot day that we didn't go out.; 3 The book was so interesting that I couldn't put it down.; 4 The cake was so delicious that we ate it all.; 5 It was such a beautiful painting that we bought a poster of it.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. For Activity 3, do examples first on the board. Have learners go through the sentences identifying the nouns and the adjectives. Highlight that a sentence beginning with a noun is transformed into a sentence beginning <i>It was</i>. Highlight that a sentence beginning with <i>It was</i> is transformed into a sentence beginning with a noun. Elicit from learners which are the nouns in the sentences. Elicit which word follows <i>It was such ...</i> and write that on the board (noun). Elicit which word follows <i>It was so ...</i> and write that on the board (adjective). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write two more examples for Activity 3 using their own ideas for their partner to complete.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Write an incorrect sentence on the board. 2. Have the learners work in pairs and ask one strong pair to correct the sentence orally. 3. Award a point if they answer correctly without too much hesitation but don't give the point if they make any mistakes while speaking. 4. Continue like this around the class until every pair has had a go. 5. Encourage other learners to signal if a mistake is made or if the pair hesitates for too long. This makes the activity more fun.

UNIT 4 LESSON 13 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none">1. Have the learners think about the stories in this unit.2. Ask the learners what all these stories have in common (they all have a moral).3. Ask learners to work in groups to recap these various stories and remember the moral of each. For more information about Collaborative Learning strategy, please see page 10 in this Teacher's Guide4. Have one learner from each group tell the class about one story and its moral.5. Ask learners if they know any other stories from their own culture.
Resources	Main activity
Coursebook page 53	Reading: Activity 1 <ol style="list-style-type: none">1. Tell learners that Aesop from Greece wrote many such stories, which are very famous. Ask them if they have heard of Aesop or know any of his stories.2. Put the pictures of the shepherd and the sheep on the board and elicit from the learners what they are.3. Add the picture of the wolf and elicit what it is. Ask learners what problem a wolf might cause for a shepherd (a wolf would try to kill and eat the sheep; it might attack the shepherd too).4. Write the title on the board and ask learners why the boy would cry, 'Wolf!' (he would call, 'Wolf!' if he saw or thought that there was a wolf nearby).5. Elicit from the learners what the villagers would do if they heard him cry, 'Wolf!' (they would come running to help him).6. Ask learners to predict how the story will go.7. Have learners read the text to find out the ending.8. Discuss with learners what the lesson (moral) of the story is (the moral of the story is that if you say something untrue too often, when the time comes when it really is true, no one will believe you). <p>CORE</p> <p>Feedback</p> <p>Have learners discuss their answers to each question in groups before discussing them as a class.</p>
Coursebook page 53	Speaking: Activity 2 <ol style="list-style-type: none">1. Draw learners' attention to the Did you know? box and make sure that they understand the concept of an idiom.2. Tell learners that 'Don't cry wolf' is an example of an idiom. Have learners think about what it means in modern times. They discuss their ideas in groups and think of examples.3. Nominate one learner in each group to tell the class what their group thinks 'Don't cry wolf' means.4. Tell learners to look at the sentences in Activity 2, and draw their attention to the idioms in italics. Have learners work with a partner or group to guess the meaning of the idioms. <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor while learners are guessing the meaning of the idioms in the sentences. Ask them questions to guide their thinking and help them work out the meaning from context.</p>

	<p>Answers</p> <p>Piece of cake – very easy; With flying colours – with full marks; Slipped my mind – I forgot completely; In hot water – in trouble; Costs an arm and a leg – extremely expensive; Gets cold feet – gets nervous; Gets a kick out of something – really enjoys doing this activity</p>
<p>Coursebook page 53</p>	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Have learners think about idioms in their own language. Could the idioms in Activity 2 be translated with the same meaning or are there any similar alternative expressions in the learners' language? 2. Ask learners if they know any other idioms in general in their own language. <p>EXTENSION</p> <p>Feedback</p> <p>Discuss the concept of idioms in the learners' own language and invite learners to offer their examples by putting their hands up.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Go through the examples one by one, guiding the learners with lots of questions to help them guess the meaning. Write the explanations on the board in a different order from the sentences. Learners can match them with the sentences. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners choose a few idioms from the activity and use them to write different sentences.
<p>Workbook page 51</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Discuss the two idioms and elicit the meanings of them. 2. Have the learners read the story and choose the most suitable idiom to describe the moral. 3. Learners discuss their answers with a partner. <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate different pairs to give their answer. Encourage them to give reasons for their answer. Finally, explain that both idioms are suitable in this case.</p> <p>Answers</p> <p><i>Don't count your chickens before they're hatched</i> means don't make plans that depend on something good happening before it has happened.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pair weaker learners with stronger learners so that the stronger learner can help explain the moral of the story to the weaker learner. Circulate and monitor, helping where necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners in groups discuss and argue their point of view as to why they think one idiom is more suitable than the other.

Resources	Plenary
Workbook page 61	Workbook: Activity 3 <ol style="list-style-type: none">1. Have learners discuss the three idioms in groups and try to guess what they mean.2. Have them brainstorm ideas for a short tale with a moral for each idiom.3. Have a class discussion and invite learners to offer their ideas.4. Have them choose one idiom/story idea and ask them to write it for homework.



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