

شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



كتاب دليل المعلم Guide Teacher

موقع المناهج ← المناهج الإماراتية ← الصف التاسع ← لغة انجليزية ← الفصل الثاني ← الملف

التواصل الاجتماعي بحسب الصف التاسع



روابط مواد الصف التاسع على تلغرام

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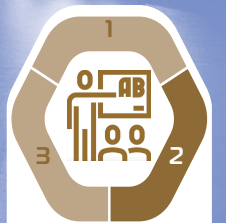
المزيد من الملفات بحسب الصف التاسع والمادة لغة انجليزية في الفصل الثاني

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Bridge to Success 9

Teacher Guide



Dom Luis Bridge, Portugal

UNIT 5 LESSON 1 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 145	<ol style="list-style-type: none"> 1. Write on the board: I think I'm a(n) ... person. Give an example for yourself orally using three adjectives. 2. Read the Starter question as a class. In pairs, allow learners a minute to come up with three adjectives to describe themselves. 3. Invite learners to complete the prompt with adjectives and write them on the board.
Resources	Main activity
Coursebook page 145	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the adjectives and check whether any of them are on the board. 2. Pre-teach any adjectives learners don't know, for example loyal, cautious, decisive, determined. You might also want to drill the pronunciation. 3. In pairs, learners take turns to describe a friend of theirs or someone in their family. <p>CORE</p> <p>Feedback</p> <p>Invite learners to raise their hands, and nominate a few to give a short description of their friend.</p> <p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to find any pairs of opposite adjectives and write them in their notebooks. 2. Invite learners to compare their answers in pairs before checking as a class. <p>EXTENSION</p> <p>Feedback</p> <p>Invite learners to write a pair of opposites on the board.</p> <p>Answers</p> <p>optimistic–pessimistic, patient–impatient, calm–quick-tempered, shy–sociable</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Drill the pronunciation of the adjectives. Have learners to make a note of the challenging ones in their vocabulary table (PCM 1) and encourage them to underline the stressed syllable. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to choose four or five different adjectives and think of synonyms for them, for example calm and relaxed. Allow them to check in dictionaries and encourage them to write them in the vocabulary table (PCM 1).
Coursebook page 145	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Nominate learners to read aloud a sentence each. Clarify any difficult or unknown vocabulary. 2. In pairs, learners discuss how they are similar to Charlie. <p>CORE</p> <p>Feedback</p> <p>Invite learners to tell the class about how their partner is similar to Charlie – or not!</p>

<p>Coursebook page 145</p>	<p>Reading and speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Have learners read the personality description once and discuss in pairs, before checking with the whole class. 2. Draw learners' attention to the Use of English box and have them read the text and examples. <p>CORE</p> <p>Feedback</p> <p>Invite learners to list the personality traits they share with Charlie.</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to record adjectives and the prepositions that follow them in their notebooks. They can group them by preposition, for example at adjectives: good at, bad at. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage stronger learners to write an example of their own for each adjective and preposition.
<p>Coursebook page 145</p>	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. Allow learners five minutes to write a short description of their personality, similar to the one in Activity 3. Monitor and provide help if necessary. 2. When they finish, put learners in small groups. They take turns to read out their descriptions and discuss similarities/differences. Allocate a secretary in each group to make notes. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask the secretary from each group to explain a similarity and a difference from their group.</p>
<p>Workbook page 53</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the statements and match them to the correct adjectives. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a statement and the corresponding adjective. Point out that kind and generous are similar, so can sometimes be interchangeable, but generous is more usually associated with money.</p> <p>Answers</p> <p>1 easy-going; 2 patient; 3 kind; 4 independent; 5 shy; 6 optimistic; 7 modest; 8 calm; 9 generous; 10 loyal</p>
<p>Workbook page 53</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Have learners mark the adjectives P (positive) or N (negative). 2. Ask them to compare their answers in pairs, before checking with the class. <p>CORE</p> <p>Feedback</p> <p>Call out the adjectives one by one and have learners stand up for 'positive' or remain seated for 'negative'. There might be different opinions so encourage discussion.</p> <p>Suggested answers</p> <p>Positive: adventurous; cautious; decisive; determined; hard-working; honest; logical; sociable; organised; spontaneous; sympathetic</p> <p>Negative: quick-tempered; pessimistic; impatient</p>

Resources	Plenary		
	<p>1. Have learners form a line down the middle of the classroom. Then read out (some of) the following statements (or have different learners read one out each). After each sentence, the learners move to the left of the line if they agree or to the right if they disagree. Have them stand on the line again before the next statement.</p> <p>Statements</p> <p>1 I'm a very organised person. My room is always tidy and I like to plan things carefully.</p> <p>2 My biggest flaw is that I'm quick-tempered. I get angry very easily about silly things.</p> <p>3 Once I've decided to do something, I never give up until I've done it. I'm really determined.</p> <p>4 I always tell the truth. Sometimes, I might be too honest.</p> <p>5 I'm a funny person but I find it frightening to meet new people. I'm quite shy.</p> <p>6 I'm usually quite relaxed and I don't get nervous about exams.</p> <p>7 People say I'm really decisive. When there's a problem or a difficult situation, I know exactly what to do.</p> <p>8 I think being spontaneous is great! I love doing things without planning them.</p>		
Learning styles catered for (☒):			
Visual ☒	Auditory ☒	Read/Write ☒	Kinaesthetic ☒
Assessment for learning opportunities (☒):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 5 LESSON 2 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none">1. Put the learners in groups. Have them choose three adjectives from Lesson 1, Activity 1 and think of a definition for each one.2. Learners take turns to describe one of their adjectives for their partners to guess. Monitor and make sure adjectives aren't repeated.
Resources	Main activity
Coursebook page 146	<p>Reading: Activity 4</p> <ol style="list-style-type: none">1. Ask learners whether they like doing tests like personality tests. What kind of tests have they done?2. Draw their attention to the personality test in Activity 4. Ensure they understand the allocation of points in the Key, which is at the end of the test questions. Allow them a few minutes to read through the test and mark points in their notebooks according to how much they agree/disagree with each statement.3. When they finish, point to the Analysis box and ask them to add up their score and write down the adjectives that apply to them.4. Learners compare scores in pairs and discuss whether they agree/disagree with the result. <p>CORE Feedback</p> <p>Invite learners to read out a statement they strongly agree with and ask further questions to start a class discussion.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none">1. Do the test as a class. Invite learners to read out a statement for the whole class. They add points before moving to the next statement. Check comprehension each time.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">1. When they finish the test, put learners in pairs and ask them to choose one of the parts (A, B, C or D). They compare their answers and discuss.
Coursebook page 146	<p>Reading: Activity 5</p> <ol style="list-style-type: none">1. Give the learners time to read through the examples in the Use of English box. Encourage them to write the adjectives and their prepositions in their notebook record.2. Ask learners to discuss in pairs or small groups which statements are true for them. Then ask them to write two sentences about themselves using the language from the lesson.3. Learners compare their sentences in pairs before checking with the class. <p>CORE Feedback</p> <p>Have learners raise their hands to read out a sentence. Encourage the rest of the class to agree or disagree.</p>

<p>Coursebook page 146</p>	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Read out the prompts and give an example extending your answer. Say, for example: I think I ought to be less honest because sometimes I hurt people's feelings. For example, I once told a friend of mine that I didn't like his shoes and he was upset. 2. Give learners a few minutes to think about how they would like to change in the future. 3. Put learners in small groups to have a short discussion. Monitor and collect instances of correct/incorrect use of language. <p>CORE</p> <p>Feedback</p> <p>Give whole-class feedback using the language you collected while monitoring.</p>
<p>Workbook page 54</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners read Omar's email and complete it with the missing prepositions. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read parts of the email and write the missing prepositions on the board.</p> <p>Answers</p> <p>1 to; 2 in; 3 at; 4 for; 5 of; 6 by; 7 with; 8 about</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write the prepositions on the board that learners will need: about, at, by, for, in, of, with, to. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Invite learners to look up the adjectives in a dictionary if they need to check which preposition goes with them.
<p>Workbook page 54</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. As a class, brainstorm ideas that would help Omar. 2. Give learners time to write a short reply to Omar. If necessary, allow them to finish their email at home. <p>EXTENSION</p> <p>Feedback</p> <p>Collect learners' emails and provide individual written feedback.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Put the learners in groups of four or five with a sheet of paper and a pen per group. Call out adjectives from Lessons 1 and 2. Learners spell the adjective in groups with each person calling out a letter, for example Learner 1: l, Learner 2: o, Learner 3: y, Learner 1: a, Learner 2: l. Learner 4 listens and writes down the adjective loyal. Continue with more adjectives. Each time, a different learner can write down the adjective. 2. At the end of the game, have groups swap their sheets and write the adjectives on the board for them to check spelling.

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

UNIT 5 LESSON 3 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 147	<p>1. Write on the board: Don't judge a book by its cover from the Starter question.</p> <p>2. In small groups, learners discuss what the saying means.</p> <p>3. Discuss with the whole class. Is there a saying with a similar meaning in the UAE?</p> <p>Answer</p> <p>The saying refers to meeting a person for the first time and drawing conclusions about their personality based on their physical appearance. A book with a beautiful cover doesn't mean that its content is interesting, and vice versa. This also applies to people.</p>
Resources	Main activity
Coursebook page 147	<p>Speaking: Activity 1</p> <p>1. Give the learners a few minutes to think about their answers. Allow them to make notes if they wish.</p> <p>2. In groups, learners share their experiences. Monitor, but don't interrupt their discussions.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to share their experiences with the whole class.</p> <p>Answers</p> <p>Learners' own answers</p>
Coursebook page 147 Audio Track 23	<p>Listening: Activity 2</p> <p>1. Write first impression on the board and elicit what it means: the opinion people form when they meet someone for the first time. Discuss what factors influence a person's first impression, for example clothes, voice, body language.</p> <p>2. Read out the instructions and invite learners to read the statements before listening to the audio track.</p> <p>3. Play the audio track twice for the learners to match each speaker to a statement. Have them compare answers before checking as a class.</p> <p>4. After feedback, read the Language tip and have learners think of an example for so and such a/an.</p> <p>CORE</p> <p>Answers</p> <p>1 D; 2 C; 3 E; 4 A</p> <p>Differentiation activities (Support):</p> <p>1. The first time learners listen to the audio track, encourage them to make notes. Elicit the information they heard with the whole class before they listen a second time and do the task.</p> <p>Differentiation activities (Stretch):</p> <p>1. Encourage learners to make notes of what the speakers say while they listen. They then compare notes before sharing information with the class.</p>

<p>Coursebook page 147 Audio Track 23</p>	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Read the list of ideas out loud and explain that they won't hear the exact sentence in the audio track. The speakers use other words to express the idea. 2. Play the audio track again for the learners to check the ideas mentioned. 3. Have learners compare answers in pairs before checking with the whole class. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out an idea and if they remember, say which speaker mentioned it. Encourage them to provide as much detail as they can.</p> <p>Answers</p> <p>All ideas are mentioned except 'e'.</p>
<p>Coursebook page 147</p>	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Have learners write the letters a to f in their notebooks. These refer to the tips on making a good first impression in Activity 3. 2. Learners think about which of these tips they think is the most important, and write 1 next to it. They continue with the rest of the tips. 3. In pairs, learners compare their answers and explain their reasons for ordering them the way they did. <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate learners to justify their most/least important tip for the whole class to agree/disagree. Make a tally on the board to find out which tip most of the class thought most/least important.</p>
<p>Workbook page 55</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners circle the correct words to complete the sentences. Explain that these words/phrases were used by the speakers in the audio track. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a sentence and write the correct word on the board.</p> <p>Answers</p> <p>1 make; 2 of; 3 on; 4 Although; 5 gets; 6 makes</p>
<p>Workbook page 55</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. If necessary, remind learners of the structures with so and such a(n). You could write them on the board for their reference. 2. Learners complete the sentences and compare answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a sentence for the whole class.</p> <p>Answers</p> <p>1 so; 2 so; 3 such a; 4 so; 5 so; 6 such an; 7 such an; 8 so</p>

Resources	Plenary		
	<p>1. Play a game of Change seats. Say: If you are a confident and independent person, change seats. Allow learners to stand up and change seats with someone else if they agree with the statement. To ensure comprehension, ask one of the learners to give an example of a time when they felt confident and independent.</p> <p>2. Continue playing the game with more statements related to the unit's topic, for example: If you always try hard to make a good impression ... / If you think the way you talk to people helps you make a good impression ... / If you usually get the right impression about people the first time you meet them ... change seats.</p>		
Learning styles catered for (☒):			
Visual ☒	Auditory ☒	Read/Write ☒	Kinaesthetic ☒
Assessment for learning opportunities (☒):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 5 LESSON 4 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> Put learners in small groups. Have them talk about a time when they had to make a good impression on someone. Monitor and encourage learners to ask for further details. Invite learners to report what they discussed in their groups.
Resources	Main activity
Coursebook page 148	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> Draw learners' attention to the task. Read it out loud and have them think about whether they agree or not and why. Learners discuss in pairs. <p>CORE</p> <p>Feedback</p> <p>Invite learners to share their ideas with the class.</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Encourage learners to make a note of the ideas that come up in class. They can use their notes when they write their opinion essay. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Have learners draw up a plan for an essay on the task in Activity 5. They compare their plans and ideas in groups.
Coursebook page 148	<p>Reading: Activity 6</p> <ol style="list-style-type: none"> Remind learners of the structure of an opinion text: Paragraph 1 = introduction, Paragraph 2 = first argument for/against, Paragraph 3 = second argument for/against, Paragraph 4 = conclusion/personal opinion. Draw learners' attention to the Language tip. Elicit any other linkers the learners know and encourage them to note them down, for example firstly, lastly, moreover, however, all in all, to sum up. Give learners a minute or two to read through the text individually and choose the missing linkers. Advise them that there is more than one way of completing the text. <p>CORE</p> <p>Feedback</p> <p>Invite different learners to read out a section each, supplying the linker they have chosen each time. Encourage the class to peer-correct. If anyone disagrees with a choice, have them justify themselves.</p> <p>Possible answers</p> <ol style="list-style-type: none"> For example; 2 first of all; 3 Also/Secondly; 4 Secondly/Also; 5 In my opinion <ol style="list-style-type: none"> After you check answers, give learners a few minutes to re-read the essay and notice the writer's ideas/arguments. Invite learners to say which ideas/arguments they share with the writer. <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Point out that when we talk about people in general using everyone or everybody, we use the plural form. For example, ... <u>everyone</u> should try to make a good first impression no matter how old <u>they</u> are. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Have learners think of a new introduction and/or conclusion for the model essay. Encourage them to use linkers.

<p>Coursebook page 148</p>	<p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1. Have learners read the situations and choose one or two they'd like to talk about. 2. Put the learners in pairs to share their advice. Monitor and make notes of language use. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to explain their advice for one of the situations to the whole class. They could do this as a role-play.</p>
<p>Workbook page 56</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Read out the task and have learners refer to the essay plan. Remind them that the introduction should present the topic briefly. Ideally, they shouldn't include their opinion in the introduction, rather save it for the conclusion. 2. Allow learners a few minutes to complete their essay plans. Encourage them to note down interesting words/phrases that come to mind so that they remember to use them. Monitor and provide help if necessary. <p>CORE</p> <p>Feedback</p> <p>Provide individual feedback orally as you monitor learners.</p>
<p>Workbook page 56</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners write their opinion essay using their plan. Remind them to use linkers to provide cohesion to their text. <p>CORE</p> <p>Feedback</p> <p>Provide written feedback on each learners' essay.</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to finish their essays at home and bring them to the next class. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners exchange essays with a partner. They read each other's essay and make suggestions to improve it, for example correcting language errors, spelling mistakes, rephrasing an idea.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Write one of the sentences from the essay in the Coursebook on the board, for example: If you go to a new school, you will need to make new friends. 2. Put learners in small groups and explain the game: they take turns removing words from the sentence making sure it still makes sense. Do the first one for them as an example: If you go to a new school, you will need to make new friends. The game could continue as follows: If you go to a new school, you will need to make friends. If you go to a new school, you will make friends. If you go to school, you will make friends! <p>No more words/phrases can be removed, so the team that deleted you will wins the game or a point.</p> <p>Continue with more sentences from the Coursebook if there's time.</p>

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

UNIT 5 LESSON 5 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 149	<ol style="list-style-type: none">1. Write app on the board (you could explain that the word is an abbreviation of application, but is now used as a word in its own right).2. In pairs, learners discuss the Starter questions.3. Elicit ideas in open class and allow learners to use their phones to show the apps they have.
Resources	Main activity
Coursebook page 149	<p>Reading: Activity 1</p> <ol style="list-style-type: none">1. Explain to the class that the reading text they are going to read will have something to do with apps. Draw learners' attention to the title of the article.2. Learners skim read the article to understand what it's about.3. Have learners answer the question in pairs before eliciting the answer as a whole class. <p>CORE</p> <p>Feedback</p> <p>Invite learners to explain the title of the article.</p> <p>Possible answer</p> <p>The title 'App-solutely amazing!' is a game with words which combines app and absolutely.</p>
Coursebook page 149	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none">1. In pairs, learners try to work out the meaning of the words in bold. Encourage them to make a table in their notebooks listing the word, the part of speech and their definition. Allow learners to consult a dictionary to check their answers. <p>CORE</p> <p>Feedback</p> <p>Read out each word and nominate a pair of learners to give their definition. The rest of the class can raise their hands if they disagree or if they have a better definition.</p> <p>Possible answers</p> <p>summarise: bring together the main points; news: report of current events; download: copy from the Internet; giant: large company; proud: feeling of satisfaction in your own or someone else's achievements; inspire: to cause someone to want to do something; worried: anxious; model: representation of something, usually on a smaller scale; arrogant: feeling self-important; genius: unusually intelligent or gifted person; polite: having good manners; humanities: studies concerned with human culture; invest in: dedicate money to something expecting to receive a profit; lucky: fortunate; risk: possibility of failure</p>

<p>Coursebook page 149</p>	<p>Vocabulary: Activity 3</p> <p>1. Have learners find all the adjectives which describe personality in the article. Advise them that these are NOT all the words in bold in the text, although two of them are. Do this as a class by inviting learners to call out the adjectives in order.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate learners to call out the adjectives one by one in order. If learners provide adjectives which aren't strictly about personality (new, young) don't say that it's wrong, just remind them that they're looking just for ones related to personality.</p> <p>Answers</p> <p>excited, worried, arrogant, self-centred, polite, likeable, enthusiastic, self-aware, lucky</p> <p>2. Write two headings on the board: Positive and Negative. Invite learners to come out and write an adjective under the appropriate heading. Check if the rest of the class agrees and have a discussion if there is disagreement.</p> <p>Answers</p> <p>Positive: excited, polite, likeable, enthusiastic, self-aware, lucky Negative: worried, arrogant, self-centred</p>
<p>Workbook page 57</p>	<p>Workbook: Activity 1</p> <p>1. Draw learners' attention to the words which appeared in bold in the article about Nick D'Aloisio. Explain that they will now need to match some of them to their definitions.</p> <p>2. Allow one or two minutes for learners to match the words to the definitions.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a word or phrase and its definition.</p> <p>Answers</p> <p>1 f; 2 e; 3 d; 4 a; 5 b; 6 c</p>
<p>Workbook page 57</p>	<p>Workbook: Activity 2</p> <p>1. Learners read the clues to complete the crossword. Point out that the words were in bold in the article and that the first letter is given.</p> <p>2. Have learners compare the completed crosswords in pairs before checking with the class.</p> <p>CORE</p> <p>Feedback</p> <p>Read out the clues and invite learners to write the word on the board.</p> <p>Answers</p> <p>Across: 1 giant; 2 news; 5 proud; 6 inspire; 7 humanities Down: 1 genius; 3 arrogant; 4 risk; 5 polite</p>
<p>Workbook page 57</p>	<p>Workbook: Activity 3</p> <p>1. Give the learners a few minutes to write their sentences. You could set a limit of minimum words per sentence, for example eight words.</p> <p>2. In pairs, learners read out their sentences and make any corrections.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to read out a sentence for the whole class. Encourage class feedback.</p>

Resources	Plenary		
	<p>1. Write £1,000,000 on the board. Nominate a learner to read out what the figure represents (one million pounds).</p> <p>1. Play a game. Say: If I were a millionaire, I would buy my own helicopter. Nominate a learner to repeat your sentence and add something of their own, for example If I were a millionaire, I would buy my own helicopter and travel around the world. Continue with learners remembering the order and adding a sentence as time allows.</p>		
	<p>Note: You might like to have learners prepare for the Coursebook presentation in the next lesson (Lesson 6) beforehand. Ask them to look at the list of names in Activity 8 (Coursebook page 81) and do some research on one of the people.</p>		
Learning styles catered for (☒):			
Visual ☒	Auditory ☒	Read/Write ☒	Kinaesthetic
Assessment for learning opportunities (☒):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 5 LESSON 6 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<p>1. Play Finish my sentence. Put learners in groups with books closed. Read out a sentence from the article about Nick D'Aloisio on page 80, pausing in places for learners to supply the missing word(s). For example, say: Nick D'Aloisio got his first laptop when he was ... Encourage learners to shout out the correct missing word (nine). The first team to give the answer wins a point. Continue with more sentences from the article, for example: He might buy some ... (clothes), he says, and maybe a new ... (computer).</p>
Resources	Main activity
Coursebook page 150	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Read the questions out loud. 2. In pairs, learners read the article again and discuss the answers. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to read out a question and answer it for the whole class to check.</p> <p>Possible answers</p> <ol style="list-style-type: none"> 1 He launched his app 'Summly' for iPhones. 2 An app which summarises the news stories. 3 Yes, because nearly a million people have downloaded it. 4 He's pleased that he has inspired other teenagers. 5 He's polite, likeable, enthusiastic and self-aware. 6 He'd like to use his money to support small companies. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Divide the class in two. One group works on questions 1–3 and the other group on questions 4–6. Check all questions with the class. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners skim read the text once and then discuss the questions without referring to the article. Challenge them to remember as much as they can.
Coursebook page 150	<p>Use of English: Activity 5</p> <ol style="list-style-type: none"> 1. Read out the information in the Use of English box. 2. Learners find the preposition and noun phrases in the article. Encourage them to write down the phrases in their notebooks. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out the section of the article that contains each phrase.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work in pairs to find the preposition and noun phrases in the newspaper story. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners think of four preposition + noun phrases of their own, or ones that they find in their Coursebook, and quiz their partner by giving them the noun and eliciting the preposition, for example: Television ... on television.

<p>Coursebook page 150</p>	<p>Use of English: Activity 6</p> <ol style="list-style-type: none"> 1. Learners choose the correct prepositions to complete the questions. 2. In pairs, learners compare answers, before checking with the class. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read a question out loud and write the missing preposition on the board.</p> <p>Answers</p> <p>1 at; 2 on; 3 at; 4 on; 5 on; 6 In; 7 on; 8 in</p>
<p>Coursebook page 150</p>	<p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1. Still in their pairs, learners take turns to ask a question for their partner to answer. Encourage them to do this orally and monitor to make sure learners are giving full answers. 2. When they finish, have them scan the article in Lesson 5 (Coursebook page 80) to check their answers to questions 1 to 5. <p>CORE</p> <p>Feedback</p> <p>Read out the questions one by one and invite learners to provide an answer.</p> <p>Answers</p> <p>1 Chinese and Russian; 2 Yes, a number of times; 3 Yes, he was; 4 No because he would always show them what he was doing; 5 Yes, it does; 6–7 Learners' own answers</p>
<p>Coursebook page 150</p>	<p>Speaking: Activity 8</p> <ol style="list-style-type: none"> 1. If the learners have already prepared some information, put them in pairs or groups depending on which 'genius' they have chosen to talk about. In their pairs/groups, learners share the information they have found. 2. Give learners time to organise the information and prepare a short (under five minutes) presentation for the class. Monitor and provide help. 3. Invite pairs/groups to give their presentation to the whole class. <p>CORE</p> <p>Feedback</p> <p>During the presentations make a note of correct/incorrect language use. Go over the language points you've collected with the whole class.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to read out the information if they don't feel confident enough to speak without notes. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Allow learners to talk about another genius they know about.

Workbook page 58	<p>Workbook: Activity 4</p> <p>1. Give the learners a few minutes to complete the article with the missing prepositions individually.</p> <p>2. In pairs, learners compare their answers before checking with the class.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out parts of the text.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>1 At; 2 in; 3 at; 4 for; 5 from; 6 at; 7 to; 8 in; 9 to; 10 at; 11 in; 12 in.</p>
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Workbook page 58	<p>Workbook: Activity 5</p> <p>1. Learners decide which of the geniuses they have learned about in this lesson is the cleverest and summarise the reasons for their choice.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Depending on how many different geniuses have been chosen, nominate learners to read out a summary for each.</p>
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Resources	Plenary
	1. Have a class vote with a show of hands to find out who the majority think is the cleverest genius.

Learning styles catered for (☒):

Visual ☒	Auditory ☒	Read/Write ☒	Kinaesthetic
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Assessment for learning opportunities (☒):

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

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UNIT 5 LESSON 7 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 151	<ol style="list-style-type: none"> 1. Stick the picture of Albert Einstein on the board. Do any of the learners recognise who it is? What do learners know about Einstein? (physicist, born in Germany, $E = mc^2$, theory of relativity). Explain that Einstein is considered a genius (someone who is extremely intelligent or talented). Write genius on the board. 2. Refer learners to the Starter question. Write on the board: IQ Ask learners if they know what this stands for and what it means. (Intelligence Quotient; it refers to a number which shows how intelligent a person is. This number is based on specific tests. An average IQ score is 70–115. Einstein's IQ is said to have been above 160.)
Resources	Main activity
Coursebook page 151	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Refer learners to the Vocabulary box. Understanding these words will help them understand the text. 2. Ask learners to read the text once and find the answer to the question. When they think they know it, they should raise their hands. <p>CORE</p> <p>Feedback</p> <p>Elicit the answer. The answer doesn't have to be identical to the answer below as long as it means the same.</p> <p>Possible answer</p> <p>The winner must use the prize money to pay university or college fees.</p>
Coursebook page 151	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Point out the words in bold in the text and refer learners to the Language tip. 2. Learners read the article again and decide if the statements are true or false. Encourage them to find the answers in the text. You might like to point out that the relevant information doesn't appear in the same order in the text. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a statement and say whether it's true or false. If it's false, they should give the correct information.</p> <p>Answers</p> <p>1 F (they must spend it on their education); 2 T; 3 T; 4 F (it's a TV show); 5 T</p>
Workbook page 59	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Elicit from learners what a summary is (a short version of a text containing all the most important points). Read aloud the Writing tip and check for comprehension. 2. Learners read the text once more and find the main ideas and facts. 3. Give learners five minutes to write their summary. Monitor and provide help if necessary. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out their summary. Discuss differences in summaries.</p>

<p>Workbook page 59</p>	<p>Workbook: Activity 2</p> <p>1. Write should and must on the board. Ask which word is used for advice (should) and which word is stronger and used for things you have to do (must).</p> <p>2. Learners complete the activity individually.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a complete sentence.</p> <p>Answers</p> <p>1 shouldn't; 2 must; 3 mustn't; 4 must; 5 should; 6 should</p>		
<p>Resources</p>	<p>Plenary</p> <p>1. Play a version of Simon says. Ask the class to stand up. When you use must, the learners should do the action you say. If you say should, they don't do it. For example: You must sit down. You must stand up. You must turn around. You should sit down. Any learner who sits down at this point is out of the game as you didn't say must. Continue as time allows. Other actions could be: walk to the window, walk to the door, go back to your desk, open your book, close your book.</p>		
<p>Learning styles catered for (☑):</p>			
<p>Visual ☑</p>	<p>Auditory ☑</p>	<p>Read/Write ☑</p>	<p>Kinaesthetic ☑</p>
<p>Assessment for learning opportunities (☑):</p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and feedback</p>	<p>Verbal feedback</p>

UNIT 5 LESSON 8 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<p>1. Make the following statements about everyday life. Have learners stand up if they think you should use must/mustn't (obligation) and sit down/stay seated if they think you should use should/shouldn't (advice):</p> <p>1 Shout in class. (mustn't) 2 Have breakfast in the morning. (should) 3 Stop at a red traffic light. (must) 4 Go to bed early before an exam. (should) 5 Be friendly to people. (should) 6 Get stressed about exams. (shouldn't)</p>
Resources	Main activity
<p>Coursebook page 152 Audio Track 24</p>	<p>Listening: Activity 3</p> <p>1. Read the rubric aloud and refer learners to the two photos. Elicit the contestants' names (Alex and May).</p> <p>2. Before they listen, refer learners to the Vocabulary box. Understanding these words will help them understand the audio track better.</p> <p>3. Play the audio track and have learners make notes about Alex and May as they listen. These notes are general points of information that they have heard. There is not a specific question.</p> <p>4. Learners compare notes in pairs before discussing in class.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to raise their hands, and nominate a few to share what they heard about Alex and May.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Coursebook page 152 Audio Track 4</p>	<p>Listening: Activity 4</p> <p>1. Read the Listening strategy. Then allow learners a minute or so to read the questions and options and underline the key words.</p> <p>2. Play the audio track again for learners to choose the correct option.</p> <p>3. Have them compare answers in pairs, before checking as a class. If necessary, play the audio track one more time.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out an answer. Elicit opinions and details from the rest of the class.</p> <p>Answers</p> <p>1 c; 2 b; 3 a; 4 b; 5 a; 6 c</p>
<p>Workbook page 60</p>	<p>Workbook: Activity 3</p> <p>1. Ask learners to read the statements and write Alex or May in the gaps.</p> <p>2. Have them compare answers in pairs, before checking with the class.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to read out a statement each and ask the other learners if they agree.</p>

	<p style="text-align: center;">Answers</p> <p>1 May; 2 May; 3 Alex; 4 May; 5 May; 6 Alex</p>
<p>Workbook page 60</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Put the learners in groups of four and divide them into pairs: A and B (agree), C and D (disagree). Allow them a few minutes to brainstorm ideas for/against the argument in pairs. Ask them to note their ideas down in the diagram. Monitor and help learners who are struggling to come up with ideas. <p>CORE</p> <p>Feedback</p> <p>A and B pairs swap their notes with C and D pairs. This will allow learners to refine their ideas and think of counter arguments for the debate to follow.</p>
<p>Coursebook page 152</p>	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> Read the instructions for the debate and the information in the Speaking tip. In groups of four, learners have the debate using their ideas in the diagram. Allow about three minutes for this. Make sure they understand that they need to try to convince each other and reach a conclusion. If necessary, write useful language on the board for giving opinion, asking for opinion, agreeing/disagreeing, for example: I think/believe that ... In my opinion, ... What do you think? Do you agree? Yes, but ... You may be right, but ... Encourage learners to follow the rules of courteous debate by allowing their opponents to finish speaking before they give their counter argument. Monitor and provide help only if necessary. <p>CORE</p> <p>Feedback</p> <p>After the debate, have learners come to a consensus conclusion. Do a hands-up survey of who agrees with the statement and who disagrees. Remind learners that debate allows for change of opinion, so they can vote differently from their previous arguments.</p> <p style="text-align: center;">Possible answers</p> <p>For: exams/competitions are stressful; makes children competitive; no time to play with friends; children are tired and unhappy</p> <p>Against: exams help children be organised; they make them responsible; children learn new things in competitions; they become more independent</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Allow learners to read from complete sentences in the debate. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Encourage stronger learners to read from brief notes (or from no notes at all).

Resources	Plenary
	<ol style="list-style-type: none"> Write Class contract on the board and discuss what a contract is and who might sign it. As a class, brainstorm rules/agreements that could be included in your English class contract. These can refer to students and teachers. For example: Students We must speak in English as much as we can. We will try to read books or articles in English. We mustn't laugh at our classmates' mistakes. Teacher I will prepare a game at the end of each class. I must try to answer my students' questions. I will explain what words mean in English. Have your students create a big poster with the rules/agreements. Then everyone signs it at the bottom

Learning styles catered for (☒):

Visual ☒	Auditory ☒	Read/Write ☒	Kinaesthetic ☒
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Assessment for learning opportunities (☒):

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

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UNIT 5 LESSON 9 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 153	<ol style="list-style-type: none"> 1. Write child prodigy on the board and ask: Do you know anyone who's really, really clever? Elicit answers from the class. 2. Elicit what child prodigy means (a child who's really intelligent and can be as good at something as adults). 3. In pairs, learners discuss the Starter question. Give them two or three minutes and then elicit answers. Make notes on the board. Is there something that lots of learners would like to be good at?
Resources	Main activity
Coursebook page 153	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the title of the interview. 2. Learners read what the interviewer asks and predict what Melanie will say, without looking at her answers. They can do this in pairs or small groups. <p>CORE</p> <p>Feedback</p> <p>Discuss learners' ideas as a class.</p>
Coursebook page 153	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Learners read the whole interview and decide which statements are true and which are false. 2. Learners compare answers in pairs before checking as a class. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read a true statement and say where the information is in the interview. When these have been identified, invite learners to correct the false statements.</p> <p>Answers</p> <p>1 T; 2 F (She was surprised when her paintings sold.); 3 T; 4 T; 5 T; 6 F (She's working on the pictures for his book.)</p>
Coursebook page 153	<p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Encourage learners to read the words before and after the underlined words/phrases to help them understand meaning. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a word/phrase and its definition.</p> <p>Answers</p> <p>1 for ages; 2 decade; 3 exhibition; 4 in charge of; 5 gallery; 6 opportunities</p>

<p>Coursebook page 153</p>	<p>Vocabulary: Activity 4</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the Language tip. Elicit another pair of example sentences with surprised/surprising and interested/interesting from the class. 2. Ask the learners to underline the -ed/-ing adjectives in the interview. Elicit and write the adjectives on the board. Point out that some adjectives don't have an -ed or -ing equivalent. For example, we say talented but not talenting. 3. Give learners a few minutes to say or write sentences with the adjectives. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to say or read out a sentence.</p> <p>Answers</p> <p>talented; surprised; interested; organised; interesting; boring</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners write the sentences in their notebooks. Monitor and support learners as they write. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write sentences for surprising and bored as well.
<p>Workbook page 61</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete the sentences with the words/phrases. Remind them to eliminate options by filling in more obvious gaps first. 2. Learners compare answers in pairs before checking as a class. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to read out a complete sentence.</p> <p>Answers</p> <p>1 opportunity, galleries; 2 exhibition; 3 in charge of; 4 for ages; 5 decades; 6 invest</p>
<p>Workbook page 61</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Read out the pairs of adjectives and have the learners repeat them. 2. Ask learners to complete the pairs of sentences with the adjectives. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read a set of sentences.</p> <p>Suggested answers</p> <p>1 a tiring, b tired; 2 a interesting, b interested; 3 a surprised, b surprising; 4 a annoying, b annoyed; 5 a excited, b exciting</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Learners work in pairs and think of two questions they'd like to ask Melanie. 2. Put the learners in new pairs. They take turns asking and answering the questions as if they were Melanie.

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

UNIT 5 LESSON 10 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 154	<ol style="list-style-type: none">1. Have learners form a line down the centre of the classroom. Say that those who prefer to work alone should step to the right, and those who prefer to work in a team should step to the left. Those with no strong preference can stay in the middle. Is there a majority one way or the other?2. Ideally, pair a learner with different preferences and have them explain to each other the reasons for their preferences.
Resources	Main activity
Coursebook page 154	<p>Reading: Activity 1</p> <ol style="list-style-type: none">1. Write on the board: Clever Teens. Explain that teens is short for teenagers. Before they read, have learners guess what the competition is about.2. Ask learners to read the information on the website and make brief notes (20 words).3. Put the learners in pairs. One of them explains what the competition is about. Tell them to imagine their partner hasn't read the text. The learner who is listening refers to their notes and adds to them or underlines anything their partner missed. <p>CORE</p> <p>Feedback</p> <p>Invite a learner to explain what Clever Teens is. Encourage the rest of the class to add to the explanation.</p> <p>Answer</p> <p>Learners' own answers</p>
Coursebook page 154	<p>Reading: Activity 2</p> <ol style="list-style-type: none">1. Ask learners to read the questions and write the answers in their notebooks, referring to the website. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a question and answer.</p> <p>Possible answers</p> <ol style="list-style-type: none">1 There are four different categories: business, environment, writing and art.2 It's 5,000 AED and it's for the finalist who comes third.3 It should be no more than 5,000 words.4 Learners can present a video in the category of Art.5 The presentations will take place the first week of June.6 The last day for applications in the end of December.
Coursebook page 154	<p>Speaking: Activity 3</p> <ol style="list-style-type: none">1. Put the learners in pairs or small groups. Read out the stages of the task.2. Give them a few minutes to choose a category from the competition and brainstorm ideas.3. Then have them write brief notes about their project. Monitor and make sure they aren't writing too much. <p>CORE</p> <p>Feedback</p> <p>Monitor and provide help while the learners are working on the outline of their project.</p>

<p>Coursebook page 154</p>	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Pairs and groups of learners take turns to present their idea for the Clever Teens competition. While they are listening, have learners make brief notes about each project. 2. After the presentations, allow a few minutes for learners to discuss in their pairs/ groups which they think is the best idea. They can't vote for their own. 3. Elicit from each pair/group their decision and reasons. Announce the winner, but praise all efforts. <p>CORE</p> <p>Feedback</p> <p>Have a class discussion on whether they would really like to take part in a similar competition. Would they like to take part on their own or as part of a team?</p>
<p>Workbook page 62</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Read the Language tip. Explain that learners have to form a noun or adjective to complete each sentence. You could read the sentences once and elicit whether it's a noun or adjective that's needed in each case. 2. Learners complete the sentences individually or in pairs. Point out that the words they need appeared in the website on Coursebook page 86. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to read out a sentence and write the missing noun or adjective on the board.</p> <p>Possible answers</p> <p>1 environmental; 2 application; 3 scientific; 4 creative; 5 information; 6 solution</p>
<p>Workbook page 62</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Point to the online form and explain that whoever wants to take part in Clever Teens needs to fill this in. 2. Ask learners to complete the form with their personal details and information on the project they worked on in Coursebook Activity 3. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to exchange books with a partner and read the information.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Have a spelling race. Divide the learners into two or three groups. Call out key words from the lesson. Each time, a learner from each group races to the board to write the word. They win a point for each word spelled correctly.

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

UNIT 5 LESSON 11 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Write the Starter question on the board: What would you do if you won first prize in Clever Teens? 2. Elicit from the class what Clever Teens is (a competition) and what the first prize was (10 000 AED). 3. Have learners discuss the questions in groups. Elicit a few ideas as a class.
Resources	Main activity
Coursebook page 155 Audio Track 25	Listening: Activity 1 <ol style="list-style-type: none"> 1. Read out the instructions. Play the audio track once for the learners to answer the questions. 2. Have them discuss their answers in pairs. CORE Feedback Invite learners to raise their hands, and nominate a few to answer the questions. <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> Answers </div> They won a prize for Writing. Dalal wrote the story and Ibrahim drew pictures for it.
Coursebook page 155 Audio Track 25	Listening: Activity 2 <ol style="list-style-type: none"> 1. Allow learners a minute to read the six statements. 2. Play the audio track once more for the learners to do the task. 3. Encourage them to compare answers in pairs and discuss. CORE Feedback Invite learners to read out a statement and explain why it's true or false. <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> Answers </div> 1 T; 2 T; 3 F (he'll be too busy); 4 T; 5 F (she thinks they already have a lot to do); 6 T
Coursebook page 155	Speaking: Activity 3 <ol style="list-style-type: none"> 1. Read the Language tip as a class, and elicit a few examples with second conditional from the learners. 2. Have learners read the questions individually and think about their answers. 3. In pairs, learners discuss their answers. Monitor and check the correct use of the second conditional. CORE Feedback Elicit a few answers for each question. Write on the board a few second conditional sentences that came up in the learners' discussions. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Differentiation activities (Support): <ol style="list-style-type: none"> 1. Ask learners to write their answers to the questions. Monitor and make sure they are using the second conditional correctly. </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Have learners act out the situation in question 3. One learner is the famous person from the past and the other learner interviews him/her. </div>

Workbook page 63	Workbook: Activity 1 1. Read the instructions. Allow learners a few minutes to complete Ibrahim's email. CORE Feedback Invite learners to read out a few sentences each from the email. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> 1 b; 2 c; 3 b; 4 a; 5 a; 6 c; 7 b; 8 a		
Workbook page 63	Workbook: Activity 2 1. Discuss with the class what Mr Al Blooshi might write in reply to Ibrahim's email. 2. Ask learners to write Mr Al Blooshi's reply to Ibrahim. Monitor and provide support. Make a note of correct/incorrect use of language. DESIRABLE Feedback Invite learners to read out their email to the whole class. Go over the language points you made a note of.		
Resources	Plenary		
	1. Write on the board: If I was a millionaire, I'd 2. Put the learners in small groups and have them play a memory game. Learners take turns completing the prompt sentence. Every time a learner takes a turn, they have to repeat the previous ideas before adding their own. For example: L1: If I was a millionaire, I'd buy a Ferrari. L2: If I was a millionaire, I'd buy a Ferrari and go on holiday to Paris. L3: If I was a millionaire, I'd buy a Ferrari, go on holiday to Paris and go scuba-diving.		
Learning styles catered for (☒):			
Visual ☒	Auditory ☒	Read/Write ☒	Kinaesthetic
Assessment for learning opportunities (☒):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 5 LESSON 12 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Write Ibrahim and Dalal on the board. 2. Have learners work in pairs to remember information about the brother and sister. 3. Elicit ideas from the whole class.
Resources	Main activity
Coursebook page 156	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Draw learners' attention to Ibrahim's drawing. Elicit what they can see. 2. In pairs, ask learners to discuss what the story could be about. <p>CORE</p> <p>Feedback</p> <p>Invite learners to share their ideas with the class.</p>
Coursebook page 156	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. Hand out the story extract (PCM 7) and allow learners a few minutes to read it. Direct learners' attention to the information in the Language tip. 2. In pairs, learners answer the questions orally. <p>CORE</p> <p>Feedback</p> <p>Read out a questions and nominate learners to give an answer.</p> <p>Possible answers</p> <ol style="list-style-type: none"> 1 The story is set in a desert in the Middle East. 2 He had an accident. He has a mother and a brother. His brother lives in a village. He's lost in the desert. 3 He's happy because he realised he can see. 4 Learners' own ideas. 5 At first, he feels lonely and small, possibly afraid. When he sees the riders, he feels more optimistic and determined. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Read out the story in class. Discuss the questions as a class. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners explain why they like/dislike the story.
Coursebook page 156	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Ask learners to think of a title for the story in pairs or small groups. 2. Elicit ideas in class and write them on the board. 3. Then give them time to brainstorm ideas on how to continue the story. Encourage them to take notes which they can use later in Workbook Activity 4. <p>CORE</p> <p>Feedback</p> <p>Elicit learners' predictions on how the story will continue. Ask further questions if appropriate.</p>

<p>Workbook page 64</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Remind learners of the use of the infinitive in reported orders/commands. Refer back to the Language tip on page 88 of the Coursebook if necessary. 2. Learners rewrite the orders in direct or indirect speech. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a direct and indirect order.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Asma's mum told her not to forget the money for the school trip. 2 Omar's mum asked him to take the rubbish out. 3 "Please turn off the TV," said Hamad's dad. 4 Abeer's dad told her not to talk on the phone so much. 5 "Buy some bread and coffee," said Sami's mum. 6 "Don't be late for school," said Haleema's dad. 		
<p>Workbook page 64</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Read the Writing tip and point out examples of direct speech in the story extract. 2. Allow about five minutes for learners to write their paragraph. They can do this individually or in their pairs/groups. Monitor and provide help as necessary. <p>DESIRABLE</p> <p>Feedback</p> <p>Read out a few paragraphs in class. Highlight correct/incorrect use of language on the board. Collect the paragraphs and provide written feedback.</p>		
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Before you collect learners' writings, display them in class. Have learners walk around in pairs and read. They must discuss what they like about each paragraph. Monitor and participate if necessary. 		
<p>Learning styles catered for (☒):</p>			
<p>Visual ☒</p>	<p>Auditory ☒</p>	<p>Read/Write ☒</p>	<p>Kinaesthetic ☒</p>
<p>Assessment for learning opportunities (☒):</p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and feedback</p>	<p>Verbal feedback</p>

Unit 6 LESSON 1 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 158	<ol style="list-style-type: none">1. Learners work in groups to brainstorm some different types of things that you can buy, and where you can buy them (for example: food – supermarket, clothes – department store).2. Elicit some examples from the groups and write them on the board.3. Have a class discussion about shopping, and which items the learners most frequently buy, and where they go to get them.4. Learners work in pairs to discuss the Starter questions.5. Have a brief feedback session with the class.
Resources	Main Activity
Coursebook page 158	<p>Speaking: Activity 1</p> <ol style="list-style-type: none">1. Draw learners' attention to the photos. Have volunteer learners describe what they can see.2. Learners discuss the questions in pairs. <p>DESIRABLE Feedback Elicit responses from the pairs. Try to find at least one example from the learners' experiences for each of the four different types of shopping.</p> <p>Answers</p> <p>Learners' own answers</p>
Coursebook pages 158 and 159	<p>Reading: Activity 2</p> <ol style="list-style-type: none">1. Explain that learners will read four different people's descriptions of their shopping preferences.2. Learners work in pairs or small groups to read the descriptions and match them to the shopping types in the photos. <p>CORE Feedback Have learners take it in turns to call out the correct answers. Ask for a show of hands for each description: find out which person the learners most identify with.</p> <p>Answers</p> <p>Khaled B; Hala D; Ahmad C; Deema A</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">1. Learners work in groups. Each learner reads one description and identifies the matching type of shopping. The learners then compare their answers with each other.2. Be available to help with any queries about vocabulary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">1. Learners work in pairs. One learner covers the descriptions, while the other reads one speech bubble aloud. Their partner listens and identifies the matching type of shopping. Learners change roles and repeat.

<p>Coursebook page 159</p>	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Go through the instructions with the class. 2. Learners work in pairs to re-read the descriptions and answer the questions. Where a statement is false, they should provide the correct information. <p>CORE Feedback Have the pairs raise their hands when they have agreed on all of the answers.</p> <p>Answers</p> <p>1 F (he thinks Internet shopping is more convenient); 2 T; 3 T; 4 F (she also buys DVDs, books, magazines and clothes)</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners focus on one question (preferably the description they read in the previous activity), before reporting back to the rest of their group. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners attempt to answer the questions before they re-read the descriptions to check their answers.
<p>Workbook page 66</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Point out that all of the words and phrases in the left column appeared in bold in the descriptions they have just read. 2. Learners work in pairs to match the words and phrases to their definitions. 3. Go round the class monitoring, giving help where necessary. <p>CORE Feedback Have members from each pair take it in turns to read the correct pairings aloud.</p> <p>Answers</p> <p>1 d; 2 f; 3 h; 4 a; 5 b; 6 g; 7 c; 8 e</p>
<p>Workbook page 66</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the instructions with the class, and explain that each of the sentences is a positive comment about a type of shopping. 2. Go through the first sentence with the class. Give the first word, and then elicit the following words in turn from different learners until the sentence has been completed correctly (In my opinion, this is the best way to shop.) 3. Learners work individually to re-order the words to make sentences. <p>DESIRABLE Feedback Have learners take it in turns to read out the correct sentences in full.</p> <p>Answers</p> <p>1 In my opinion, this is the best way to shop.; 2 One good thing is that you don't have to leave your house.; 3 You can buy so many different things.; 4 It's possible to get a really good deal.</p>
<p>Workbook page 66</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Go through the four shopping types with the class, and elicit some positive things about each one (these could be things mentioned in the descriptions in the CB, or the learners' own suggestions, or both). 2. Learners work individually to write a sentence describing a positive thing about each type of shopping.

	<p>CORE Feedback Learners compare their sentences in pairs or small groups. Have a feedback session with the whole class, and elicit some example sentences from each group or pair.</p> <p>Answers Learners' own answers</p>		
	<p>Differentiation activities (Support): 1. Have these learners choose just two types of shopping to write positive sentences about.</p>		
	<p>Differentiation activities (Stretch): 1. Have these learners write more than one positive sentence about each type of shopping.</p>		
Resources	<p>Plenary</p> <p>1. Review the vocabulary from the lesson with a Vocabulary/Spelling game. For example: if the answer is to be downside, write eight dashes on the board: _____ . Have learners suggest letters, and add correct letters to the dashes. List incorrect letters on one side of the board. The game ends when either the word has been guessed correctly, or the number of incorrect letters has reached 10, whichever comes first.</p> <p>2. When a learner guesses the word correctly, have them come to the front of the class and choose a new word for the next round. And so on.</p>		
Learning styles catered for (☒):			
Visual ☒	Auditory ☒	Read/Write ☒	Kinaesthetic ☒
Assessment for learning opportunities (☒):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Unit 6 LESSON 2 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Recap on the learners' positive sentences about the different types of shopping from the previous lesson. Explain that these all describe advantages. 2. Write advantages on the board and add some examples from the discussion (for example: Online shopping is convenient). 3. Write disadvantages on the board and elicit its meaning (the opposite of advantage, i.e. the negative things about something). Elicit some examples related to different types of shopping (for example: Shopping at a mall can take a long time.) 4. Learners work in groups to brainstorm some more advantages and disadvantages of different types of shopping. 5. Elicit suggestions from the groups and add them to the board.
Resources	Main Activity
Coursebook page 159	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Refer learners to the descriptions they read in the previous lesson, and draw their attention to the underlined phrases. 2. Learners work in pairs to decide whether each phrase introduces an advantage or a disadvantage. <p>CORE Feedback Read out each phrase and ask for a show of hands for whether the learners think it is introducing an advantage or disadvantage.</p> <p>Answers</p> <p>1 disadvantage; 2 advantage; 3 advantage; 4 disadvantage</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to re-read the descriptions and use the context to help them identify the advantages and disadvantages. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners make their decisions without re-reading the descriptions.
Coursebook page 159 Audio Track 26	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Go through the instructions and the questions with the class. 2. Play the audio track. Learners work in pairs to discuss their answers to the questions. <p>CORE Feedback Elicit the correct answers from the pairs. Play the audio track again if necessary. (Don't discuss the advantages and disadvantages they describe at this stage – these will be covered in the next activity.)</p> <p>Answers</p> <p>1 Some clothes.; 2 To the new mall (in the town centre).; 3 Shopping at the mall.; 4 He has to do some work.</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to refer to the audioscript when comparing their answers with a partner. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners close their books while they listen and make notes of their answers in their notebooks.
<p>Coursebook page 159 Audio Track 26</p>	<p>Listening: Activity 6</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the table, have them copy it into their notebooks and encourage them to make notes as they listen. 2. Play the audio track. Learners work individually to make notes of the advantages and disadvantages. <p>CORE Feedback Learners compare their answers in small groups. Elicit feedback from the groups. Have volunteers come to the front and add their answers to the board (continuing the ideas suggested in the Starter activity).</p> <p>Possible answers</p> <p>Online shopping Advantages: you can get things cheaper/Disadvantages: you can't try clothes on before you buy</p> <p>Shopping at a mall Advantages: you can take your time, you can find other things to buy/Disadvantages: there are too many people, it takes a long time</p>
<p>Workbook page 67</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Go through the instructions with the class, and elicit suggestions for the first missing word (advantage). 2. Learners complete the sentences with the correct words. 3. Learners compare their answers with a partner. <p>DESIRABLE Feedback Have the pairs raise their hands when they have agreed on all of the missing words. Have confident learners read out the correct sentences in full.</p> <p>Answers</p> <p>1 advantage; 2 problem; 3 good; 4 prefer; 5 best; 6 downsides</p>
<p>Coursebook page 159</p>	<p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1. Learners work in pairs to discuss the questions. 2. Circulate. Encourage the learners to express their own opinions and to discuss further advantages and disadvantages of both online shopping and shopping at a mall. <p>CORE Feedback Have a quick feedback session with the class, and have volunteers add their suggestions to the board.</p> <p>Answers</p> <p>Learners' own answers</p>

<p>Coursebook page 159</p>	<p>Speaking: Activity 8</p> <ol style="list-style-type: none"> 1. Explain that learners will now think of advantages and disadvantages of shopping at a market. 2. Learners work in pairs to compile lists of advantages/disadvantages. 3. The pairs join other pairs and compare their ideas. <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class. Find out all of the groups' ideas and hold a contest. Give groups a point for each of their unique ideas (suggestions that none of the other groups have come up with). The group with the most unique ideas is the winner.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Workbook page 67</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Go through the information in the Did you know? box. 2. Read out the sentence stems and elicit whether each one introduces an advantage or a disadvantage (1 dis, 2 adv, 3 dis, 4 adv). 3. Learners complete the sentences with their own ideas. <p>DESIRABLE</p> <p>Feedback</p> <p>Have volunteers read out their sentences in full. Find out how many of the other learners had similar ideas.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners choose just two sentence stems to complete. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write a supporting sentence for each of their ideas (i.e. a reason or an example).
<p>Workbook page 67</p>	<p>Workbook: Activity 6</p> <ol style="list-style-type: none"> 1. Learners work individually to write paragraphs summarising their ideas about the advantages and disadvantages of shopping at a market. 2. Learners read their paragraphs to a partner, and in pairs, the learners check each other's work for any obvious mistakes. <p>DESIRABLE</p> <p>Feedback</p> <p>Circulate. Make sure that all of the learners have incorporated some of the phrases from this lesson in their paragraphs.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Draw the learners' attention back to the board, and the collection of advantages and disadvantages that have been added to it during the lesson. 2. Allow the learners to look at the phrases for a minute, then erase everything on the board. 3. Learners work in groups to recollect as many of the advantages and disadvantages that were on the board as they can remember. 4. Have a feedback session. The group that remembered the most is the winner.

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

Unit 6 LESSON 3 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 160	<ol style="list-style-type: none"> 1. Tell the learners that they will be discussing supermarkets in today's lesson. 2. Briefly, recap on some of the discussions from the previous lesson. Have volunteers call out some advantages and disadvantages of online shopping, shopping at a mall and shopping at a market. 3. Learners work in small groups to discuss the Starter question. 4. Have a feedback session with the whole class. Find out what the class thinks are the main advantages and disadvantages of shopping at a supermarket (rather than in a smaller shop or online).
Resources	Main Activity
Coursebook page 160	<p>Speaking: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the instructions and the example suggestion in the speech bubble. Point out that the speaker uses the food's container (pot), and explain that this is a common way to refer to food items in a supermarket (as covered in Unit 4). 2. Learners work in pairs to look at the pictures and make suggestions for what they show. 3. Go round monitoring, giving help where necessary. <p>CORE Feedback When all of the pairs have made a suggestion for each item, have a volunteer from each pair write one of their suggestions on the board (for example: bag of flour). The rest of the class read the suggestion and call out the correct picture (for example: e).</p> <p>Answers</p> <p>a (a pot of) yoghurt; b (a bar of) soap; c (a loaf of) bread; d (a bottle of) washing-up liquid; e (a bag of) flour; f (a tin of) tomatoes; g (some/a bag of) peas; h a pen</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with the answers on separate strips of paper. Learners work in pairs to match the items to the pictures. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to make an additional list of six items they would expect to see in a supermarket.
Coursebook page 160	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the supermarket sections with the class for pronunciation. 2. Learners work in pairs to match the items from the previous activity to the correct sections. <p>CORE Feedback Have a volunteer name an item from the previous activity at random. They then nominate another learner to call out the correct section. This learner then chooses another item, and nominates another learner, and so on.</p> <p>Answers</p> <p>a dairy products; b health and beauty; c bakery; d household and cleaning; e home baking; f tinned foods; g frozen foods; h stationery</p>

<p>Coursebook page 160</p>	<p>Vocabulary: Activity 3</p> <p>1. Learners work in pairs to make lists of additional supermarket sections.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Check as a class, have a learner from each pair call out suggestions and add them to the board. Give a point to the pairs for each unique suggestion (one that no other pair has thought of). The pair with the most points is the winner.</p> <p>Possible answers</p> <p>Soft drinks, Fruit and vegetables, Sauces, Soups, Cereals, Delicatessen, Meat, Fish, Sweets, Spices and Herbs</p> <p>Differentiation activities (Support):</p> <p>1. Provide learners with the names of additional supermarket sections with the first letters provided, for example: s _____ d _____ (soft drinks).</p> <p>2. Learners complete the words to find the sections.</p> <p>Differentiation activities (Stretch):</p> <p>1. Set these learners a time limit to come up with five additional supermarket sections.</p>
<p>Coursebook page 160</p>	<p>Vocabulary: Activity 4</p> <p>1. Go through the instructions, and set the learners a time limit. Encourage them to think of two extra items for each of the sections listed in Activity 2.</p> <p>2. Learners work in pairs to make lists of additional supermarket foods.</p> <p>3. The pairs join other pairs and compare their ideas.</p> <p>4. Go round monitoring, giving help where necessary. Make sure that learners are using the food items' containers where appropriate.</p> <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class, and elicit some of the groups' suggestions.</p> <p>Answers</p> <p>Learners' own answers</p> <p>EXTENSION</p> <p>Distribute PCM 9. Learners add the items from their lists to the appropriate groups on the worksheet.</p>
<p>Workbook page 68</p>	<p>Workbook: Activity 1</p> <p>1. Learners work individually to label the signs.</p> <p>2. Learners compare their answers with a partner.</p> <p>CORE</p> <p>Feedback</p> <p>Check that all of the pairs agree on the correct answers.</p> <p>Answers</p> <p>1 dairy products; 2 stationery; 3 home baking; 4 frozen foods; 5 household and cleaning; 6 bakery; 7 tinned foods; 8 health and beauty</p>

Workbook page 68	Workbook: Activity 2 1. Learners work individually to match the items to the supermarket sections in the previous activity. DESIRABLE Feedback Check with the class. Call out the item the supermarket sections in order. The learners raise when you call out the correct section for each item. <div style="background-color: #e0e0e0; padding: 2px;"> Answers </div> a bag of sugar 3; a bar of soap 8; a bottle of shampoo 8; a bottle of washing-up liquid 5; six bread rolls 6; a carton of ice cream 4; a carton of milk 1; four tins of tomatoes 7; 250g of butter 1; notebook 2		
Resources	Plenary 1. Play Backs to the Board, using the food items and supermarket sections from the lesson. Invite pairs of learners to the front of the class. They sit with their backs to the board. Write one of the words on the board (or invite learners to write them). The learners with their backs to the board ask questions to guess the word. The class answers the questions as required. To make it more challenging, the class can only answer Yes or No to the questions. When the word has been correctly guessed, another pair of learners have their backs to the board.		
Learning styles catered for (☒):			
Visual ☒	Auditory ☒	Read/Write ☒	Kinaesthetic ☒
Assessment for learning opportunities (☒):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Unit 6 LESSON 4 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Start the lesson by checking how much of the vocabulary in the previous lesson the learners can remember. Make sure all learners' Coursebooks and Workbooks are closed. Write a scrambled form of one of the supermarket sections on the board (for example: k e r b a y). 2. Learners put their hands up to unscramble the word (for example: bakery). Repeat with the other supermarket sections.
Resources	Main Activity
<p>Coursebook page 161 Audio Track 27</p>	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Go through the words in the Vocabulary box with the class. Find out if any of the learners have heard an announcement in a supermarket before. Was it about a special offer? What was the offer? 2. Play the audio track. Learners write down the supermarket section they believe each announcement refers to. <p>CORE Feedback Learners compare their answers with a partner. Check with the class, and find out which words in the announcements led them to choose those sections.</p> <p>Answers</p> <p>1 bakery; 2 health and beauty; 3 household and cleaning; 4 frozen foods</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pause the audio track at the end of each announcement to give learners time to make notes. Play the audio track a second or third time if necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Play the audio track once, without pausing between announcements.
<p>Coursebook page 161 Audio Track 27</p>	<p>Listening: Activity 6</p> <ol style="list-style-type: none"> 1. Go through the information in the Listening strategy box, and allow the learners to read the questions and answer choices before listening again. 2. Play the audio track. Learners answer the questions. 3. Learners compare their answers with a partner. <p>CORE Feedback Elicit feedback from the pairs. Did they note down the same pieces of information? If necessary, play the audio track again, pausing at each question, to clarify the answers.</p> <p>Answers</p> <p>1 c; 2 b; 3 b; 4 b; 5 b; 6 c; 7 a; 8 a</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pause the audio track at the end of each announcement. Play the audio track a second or third time if necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners attempt to answer the questions before you play the audio track again so that they can check their answers.

<p>Workbook page 69</p>	<p>Workbook: Activity 3</p> <p>1. Learners join the halves to make sentences from supermarket announcements.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Have volunteers take it in turns to read out the correct sentences in full. The rest of the class listen and raise their hands if they disagree.</p> <p>Answers</p> <p>1 b; 2 f; 3 d; 4 c; 5 a; 6 e</p>
<p>Coursebook page 161</p>	<p>Use of English: Activity 7</p> <p>1. Go through the information in the Use of English box with the class, and explain that the sentences in this activity all featured in the announcements they listened to.</p> <p>2. Learners work individually to choose the correct prepositions for the gaps in each sentence.</p> <p>3. Learners compare their questions with a partner.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit the correct questions from the pairs.</p> <p>Answers</p> <p>1 off; 2 up to, off; 3 on, at; 4 on; 5 on</p> <p>Differentiation activities (Support):</p> <p>1. Provide learners with a copy of the audioscript. Allow them to look at the script for one minute, before covering it and completing the activity.</p> <p>Differentiation activities (Stretch):</p> <p>1. Make sure learners do not see the audioscript until after they have completed the activity.</p>
<p>Workbook page 69</p>	<p>Workbook: Activity 4</p> <p>1. Learners complete the sentences with the correct prepositions.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Go through the correct sentences with the class.</p> <p>Answers</p> <p>1 for, of; 2 off; 3 on; 4 on; 5 by; 6 on</p>
<p>Workbook page 69</p>	<p>Workbook: Activity 5</p> <p>1. Learners work individually to match the signs to the sentences in the previous activity.</p> <p>2. Learners compare their answers with a partner.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Ask for volunteers to read out one answer each.</p> <p>Answers</p> <p>A 3; B 1; C 5; D 6</p>

<p>Coursebook page 161</p>	<p>Writing: Activity 8</p> <ol style="list-style-type: none"> 1. Go through the instructions with the class. (If necessary, refer learners to the audioscript, so they can see examples of the kind of thing they need to write). 2. Learners work individually to write a short supermarket announcement. 3. Learners work in pairs to read other their announcements and to check for any obvious mistakes. 4. Circulate, giving help where necessary. Encourage learners to read out their announcements in an enthusiastic tone, as they might hear in a real supermarket. <p>CORE Feedback Have a feedback session with the whole class. Ask confident learners to read their announcements aloud – again encourage them to read in an enthusiastic tone (as in a real supermarket). Discuss the announcements as a class. Do the other learners think these are good offers? Why? Why not? Have the class vote on the best offer, and the best ‘enthusiastic’ delivery.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>Learners’ own answers</p>		
<p>Resources</p>	<p>Plenary</p>		
	<ol style="list-style-type: none"> 1. Have a class discussion about supermarkets and special offers. Why do learners think supermarkets have special offers? What (if any) examples do they know of from their own experiences of being in supermarkets? 		
<p>Learning styles catered for (☑):</p>			
<p>Visual ☑</p>	<p>Auditory ☑</p>	<p>Read/Write ☑</p>	<p>Kinaesthetic ☑</p>
<p>Assessment for learning opportunities (☑):</p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and feedback</p>	<p>Verbal feedback</p>

Unit 6 LESSON 5 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 162	<ol style="list-style-type: none"> 1. Write shop and customer on the board. Learners work in groups to discuss what each wants, (for example: the shop wants to sell as many things as possible, the customer wants to spend as little money as possible). 2. Elicit some suggestions from the class, and have volunteers suggest ways shops and customers have of achieving their aims, (for example: the shop has special offers, the customer 'shops around' until they find the best deal). 3. Write psychology on the board and elicit suggestions for its meaning (the study of how the mind works). Use the Vocabulary box to clarify the definition. 4. Learners work in pairs to discuss the Starter question. 5. Pairs report back to the class.
Resources	Main Activity
Coursebook page 162	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the four pictures and go through the instructions with the class. 2. Learners work in pairs to match the words to the pictures. <p>CORE Feedback Have volunteers call out the correct answers.</p> <p>Answers</p> <p>a 4; b 2; c 3; d 1</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Model the first one with these learners. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners cover the words, and attempt to name the things in the pictures based on their own knowledge.
Coursebook page 162 Audio Track 28	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Focus learners' attention on the diagram, and go through the labelled sections for comprehension. 2. Play the audio track. Learners listen and write the sections and items mentioned in their notebooks. 3. Learners compare their answers with a partner. 4. Play the audio track again if necessary. <p>CORE Feedback Elicit the correct answers from the pairs, and find out which words in the questions and the text (key words) the learners used to help them find the answers. Deal with any questions about vocabulary.</p> <p>Answers</p> <p>entrance, newspapers, sandwiches, fruit and veg, bakery, checkouts</p>

<p>Coursebook page 162 Audio Track 28</p>	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Go through the instructions with the class. 2. Learners work in pairs to match the descriptions to the supermarket sections. 3. Play the audio track for learners to check their answers. <p>DESIRABLE Feedback Have a feedback session with the class. Have volunteers write their answers on the board. The rest of the class raise their hands if they disagree with any of the answers.</p> <p>Answers</p> <p>1 entrance; 2 fruit and veg; 3 bakery</p>
<p>Workbook page 70</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. With all books closed, elicit from the class some of the vocabulary they have used so far in the lesson (for example aisle, trolley). 2. Go through the instructions with the class and elicit suggestions for the first missing answer (shopping list). Explain that all of the missing words are from the interview (see audioscript on page 170 of the Coursebook). 3. Learners fill in the gaps to complete the words. <p>DESIRABLE Feedback Have individual learners come to the board and write the correct answers. The other learners raise their hands if they agree with the answer.</p> <p>Answers</p> <p>1 shopping list; 2 trolley; 3 aisles; 4 section; 5 entrance; 6 checkout</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with the answers in a different order on the board. Learners choose the correct word from the list. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Set learners a time limit to complete the activity.
<p>Workbook page 70</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that in the following activity, learners will write about a time they went on a trip to the supermarket, but first they will prepare by answering these questions in note form. (If learners do not have much experience of visiting supermarkets, they could instead answer the questions for a trip to a department store or shopping mall.) 2. Go through the questions with the class. 3. Learners work individually to write answers for each of the questions in note form (they do not have to write full, correct sentences at this stage). <p>CORE Feedback Have learners compare their notes with a partner. As a class, check that all of the learners have been able to answer something for each of the questions.</p> <p>Answers</p> <p>Learners' own answers</p> <p>EXTENSION Learners work in pairs to roleplay an interview about their supermarket experiences. One learner takes the role of interviewer and asks their partner the Activity 2 questions (plus extra questions, if there is time). They then swap roles.</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners note down responses to just three or four of these questions (of their own choosing). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write notes for at least two more pieces of information about their trip to a supermarket.
<p>Workbook page 70</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners use their notes from the previous activity to write a full paragraph, describing their trip to the supermarket (or department store, or shopping mall). 2. Go round monitoring, giving help where necessary. <p>CORE Feedback</p> <p>Have learners work in pairs to read each other their paragraphs and to check for any obvious mistakes. Have a feedback session with the whole class. Elicit some of the learners' experiences, and have one or two confident learners read their paragraphs aloud to the rest of the class.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Coursebook page 162</p>	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Go through the questions with the class. 2. Learners work in pairs to discuss the questions. 3. Circulate, giving help where necessary. <p>DESIRABLE Feedback</p> <p>Briefly discuss the questions as a class. Have learners summarise some of the points they discussed in their pairs, find out if the other learners agree or disagree.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Learners close their books and work in groups to talk about what they can remember from the audio track (Coursebook Activity 2). 2. Have a feedback session and ask each group to tell the rest of the class as much as they can remember about a different part of the audio track, for example: what happens at the entrance of a supermarket, in the aisles, at the checkout?

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

Unit 6 LESSON 6 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Elicit some different types of shops and put them on the board, for example: book shop, clothes shop. 2. Set a time limit. Learners work in small groups to think of at least three different items that you could buy in each type of shop on the board (for example: Book shop: books, magazines, comics, book marks, greeting cards). 3. Elicit suggestions from the groups.
Resources	Main Activity
Workbook page 71	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Go through each of the items in the word box, and the different types of shops, and check that the learners know what they are. 2. Learners work in pairs to put the items into the correct categories. <p>CORE Feedback Have the pairs join other pairs to compare their ideas. Elicit some suggestions from the groups. Find out what other suggestions the learners had for each type of shop.</p> <p>Answers</p> <p>Toy shop: board games, teddy bears, train sets, yo-yos Electronics shop: lamps, microwaves, MP3 players, TVs Accessories shop: hats, gloves, jewellery, sunglasses Sports shop: football boots, running shoes, tennis rackets, track suits</p>
Coursebook page 163	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Go through the instructions with the class, and make sure that the learners understand what they need to do. 2. Encourage the learners to make notes in their notebooks as they plan their new shop. 3. Learners work in pairs to plan a new shop. <p>CORE Feedback Circulate, and make sure that the learners are responding to all of the tasks and questions in the activity.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Work closely with learners and make suggestions to help them with their plans. If necessary, reduce the number of tasks/questions in the activity that they need to respond to. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners draw up more detailed plans. Encourage them to sketch a design of the shop's interior and to label the various areas. 2. If there is time, encourage learners to think up some advertising messages/special offers for their new shop.

<p>Workbook page 71</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Learners work individually to fill in the graphic organiser with their plans for a new shop. Learners compare their graphic organiser with their partner to check they have covered all of the information they discussed. <p>DESIRABLE Feedback Check that everyone has covered all of their plan's key information in their graphic organiser.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Workbook page 71</p>	<p>Workbook: Activity 6</p> <ol style="list-style-type: none"> Explain that learners will present their ideas to other pairs, but before they do, the sentences in this activity provide a useful example of the kind of language they will need to use when they are presenting their ideas. Learners work in pairs to join the halves to make complete sentences. To make the activity more interactive, give each learner a strip of paper with one half of a sentence written on it. Learners circulate to find the other half of their sentence. <p>DESIRABLE Feedback Have a learner read out the first half, and then select another learner to read out the correct second half to complete the sentence. Repeat until all of the sentences have been completed. If the learners had half-sentences on strips of paper, and circulated to find their 'partner', have the pairs read their sentences aloud together.</p> <p>Answers</p> <p>1 h; 2 a; 3 f; 4 c; 5 g; 6 b; 7 e; 8 d</p>
<p>Coursebook page 163</p>	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> Go through the information in the Speaking tip with the class. The pairs join other pairs to present their ideas to each other. Go round monitoring, giving help where necessary. If necessary, set a time limit for each pair to present, after which they must swap round and listen to the other pair's ideas. <p>CORE Feedback Check that all of the pairs have had the chance to present their ideas in full.</p>
<p>Coursebook page 163</p>	<p>Speaking: Activity 7</p> <ol style="list-style-type: none"> As a class, listen to a spokesperson from each pair describe the ideas of the pair they have just listened to. Encourage the rest of the class to use the questions in Activity 7 to give feedback, specifying one thing they think is a good idea in the plans they have just listened to, and one thing they would do differently. <p>CORE Feedback Have a class vote on which were the most effective or original ideas.</p>

Resources	Plenary		
	<p>1. Write these three types of shop on the board: Supermarket, Electronics shop, Sports shop. Elicit an example of a product or section for each, for example: Supermarket: fruit and vegetables, Electronics shop: TVs, Sport shop: tennis rackets.</p> <p>2. Learners work in groups to think of as many things belonging to each type of shop as they can.</p> <p>3. Elicit ideas and note them randomly on the board.</p> <p>4. Designate three sides of the classroom with a different category each: Supermarket, Electronics shop, Sport shop. Call out the items suggested by the groups. For each item you call out, learners must run to the side of the classroom that represents the correct type of shop.</p>		
Learning styles catered for (☒):			
Visual ☒	Auditory ☒	Read/Write ☒	Kinaesthetic ☒
Assessment for learning opportunities (☒):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Unit 6 LESSON 7 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 164	<ol style="list-style-type: none"> Find out if any of the learners have been to a restaurant recently. Write these actions on the board: <ol style="list-style-type: none"> Wait for food. Eat food. Sit down. Look at menu. Talk to waiter/waitress. Learners work in groups to put the actions in the order they think would happen in a restaurant (c, d, e, a, b). Ask a volunteer to explain a buffet (or find out what learners know about buffets). Learners work in their groups to discuss the Starter questions. Elicit some feedback from the groups. Have learners provide a new list of actions for a buffet, and add it to the board, for example: <ol style="list-style-type: none"> Go and get food. Sit down. Eat food.
Resources	Main Activity
Coursebook page 164	<p>Reading and Speaking: Activity 1</p> <ol style="list-style-type: none"> Have volunteers read out the definitions of order and serve in the Vocabulary box, and deal with any questions. Explain that learners will read about buffets. Read the title aloud (What's so good about a buffet?) and elicit some possible answers from the class. Learners read the text and work in pairs to discuss the questions. <p>CORE Feedback</p> <p>The pairs join other pairs to compare their answers and suggestions. Have a quick feedback session with the class. Clarify the advantages given in the text, and elicit some opinions about buffets and ideas for buffet foods.</p> <p>Answers</p> <p>1 perfect way to try lots of different things, you don't have to wait to be served, get what you want yourself, choose as little (or as much) as you like; get a good deal 2 and 3 Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Have learners only focus on question 1. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Set learners a time limit to read the text, and tell them to look for five advantages of a buffet.
Coursebook page 164	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> Go through the information and the example sentences in the Use of English box. Deal with any questions. Have learners quickly re-read the text to look for one more phrase that includes a reflexive pronoun (People love buffets because they can help themselves, ...). Ask learners to raise their hands when they have found it, and have a volunteer read out the phrase. Learners work individually to choose the correct reflexive pronoun from the three options to complete the sentences.

	<p>CORE Feedback Learners check answers in pairs and peer-correct.</p> <p>Answers</p> <p>1 a; 2 c; 3 b; 4 b; 5 c; 6 a</p> <p>Differentiation activities (Support):</p> <p>1. Work closely with learners, and check that they understand what is the subject in each sentence and what its corresponding reflexive pronoun should be (for example, in sentence 1, I is the subject so myself is the corresponding reflexive pronoun).</p> <p>Differentiation activities (Stretch):</p> <p>1. Have learners cover the information in the Use of English box while they complete this task.</p>
<p>Workbook page 73</p>	<p>Workbook: Activity 1</p> <p>1. Go through the example answer with the class. 2. Learners work in pairs to complete the table.</p> <p>CORE Feedback The pairs compare their answers with other pairs. Check that all of the groups agree on the correct answers, and make sure everyone understands that the singular and plural reflexive pronouns for you are different (yourself and yourselves).</p> <p>Answers</p> <p>I – myself; you (singular) – yourself; he – himself; she – herself; it – itself; we – ourselves; you (plural) – yourselves; they – themselves</p>
<p>Workbook page 73</p>	<p>Workbook: Activity 2</p> <p>1. Explain that learners will need to add the correct reflexive pronoun to complete each sentence. 2. Learners work individually to complete the sentences. 3. Go round monitoring, giving help where necessary.</p> <p>DESIRABLE Feedback Have confident learners read out their sentences to the class.</p> <p>Answers</p> <p>1 myself; 2 yourselves; 3 ourselves; 4 yourself; 5 itself; 6 themselves</p>
<p>Workbook page 73</p>	<p>Workbook: Activity 3</p> <p>1. Go through the instructions, and explain that the verbs in the box are often used with reflexive pronouns. (Point out that learners don't have to use these verbs if they have other ideas of their own.) 2. Encourage the learners to think of their own ideas to complete the sentences, but emphasise that they must include the correct reflexive pronoun in each one. 3. Learners work individually to complete the sentences.</p>

	<p>CORE Feedback Learners read their sentences to a partner, and they check each other's work for any obvious mistakes. Have confident learners read out their sentences to the class. Elicit suggestions for expanding on the information in their answers from the rest of the class.</p> <p>Possible answers</p> <p>1 I bought myself a new tennis racket; 2 My sister gave herself a present; 3 This robot can make itself turn on and off; 4 Your team gave yourselves a good chance of winning the tournament; 5 The teacher bought himself a new car; 6 We helped ourselves at the buffet.</p> <p>Differentiation activities (Support):</p> <p>1. Learners only complete the first three sentences.</p> <p>Differentiation activities (Stretch):</p> <p>1. Have learners write additional information for each sentence (for example, 1 I bought myself a new tennis racket at the department store, and I got money off because it was on offer.).</p>		
Resources	Plenary		
	<ol style="list-style-type: none"> 1. Divide the class into three groups: starters, main courses and desserts. 2. Each group draws up a plan of foods they think would be good buffet foods for their stage of a meal, and writes each food on a separate piece of paper. (If there is time, they could also draw pictures of the foods.) 3. The groups come together and put their 'foods' on a table at the side of the room, in order: starters, then main courses, then desserts. 4. The learners then 'help themselves at the buffet', by going along the table and making a note in their notebooks of the foods they would choose for their whole meal. 5. The learners go back to their tables, and compare their food choices. 6. Have a class vote. Which were the most popular foods? Why? 		
Learning styles catered for (☒):			
Visual ☒	Auditory ☒	Read/Write ☒	Kinaesthetic ☒
Assessment for learning opportunities (☒):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Unit 6 LESSON 8 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 165	<ol style="list-style-type: none"> 1. Play a quick game of 20 questions (answer: department store). Explain that you are thinking of a word that has appeared in the last few lessons. Learners can ask you a maximum of 20 Yes/No questions, before they have to guess the correct word, for example Is it a type of food? (No). Is it a type of shop? (Yes). 2. When the learners have guessed the word correctly (or otherwise), the learners work in small groups to discuss the Starter questions. 3. Elicit feedback from the groups.
Resources	Main Activity
Coursebook page 165	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the items in the word box. 2. Learners work in pairs to match the words to the pictures. <p>CORE Feedback Find out if all of the pairs agree, and have volunteers call out the correct answers. Find out if anyone has any of these items themselves. If so, where/when did they get them?</p> <p>Answers</p> <p>A sunglasses; B rug; C quad bike; D handbag</p>
Coursebook page 165 Audio Track 29	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the instructions and play the audio track. 2. Learners listen and note down the order in which they hear the items from Activity 1. <p>CORE Feedback Ask volunteers to call out the correct order. The other learners raise their hands if they disagree.</p> <p>Answers</p> <p>handbag, sunglasses, quad bike, rug</p>
Coursebook page 165 Audio Track 29	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Have volunteers read the two descriptions aloud, then play the audio track. 2. Learners listen and select the correct description. <p>CORE Feedback Learners compare their answers with a partner and peer-correct. Have a feedback session with the class. Clarify the correct answer, and have learners explain why they selected it.</p> <p>Answer</p> <p>B</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to check the audioscript after they have listened to the audio track. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners attempt the task before listening to the audio track a second time.

Coursebook
page 165
Audio Track 29

Listening: Activity 4

- Learners work in pairs to read the sentences and choose the correct options.
- When learners have chosen an option for each sentence, play the audio track for them to check their answers.

CORE

Feedback

Ask for a show of hands: find out which pairs got all of the answers right. If necessary, re-play the audio track, stopping at the appropriate places.

Answer

1 didn't buy; 2 cousin; 3 go well together; 4 knows about lots of things; 5 doesn't like

Differentiation activities (Support):

- Allow learners to refer to the audioscript while they to the audio track when they are checking their answers.

Differentiation activities (Stretch):

- Set a strict time limit for learners to choose the correct options before listening to the audio track to check their answers.

Workbook
page 73

Workbook: Activity 1

- Go through the instructions and the example answer with the class. Explain that the words in the word square all appear in the conversation in the audio track in Coursebook Activity 2.
- Learners work individually to find the eight words. If this is too challenging, write the eight target words in a list on the board.

DESIRABLE

Feedback

Project the word square onto the board (or stick up an enlarged copy) and nominate learners to come out and circle a word they have found.

Answers

CUSTOMER, DEPARTMENT STORE, FASHION, HANDBAG, PERSONAL SHOPPER,
QUAD BIKE, RUG, SUNGLASSES

D	U	O	F	H	S	I	B	Q	O	P	L	S	E	R
E	Y	E	E	F	D	B	M	E	I	D	S		Q	L
P	E	R	S	O	N	A	L	S	H	O	P	P	E	R
A	O	P	A	G	D	L	V	U	Z	W	K	P	E	R
R	G	G	L	Q	T	U	D	N	J	O	A	C	A	A
T	Y	O	O	U	P	P	E	G	A	C	T	U	E	Q
M	T	H	S	A	B	R	E	L	K	E	R	A	L	I
E	T	E	R	D	H	E	F	A	S	H	I	O	N	J
N	D	E	I	B	O	C	U	S	T	O	M	E	R	K
T	R	D	E	I	U	I	O	S	G	E	R	N	A	L
S	U	I	O	K	F	I	R	E	S	T	I	B	A	M
T	U	I	E	E	M	S	U	S	P	I	V	E	E	N
O	U	R	T	H	I	N	F	F	U	M	M	I	T	E
R	U	G	F	E	D	Y	O	H	A	N	D	B	A	G
E	R	R	E	K	I	O	B	U	K	W	E	N	T	I

<p>Workbook page 73</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the instructions with the class, and explain that the sentences include phrases that appear in the conversation in the audio track in Coursebook Activity 2 (although the whole sentences are not identical to those in the conversation). 2. Learners work individually to complete the sentences. <p>DESIRABLE Feedback Learners work in pairs to compare their answers. Check that all of the pairs agree.</p> <p>Answers</p> <p>1 e; 2 a; 3 d; 4 b; 5 f; 6 c</p> <p>EXTENSION Highlight the central phrase in each sentence:</p> <ol style="list-style-type: none"> 1. buy [something] for [someone] 2. [someone] has great taste in [something] 3. It's [someone's] job to [do something] 4. [someone] helps [someone] with [something] 5. [two things] go well together 6. [someone] makes decisions for [someone] <p>Have the learners write new sentences of their own, using each of these phrases.</p>
<p>Workbook page 73</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Have a volunteer read the speech bubble text aloud, and encourage learners to think about their own attitudes to shopping and why they feel the way they do. 2. Go through the instructions and the information in the Writing tip. Encourage learners to use these (or similar) phrases when explaining their opinions in their sentences. 3. Learners work individually to write sentences, explaining their opinions of shopping. 4. Go round monitoring, giving help where necessary. Make sure learners give reasons for their opinions. <p>CORE Feedback Learners work in pairs to read each other their sentences and peer-correct.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Resources</p>	<p>Plenary</p>
	<ol style="list-style-type: none"> 1. Have a class discussion about shopping, and elicit responses to Lamya's opinion of shopping. Do any of the learners feel the same way about shopping? Hold a class vote to see how many agree with Lamya. Find out some of the opinions and reasons they wrote about in their paragraphs.

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

Unit 6 LESSON 9 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<p>1. Write some adjectives on the board, for example: happy, relaxed, nervous, easygoing, hard-working. Check that everyone knows the meaning of each word, and elicit what these words can be used to describe (people).</p> <p>2. Ask for a show of hands for each word: Who thinks they are a happy person?, and so on.</p> <p>3. Learners work in groups, each learner describes another person in the group without giving their name. The others listen and guess which member of the group is being described.</p> <p><u>Note:</u> This lesson plan suggests that learners complete Workbook Activity 5 (Re-order the words to make survey questions) as a review, after they have written their own questions and conducted their own survey (Coursebook Speaking Activity 6). However, if you feel the whole group needs more support, the learners could instead complete Workbook Activity 5 before Coursebook Activity 6, and use these as the basis of their survey questions.</p>
Resources	Main Activity
Coursebook page 166	<p>Vocabulary: Activity 5</p> <p>1. Go through the instructions and the information in the Language tip with the class.</p> <p>2. Learners work in pairs to match the adjectives to the definitions.</p> <p>CORE Feedback Check that all of the pairs agree on the answers, and have volunteers call out the correct answers. The other learners raise their hands if they disagree.</p> <p>Answers</p> <p>1 d; 2 a; 3 b; 4 c</p> <p>EXTENSION</p> <p>1. Write the following verbs and nouns on the board: excite (v), create (v), friend (n), help (n/v).</p> <p>2. Learners work in pairs to think of the adjectives related to these words (excited/ exciting, creative, friendly, helpful).</p>
Coursebook page 166	<p>Speaking: Activity 6</p> <p>1. Learners work in pairs to ask and answer the survey questions.</p> <p>2. Go round monitoring, giving help where necessary.</p> <p>CORE Feedback Have a quick feedback session with the class. Invite a few learners to tell the rest of the class what kind of shopper their partner is, based on their answers to the survey questions.</p> <p>Answers</p> <p>Learners' own answers</p>

<p>Coursebook page 166 Audio Track 30</p>	<p>Listening: Activity 7</p> <ol style="list-style-type: none"> Learners work in pairs to complete the survey headings with the correct adjectives. When each pair has completed all the headings, play the audio track for them to check their answers. <p>CORE Feedback Invite three learners to each read out a correct heading in full.</p> <p>Answers</p> <p>A unadventurous; B prepared; C impulsive; D careful</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide learners with two answer options for each heading, for example Is heading A unadventurous or impulsive? <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners cover Activity 5 and attempt to complete the headings from memory.
<p>Workbook page 74</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Go through the instructions and point out that all the words in the box appeared in the quiz on page 120 of the Coursebook. Make sure learners understand they may need to change the form of the words in the box, but not always. Learners work individually to complete the sentences with the correct form of the words in the box. <p>DESIRABLE Feedback Learners check their answers with a partner. Check that all of the pairs agree on the correct answers.</p> <p>Answers</p> <p>1 list; 2 decisions; 3 spends; 4 buy; 5 food; 6 visit</p>
<p>Workbook page 74</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Explain that the questions are all survey questions, similar to those they asked in their own surveys. Learners work in pairs to re-order the words to make questions. <p>DESIRABLE Feedback Have volunteers read out the correct questions. The other learners raise their hands if they disagree.</p> <p>Answers</p> <p>1 Do you always go to the same shops?; 2 Are you interested in finding new things?; 3 Do you always go shopping with a list?; 4 Do you buy anything that isn't on your list?; 5 Do you make decisions quickly?; 6 Do you worry about the price?</p>

Workbook page 74	Workbook: Activity 6 1. Learners interview three classmates and ask them the questions they wrote out in full in Activity 5. This will help them understand the concept of the survey more. DESIRABLE Feedback Conduct whole-class feedback. Read out each question and have learners stand up each time if the majority of the people they surveyed said Yes. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> Learners' own answers		
Resources	<div style="background-color: #e0e0e0; padding: 2px;">Plenary</div> 1. Make sure that the board is wiped clean and that all of the learners' books are closed. Say a shopper type from the lesson, for example impulsive, and indicate a learner, who must give an example of this type of shopper's behaviour (for example: makes decisions quickly). The learner then says another shopper type, and indicates another classmate, who responds with another type of behaviour. And so on.		
Learning styles catered for (☒):			
Visual ☒	Auditory ☒	Read/Write ☒	Kinaesthetic ☒
Assessment for learning opportunities (☒):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Unit 6 LESSON 10 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 167	<ol style="list-style-type: none">1. Play a game about supermarkets. Learners work in groups to list as many sections, food and drink items, and other words connected with supermarkets as they can think of in a set time, for example checkout, trolley, entrance, fruit and vegetables.2. When the time is up, have a volunteer from each group hand over their list to the group next to them.3. The groups count the other team's list and assign them a score.4. The groups feedback to the class. Find out if any key words or sections were missed by all of the groups. The group with the highest score is the winner.5. Learners work in their groups to briefly discuss the Starter questions.
Resources	Main Activity
Coursebook page 167	<p>Reading and Speaking: Activity 1</p> <ol style="list-style-type: none">1. Tell learners that after you read a paragraph, you should be able to summarise it in a single sentence. This is a good way to check you have understood the main points of the paragraph.2. Learners work individually to read the four paragraphs and then match the halves to make sentences summarising each paragraph.3. Learners compare their answers with a partner. <p>CORE Feedback Check that all pairs agree on the correct answers. Have volunteers read out the correct sentences in full.</p> <p>Answers</p> <p>1 c; 2 d; 3 a; 4 b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">1. Work closely with learners. Have them read each paragraph, then give them two options (rather than four) for the second part of the summarising sentences, for example Is the second part of sentence 1 b or c? <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">1. Have learners attempt to match the sentence halves before reading the text to check their answers.
Workbook page 75	<p>Workbook: Activity 1</p> <ol style="list-style-type: none">1. Learners work individually to complete the words. <p>CORE Feedback Learners compare their answers with a partner. Check to see that all of the pairs agree on the correct answers.</p> <p>Answers</p> <p>a face-recognition camera; b drone; c robot; d 3-D printer</p>

<p>Workbook page 75</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Learners individually to complete the sentences using the verbs in the box. Learners compare their answers with a partner, then match the sentences to the methods for future shopping in Activity 1. <p>CORE Feedback Divide the class into four areas: a (face recognition), b (drone), c (robot), d (3-D printer). Ask a volunteer to read the first correct sentence aloud. The rest of the class run to the area of the classroom for the method that is being described. Repeat for the remaining sentences.</p> <p>Answers</p> <p>1 b carries; 2 a reads, leaves; 3 d makes; 4 c does, goes</p>
<p>Coursebook page 167</p>	<p>Reading and Speaking: Activity 2</p> <ol style="list-style-type: none"> Learners work in groups to discuss the questions. Go round monitoring. Make sure that the groups cover all of the questions and that every member is involved in the discussion. Each group joins with another group, and they compare their responses to the questions. <p>CORE Feedback Have a feedback session with the class. Go through each question and elicit the groups' responses. Find out what the general consensus is for each point, and hold a class vote on the likelihood of each method actually happening in the future.</p> <p>EXTENSION Learners write sentences summarising their responses to each of the questions.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners limit their discussions to questions 2 and 3. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Encourage learners to make notes of the points made in their discussions, so that they can summarise their discussions in a short speech, to be delivered to the rest of the class during the feedback stage.
<p>Workbook page 75</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Go through the instructions, and emphasise that learners should use their imaginations (what would they like a robot to do for them if they had one?). Learners work individually to write short paragraphs about a robot. <p>DESIRABLE Feedback Learners work in pairs to read each other their paragraphs and check for any obvious mistakes. If there is time, have confident learners read their paragraphs aloud to the rest of the class. As a class, discuss their ideas. Do the other learners have similar ideas?</p> <p>Answers</p> <p>Learners' own answers</p>

Resources	Plenary		
	<p>1. Review the vocabulary from the lesson with a Vocabulary/Spelling game. For example, if the answer is to be bank account, write _____ / _____ on the board. Have learners suggest letters, and add correct letters to the underlined spaces. Add incorrect letters to the board. The game ends when either the word has been guessed correctly or the number of incorrect letters has reached ten, whichever comes first.</p> <p>2. If/when a learner guesses the word correctly, have them come to the front of the class and choose a new word for the next round. And so on.</p>		
Learning styles catered for (☒):			
Visual ☒	Auditory ☒	Read/Write ☒	Kinaesthetic ☒
Assessment for learning opportunities (☒):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Unit 6 LESSON 11 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Divide the class into groups of three or four, and nominate each group as either A or B. 2. Group As draw up a list of as many adjectives as they can think of. Group Bs do the same for verbs. 3. All of the Group As combine and compare their lists. The Group A with the most unique adjectives (words that none of the other Group As have thought of) is the winner. Group Bs do the same. 4. Bring the class back together, and write some prepositions on the board (to, in, on, at, with). Elicit the type of word (prepositions). 5. For each preposition, have volunteers call out adjectives or verbs that can go before them, for example with – go, agree, pleased.
Resources	Main Activity
Coursebook pages 167 and 168	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Direct learners' attention back to the paragraphs they read in the previous lesson about future shopping technologies (page 121), and the bold adjective/verb + preposition combinations. Elicit the types of word in each combination (interested – adjective, look – verb, afraid – adjective, think – verb). 2. Go through the information in the Use of English box and the instructions with the class. 3. Learners work individually to choose the correct option to complete each sentence. 4. Learners compare their answers with a partner. <p>CORE Feedback Provide each learner with three differently coloured pieces of paper, for example: blue for a, red for b, yellow for c. Read out the first part of each sentence, and have learners raise a piece of coloured paper for the correct answer when you get to each gap.</p> <p>Answers</p> <p>1 b; 2 c; 3 c; 4 b; 5 b; 6 a; 7 b; 8 c</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with two answer options (rather than three) for each gap. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners complete the sentences with the answer options covered. They uncover the answer options to check their answers.
Coursebook page 168 Audio Track 31	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Go through the instructions and the True/False statements with the class. 2. Play the audio. Learners discuss the True/False statements in pairs. Go round monitoring, and check that learners can explain the true version of the false statements.

	<p>CORE Feedback Check that all of the pairs agree on the answers. If necessary, play the audio track a second time. With the whole class, ask for a show of hands for each one (true or false) and clarify the true versions of the false statements.</p> <p>Answers</p> <p>1 True; 2 False (a robot will meet customers at the entrance); 3 False (they will pay by looking into a face recognition camera); 4 True</p> <p>Differentiation activities (Support): 1. Learners focus on just one ad.</p> <p>Differentiation activities (Stretch): 1. Learners say what other skills might be useful for these jobs.</p>
<p>Coursebook page 168 Audio Track 31</p>	<p>Listening: Activity 5</p> <p>1. Learners work individually to complete the sentences from the radio programme in their notebooks using the verbs, adjectives and prepositions in the boxes.</p> <p>2. Check that everyone has completed all of the sentences, then play the audio track for learners to check their answers.</p> <p>CORE Feedback Learners compare their answers with a partner and peer-correct.</p> <p>Answers</p> <p>1 interested in; 2 thought of; 3 do, for; 4 wait for; 5 pay for; 6 look into</p> <p>Differentiation activities (Support): 1. Allow learners to read the audioscript once before completing the task.</p> <p>Differentiation activities (Stretch): 1. Have learners cover the word boxes when completing the sentences.</p>
<p>Workbook page 76</p>	<p>Workbook: Activity 4</p> <p>1. Learners work individually to complete the sentences with the correct prepositions.</p> <p>DESIRABLE Feedback Learners check their sentences with a partner and peer-correct.</p> <p>Answers</p> <p>1 to; 2 for; 3 in; 4 at; 5 to; 6 to; 7 at; 8 after</p>
<p>Workbook page 76</p>	<p>Workbook: Activity 5</p> <p>1. Go through the instructions and the example sentence with the class. Emphasise that there are no correct answers, but learners should write captions that accurately reflect what is shown in the pictures, and that each sentence must include an adjective + preposition combination.</p> <p>2. Learners write complete sentences for each picture.</p> <p>3. Learners compare their ideas with a partner.</p>

	<p>CORE Feedback Have confident learners read out their sentences for each picture. Find out if any other learners had similar sentences.</p> <p>Possible answers</p> <p>1 He was very good at the long jump.; 2 She's always been afraid of spiders.; 3 She's always been interested in science.; 4 He's always been keen on cars.; 5 He was very disappointed with/by the results.; 6 She was really pleased/happy with the bracelet/necklace/present.</p>		
Resources	Plenary		
	<p>1. Play a game of Word tennis, using the verb/adjective + preposition combinations in the Key expressions list. Say a verb or adjective and throw a tennis ball (or crumpled up piece of paper) to a learner, who must catch the ball, state a matching preposition and give an example sentence that includes the expression, for example interested in <input type="checkbox"/> I'm interested in fashion. The learner says another verb or adjective and throws the ball to another learner, who must do the same. And so on.</p>		
Learning styles catered for (<input checked="" type="checkbox"/>):			
Visual <input checked="" type="checkbox"/>	Auditory <input checked="" type="checkbox"/>	Read/Write <input checked="" type="checkbox"/>	Kinaesthetic <input checked="" type="checkbox"/>
Assessment for learning opportunities (<input checked="" type="checkbox"/>):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Unit 6 LESSON 12 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
<p>Coursebook page 132</p>	<ol style="list-style-type: none"> 1. Do a role-play. Invite a learner out to be the shop assistant and give them the badge (or sticky to label to wear). Say I wonder if you can help me ... do you have a ... er ... you know, that thing that you write with. The learner may guess pen or pencil. If they guess pen first, say No, like a pen, but you can erase the writing and elicit pencil. If they guess pencil first, say No, like a pencil but you can't erase the writing and elicit pen. 2. Learners work in pairs to discuss the Starter questions. 3. Have a brief feedback session with the class.
Resources	Main Activity
<p>Coursebook page 132 Audio Track 32</p>	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the pictures and explain that they will listen to someone who wants to buy one of these items but they have forgotten its name. 2. Play the audio track. Learners listen, then discuss with a partner which of the four items they think Ibrahim wants to buy. <p>CORE Feedback Check that all of the pairs agree on the answer, and have a volunteer call it out. Learners raise their hands if they disagree. Clarify the names of the other items (A helmet, B sun hat, C baseball cap). Play the audio track again, if necessary.</p> <p>Answers</p> <p>D sun visor</p>
<p>Coursebook page 132 Audio Track 32</p>	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the instructions and the phrases in the Language tip with the class. 2. Play the audio track. Learners listen and discuss with a partner the ways that Ibrahim describes the item he is looking for. <p>CORE Feedback Pairs join other pairs to compare their ideas. Ask for a show of hands to check that all learners agree on the correct answers.</p> <p>Answers</p> <p>He describes where or when you wear it, what it looks like and what it's used for.</p> <p>EXTENSION</p> <ol style="list-style-type: none"> 1. Learners work in pairs to look at the audioscript and practise reading the conversation aloud. 2. Learners choose another of the pictures, for example a sun hat, and use their imaginations plus the conversation in the audioscript as a basis for a new conversation between a customer and a shop assistant. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to read the audioscript while they listen and discuss the answers with a partner. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners cover the information and phrases in the Language tip while they listen and discuss the answers.

<p>Workbook page 77</p>	<p>Workbook: Activity 1</p> <p>1. Learners work individually to match the functions to the sentences.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners check answers in pairs and peer-correct.</p> <p>Answers</p> <p>1 e; 2 a; 3 f; 4 b; 5 c; 6 d</p>
<p>Workbook page 77</p>	<p>Workbook: Activity 2</p> <p>1. Learners work in pairs to re-read the sentences in Activity 1 and decide which of the three objects in the pictures is being described.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Clarify the correct answer with the class.</p> <p>Answers</p> <p>3 frisbee</p>
<p>Workbook page 77</p>	<p>Workbook: Activity 3</p> <p>1. Learners work individually to write sentences using each of the functions in Activity 1 to describe either a yo-yo or a CD.</p> <p>2. Learners work in pairs to read each other their sentences, and to guess which of the objects is being described.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Circulate. Check that learners are able to describe each item without saying its name.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Coursebook page 132</p>	<p>Speaking: Activity 3</p> <p>1. Go through the instructions, and encourage learners to think about the various ways of describing a thing (for example, what it's used for, what it looks like).</p> <p>2. Learners work in pairs to take turns describing the objects, and guessing which object their partner is describing.</p> <p>3. Go round monitoring, providing help where necessary. Make sure that all of the pairs manage to cover each object.</p> <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class. Elicit some example sentences, particularly those which learners' partners felt were the most helpful.</p> <p>Answers</p> <p>Learners' own answers</p>

Coursebook page 132	Speaking: Activity 4 1. Learners work in pairs to describe (and listen to descriptions of) three more objects, of the learners' own choosing. CORE Feedback With the whole class, elicit some example descriptions. Can the rest of the class guess the object that is being described? <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> Learners' own answers		
Resources	Plenary 1. Make sure that all of the learners' books are closed, and then play Backs to the Board using the vocabulary from this lesson: baseball cap, shop assistant, sun visor, envelope.		
Learning styles catered for (☒):			
Visual ☒	Auditory ☒	Read/Write ☒	Kinaesthetic ☒
Assessment for learning opportunities (☒):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Unit 7 LESSON 1 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 171	<ol style="list-style-type: none"> 1. Present your treasured possession to the class and explain what it is and how you got it. 2. In pairs, invite learners to think of a question they'd like to ask you related to the object. Answer some of their questions in class. 3. Read the Starter question as a class. In pairs, allow learners a minute to discuss. Monitor and assist. Suggested reasons could be childhood toy, present from friends/family, souvenir from a trip. 4. Invite learners to call out what their treasured possessions are and write them on the board. Keep this list until the end of the lesson.
Resources	Main Activity
Coursebook page 171	<p>Reading and speaking: Activity 1</p> <ol style="list-style-type: none"> 1. Read the introduction aloud and nominate four learner to read out one question each. 2. In pairs, learners ask and answer the questions. Monitor and assist where necessary. <p>CORE Feedback Invite a number of learners to share one of their partner's answers.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Discuss the questions as a class prompting learners if necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners think of additional questions for the questionnaire and ask and answer in pairs.
Coursebook page 171	<p>Reading and speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Read out the question and draw learners' attention to the options. Ask them to choose the main idea expressed in the paragraph. Point out that they need to interpret what the writer says to understand the main idea. 2. Learners compare their answers in pairs. <p>CORE Feedback Invite learners to read out the correct option and indicate where this is clear in the paragraph.</p> <p>Answers</p> <p>b (But, why are things so important to us? After all, they're just things.)</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Discuss with the whole class why the other two options are wrong. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Put the learners in pairs and ask them to discuss the question in the opening paragraph: Why are things so important to us?

<p>Coursebook page 171</p>	<p>Reading and speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Read the Language tip with the class and write the phrasal verbs on the board. Invite learners to explain what they mean, referring to the text. 2. Allow learners a few minutes to read the questions and find the answers in the text. 3. In small groups, learners think of a different sentence for each of the phrasal verbs. <p>CORE Feedback Nominate a learner from each group to write one of their sentences on the board.</p> <p>Possible answers</p> <p>Defintions: fall apart: break into pieces; take off: remove clothes or jewellery; save up: keep money so that you can buy something; look after: take care of something; put away: put something in the place where it should be; throw away: put something in the rubbish</p> <p>Example sentences: Learners' own answers</p>
<p>Workbook page 78</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read and match the text halves. <p>CORE Feedback Invite learners to read out a text with its matching other half.</p> <p>Answers</p> <p>1 c; 2 d; 3 b; 4 a</p>
<p>Workbook page 78</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Model the first question. Say One. Break into pieces. The correct phrasal verb is ... and elicit fall apart. 2. Learners complete the activity individually before comparing their answers in pairs. <p>DESIRABLE Feedback Choose six different pairs of learners. Each time, one learner calls out a phrasal verb and the other one reads the definition.</p> <p>Answers</p> <p>1 fall apart; 2 look after; 3 save up; 4 put away; 5 take off; 6 throw away</p>
<p>Workbook page 78</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Allow learners five minutes to write three or four sentences about a treasured possession using some phrasal verbs. Monitor and help as necessary. To make it more interesting, ask them not to mention what the object is. <p>CORE Feedback Invite learners to read out their sentences and have the class guess what the object is.</p> <p>Answers</p> <p>Learners' own answers</p>

Resources	Plenary		
	<p>1. Point to the list of treasured possessions you wrote on the board at the beginning of the lesson. Ask learners which additional possessions were mentioned in class (either their own answers or from the texts). Add them to the list.</p> <p>2. Have a class vote with a raise of hands on: the most useful/common/expensive possession.</p>		
Learning styles catered for (☒):			
Visual ☒	Auditory ☒	Read/Write ☒	Kinaesthetic ☒
Assessment for learning opportunities (☒):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Unit 7 LESSON 2 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Before the class starts, place your wallet inside the bag. 2. Hold the bag so the learners can see it and say you have an important possession of yours inside. 3. Divide the learners into small groups. Invite a learner from each group to come up and feel the object through the bag. They go back to their group and describe the object to their partners. 4. Elicit from each group what they think the object is and then present it to them. Invite learners to spell wallet and write it on the board.
Resources	Main Activity
<p>Coursebook page 172 Audio Track 33</p>	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Refer learners to the photos in Activity 4 and read the question. Encourage them to guess what Salman is looking for. 2. Play the audio track once for the learners to find out the missing object. 3. In pairs, learners compare answers before checking as a class. <p>CORE Feedback Invite a learner to say which object Salman is looking for (wallet). Ask further gist questions, for example Where did he lose it? Who was he with? Who is he talking to now? Elicit that mall and store in American English are shopping centre and shop in British English.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Play the audio track twice for learners. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to listen to the audio track and number the objects in the order they are mentioned. <p>Answers</p> <p>1 tablet; 2 headphones; 3 skateboard; 4 wallet; 5 sunglasses</p>
<p>Coursebook page 172 Audio Track 42</p>	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Give the learners time to read through the statements. Clarify any unknown vocabulary. 2. Play the audio track again for the learners to decide whether the statements are true or false. Encourage them to make notes as they listen and write down their answers in their notebooks. 3. Learners compare their answers in pairs before checking with the class. <p>CORE Feedback Read out the statements one by one and have learners raise their individual whiteboards with true or false written on them. Nominate learners to correct the false statements.</p> <p>Answers</p> <p>1 False (He had his wallet in his pocket); 2 False (He had the screen on his tablet fixed); 3 True; 4 True; 5 False (He didn't know he was a thief and he was surprised to find this out); 6 True</p>

<p>Coursebook page 172</p>	<p>Use of English: Activity 6</p> <ol style="list-style-type: none"> 1. Read the Use of English box as a class. 2. Read out the example and point out that the object is between the auxiliary verb have and the verb/past participle. 3. Remind learners that we can say who did the action using by + person. Point out that we often don't have to say who did it because it's either easy to understand or not important to mention. Elicit who did the actions in the examples. For example, a computer technician/worker at the computer store fixed the tablet and a thief stole Salman's wallet. 4. Allow learners a few minutes to rewrite the sentences in their notebooks. Ask them to compare their sentences in pairs. <p>CORE Feedback Invite learners to write out a sentence on the board.</p> <p>Answers</p> <p>1 I have my room cleaned once a week. 2 Our car broke down so we're having it fixed. 3 If you leave your bicycle out all night, you'll have it stolen. 4 We're going to have our house painted next weekend. 5 I had my sunglasses broken yesterday so I need to buy new ones.</p>
<p>Coursebook page 172</p>	<p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1. Read out the questions and the definition of pickpocket and pick someone's pocket in the Vocabulary box. 2. Give learners a few minutes to discuss the questions in pairs or small groups. Monitor their discussions. <p>CORE Feedback Elicit whole class feedback on each of the questions.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Discuss the questions one by one with the whole class. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. In pairs, learners write a short dialogue between Salman and his mother. Salman has gone back to his hotel after talking to the police officer and is explaining what happened. His mother gives him advice about how to stay safe next time. 2. Invite learners to act out their dialogues.
<p>Workbook page 79</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Explain that the text is a summary of Salman's story. Allow a minute or so for learners to complete the text with the verbs. <p>DESIRABLE Feedback Invite learners to read the text. Ask them to identify the sentences with the structure have something done.</p> <p>Answers</p> <p>1 stolen; 2 pick up; 3 fixed; 4 broken; 5 went; 6 looked; 7 pushed; 8 apologised</p>

Workbook page 79	Workbook: Activity 5 1. Read out the example and have learners look at the rest of the signs. 2. Allow them a few minutes to write sentences with have something done. DESIRABLE Feedback Invite learners to write a sentence on the board. Elicit other variations from the class. <div style="background-color: #e0e0e0; padding: 2px; margin: 5px 0;">Possible answers</div> 1 You can have your hair cut. 2 You can have your eyes tested. 3 You can have a book signed. 4 You can have your photos framed. 5 You can have a pizza delivered. 6 You can have your toys repaired.		
Resources	<div style="background-color: #e0e0e0; padding: 2px; margin-bottom: 5px;">Plenary</div> 1. Read parts of the audioscript aloud. As you do this, change facts randomly, for example I was in the supermarket (mall) with my brother and ... I had it in my bag (pocket) ... I remember first we went in the computer store to pick up my brother's laptop (tablet). The keyboard (screen) had broken so he had it fixed. I know I had it there because I took it out to pay for a new set of speakers (headphones). 2. Ask learners to listen carefully and stand up when you give a wrong fact. Nominate learners to correct the fact. <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">Note: Ask learners to bring one of their treasured possessions to the next lesson.</div>		
Learning styles catered for (☒):			
Visual ☒	Auditory ☒	Read/Write ☒	Kinaesthetic ☒
Assessment for learning opportunities (☒):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Unit 7 LESSON 3 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 173	<ol style="list-style-type: none"> 1. Invite learners to stand up and present their treasured possession to the class. They only have to identify it and say what they use it for. 2. Ask Have you ever lost your treasured possession? Elicit answers from the class. 3. Refer learners to the Starter questions. In pairs, learners can talk about different possessions, not only the one they brought. Elicit further information: What was it and did you find it?
Resources	Main Activity
Coursebook page 173	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Write on the board: What can you see? Who do you think this girl is? What do you think she lost? And how? 2. Put the learners in small groups. Invite them to look at the picture and discuss the questions on the board. Elicit ideas from the class. 3. Allow learners to read the text once and find out. <p>CORE Feedback Invite learners to answer the questions on the board based on information from the text.</p> <p>Answers</p> <p>She lost her umbrella on a London bus. She found it in the Lost and Found office. Someone found it and took it there.</p>
Coursebook page 173	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Point to the two diagrams and read out the headings. Ask learners to copy them in their notebooks. 2. Point out the adjectives in bold in the text. Allow learners two minutes to read through the text again and write the adjectives in the correct diagram. 3. Ask them to compare diagrams in pairs before they check with the class. <p>CORE Feedback Draw the diagrams on the board and invite learners to write the adjectives.</p> <p>Answers</p> <p>Adjectives for umbrella: useful; beautiful; transparent; pretty; light; wonderful Adjectives for Mariam's feelings: pleased; upset; afraid; happy</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Drill the adjectives and correct any problems with pronunciation or stress. <p>Differentiation activities (Stretch)</p> <ol style="list-style-type: none"> 1. Ask learners to find synonyms and/or opposites for some of the adjectives. Allow them to use dictionaries if necessary and encourage them to add them to their diagrams. You can teach them the ~ symbol (meaning 'similar' for synonyms) and the ≠ symbol (meaning 'opposite' for the opposites).

<p>Coursebook page 173</p>	<p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Read the Language tip and check if learners know any other adjectives ending in -ful. 2. Draw their attention to the words in the box. Give the learners a minute to decide which seven adjectives they can form. Point out that there isn't a rule to help them form the -ful adjectives. They should be able to identify the adjectives or use dictionaries if necessary to check. <p>CORE Feedback Invite learners to call out the -ful adjectives and write them on the board. Encourage them to keep a section in their notebooks with -ful adjectives and add to it every time they encounter a new adjective ending in -ful to help them revise and remember them.</p> <p>Answers</p> <p>careful; helpful; painful; successful; colourful; cheerful; stressful</p> <ol style="list-style-type: none"> 3. In pairs, have learners discuss the meaning of the adjectives and think of an example sentence. They can write them down if they wish. <p>EXTENSION Feedback Invite learners to give an example using the adjectives in context.</p>
<p>Coursebook page 174</p>	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Say Useful. Why does Mariam describe the umbrella as useful? Nominate a learner to read out the example as a model. 2. In pairs, learners look at their diagrams and give the reason why Mariam used each adjective in the story. 3. Monitor and provide help as necessary. <p>DESIRABLE Feedback Nominate learners to explain why Mariam used the adjectives in her story.</p> <p>Answers</p> <p>Learner's own answers</p>
<p>Workbook page 80</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Model the first question. Say Light – what does light mean? Elicit an answer – learners may think of weight (not heavy) or colour (not dark). Say that both are correct, but that in this case you are thinking of weight. Ask learners to look in the second column and find the appropriate match (d). 2. Learners complete the activity individually. <p>CORE Feedback Invite learners to read out an adjective and its definition.</p> <p>Answers</p> <p>1 d; 2 e; 3 a; 4 f; 5 c; 6 b</p>
<p>Workbook page 80</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Give learners two minutes to choose the correct adjectives. 2. Learners compare answers in pairs. <p>CORE Feedback Invite learners to read out a sentence for the whole class. Encourage peer correction.</p> <p>Answers</p> <p>1 painful; 2 beautiful; 3 stressful; 4 careful; 5 helpful; 6 successful; 7 useful; 8 cheerful</p>

Workbook page 80	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Explain that learners are going to write a paragraph about the treasured possession they brought to class or a different one. Read out the questions. 2. Invite learners to think about their answers to the questions and make notes. 3. Allow them time to write their paragraph. Monitor and help as necessary. Alternatively, ask learners to write their paragraph at home and bring it to the next lesson. <p>CORE Feedback In pairs, ask learners to exchange and read each other's paragraphs. They ask an extra question about the object or the incident.</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Play a chain game. Say The Queen's cat is a colourful cat. Nominate a learner to continue with another -ful adjective, for example The Queen's cat is a colourful and careful cat. Continue until a learner can't think of an adjective, repeats an adjective or misses one out. Then start again. Continue as time allows. 		
Learning styles catered for (☒):			
Visual ☒	Auditory ☒	Read/Write ☒	Kinaesthetic ☒
Assessment for learning opportunities (☒):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Unit 7 LESSON 4 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Write Burj Khalifa on the board. Allow learners a minute to discuss in small groups what they know about it. 2. Invite learners to report what they discussed in their groups.
Resources	Main Activity
Coursebook page 174	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the story pictures. In pairs, learners put the picture in the order they think the events took place. Encourage them to tell the story as they do this. 2. Invite one or two pairs to give their version of the story. <p>CORE Feedback Invite pairs of learners to compare their answers with another pair.</p> <p>Answers</p> <p>At this point, learners are predicting and may come up with a variety of orders. Accept any order that makes sense according to their story.</p>
Coursebook page 174 Audio Track 34	<p>Listening: Activity 6</p> <ol style="list-style-type: none"> 1. Play the audio track once for learners to check their answers. <p>CORE Feedback Invite learners to say the pictures in order and explain briefly what happened to Laila and her parents.</p> <p>Answers</p> <p>C; F; E; A; B; D</p> <ol style="list-style-type: none"> 2. Ask learners How do you think the memory cards reached Laila's family? Put them in different pairs to make guesses. <p>Feedback Invite different learners to predict the ending of the story. Make notes of their ideas on the board.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pre-teach some of the vocabulary from the audio track before learners listen to it. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners make notes of as many details as they can as they listen.
Coursebook page 174 Audio Track 35	<p>Listening: Activity 7</p> <ol style="list-style-type: none"> 1. Play the audio track once for the learners to check how the story ends. <p>CORE Feedback Invite learners to explain the story ending. Check whether any of them had guessed it correctly.</p> <p>Possible answer</p> <p>Mrs Williams uploaded the photos on a website for lost cameras/photos. Laila's cousin, Huda, found the photos by accident while she was surfing the Internet. Laila's dad contacted Mrs Williams and she posted the memory cards to Laila's house.</p>

<p>Coursebook page 174</p>	<p>Vocabulary: Activity 8</p> <ol style="list-style-type: none"> 1. Hand out a copy of PCM 10 to each learner. Ask them to describe what they see in the picture. How do Laila and her parents feel? Why? 2. Allow learners a few minutes to put the events of the story in order. <p>CORE Feedback Invite learners to each read a sentence aloud in turn.</p> <p>Answers</p> <p>4; 3; 1; 5; 2; 6</p> <ol style="list-style-type: none"> 3. Draw learners' attention to the compound verbs and nouns in bold. invite learners to explain what each word means. 4. Read the Language tip and elicit the meaning of the remaining words. <p>Possible answers</p> <p>memory card: a small card used in cameras, computers to store information upload: to copy information from a device to the Internet website: a page of information on the Internet airport: a place where airplanes land and take off sightseeing: visiting interesting places, usually on holiday skyscraper: a very tall building palm tree: a type of tree with long pointed leaves at the top fountain show: a show with lights and water camera case: a special bag for carrying a camera</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to practise saying the compound verbs and nouns. Point out that in compound nouns with two separate words, the first word has the stronger stress, for example, MEmory card, FOUNtain show, CAmera case. 2. Check answers with the whole class. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Say the compounds verbs and nouns for the learners to repeat after you. Point out the stressed syllable.
<p>Workbook page 81</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners use a word from each box to create a compound verb or noun. They use them to label the pictures. <p>CORE Feedback Invite learners to write the words on the board.</p> <p>Answers</p> <p>1 camera case; 2 upload; 3 website; 4 memory card; 5 airport; 6 skyscraper; 7 fountain show</p>
<p>Workbook page 81</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Allow learners a minute to think of more compound verbs and nouns and/or look for them in previous units. They write them in the table. <p>DESIRABLE Feedback Invite learners to read out the compound words they thought of and/or found.</p> <p>Answers</p> <p>Learners' own answers</p>

	Differentiation activities (Support): 1. Find some compound verbs and nouns in the Workbook before the class and write the page numbers. When the learners do the task, write the page numbers on the board so they can find the words more quickly.		
	Differentiation activities (Stretch): 1. Have learners think of or find three more compound verbs and three more compound nouns in their dictionaries.		
Resources	Plenary		
	1. Put the learners in small groups. Ask How did Laila's parents thank Mrs Williams for returning the memory cards to them? Invite learners to discuss this in their groups. 2. Invite learners to explain what Laila's parents did to thank Mrs Williams, for example, send her a gift, a card, phone her and thank her, invite her to the UAE.		
Learning styles catered for (☒):			
Visual ☒	Auditory ☒	Read/Write ☒	Kinaesthetic ☒
Assessment for learning opportunities (☒):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Unit 7 LESSON 5 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 175	<ol style="list-style-type: none">1. Ask the learners to look at the picture for a few seconds and ask Do you think it shows a boy's room or a girl's room? Elicit answers from learners and ask them to explain why.2. Ask them to close their books and say what they remember about the bedroom.
Resources	Main Activity
Coursebook page 175 Audio Track 36	<p>Listening: Activity 1</p> <ol style="list-style-type: none">1. Draw learners' attention to the words in the box and the numbered items in the picture. Learners match the words to the items, making notes in their notebooks.2. Have learners compare answers in pairs before playing the audio track for them to check. <p>CORE Feedback Invite learners to say a number and a word. Elicit that a loft bed is similar to a bunk bed, but it has an upper bed and a desk instead of a lower bed.</p> <p>Answers</p> <p>1 loft bed; 2 snowboard; 3 frame; 4 noticeboard; 5 calendar; 6 reading lamp; 7 ladder; 8 storage basket; 9 cushion; 10 rocking chair</p>
Coursebook page 175 Audio Track 37	<p>Listening: Activity 2</p> <ol style="list-style-type: none">1. Explain that Ahmed (the boy from Lesson 1) is in his bedroom (the one in the photo) with a friend, Tariq. Draw learners' attention to the numbered items in the picture in Activity 1.2. Play the audio track once. Learners listen and write down the items the two boys mention.3. Ask learners to compare their answers in pairs before checking with the class. <p>CORE Feedback Invite learners to say an item they heard in the audio.</p> <p>Answers</p> <p>loft bed; ladder; rocking chair; cushion; frames</p>
Coursebook page 175 Audio Track 37	<p>Listening: Activity 3</p> <ol style="list-style-type: none">1. Invite learners to read the questions once. Play the audio track again and prompt them to answer the questions in their notebooks.2. Ask them to discuss their answers in small groups before you give whole-class feedback. <p>CORE Feedback Nominate learners to read out a question and answer it. Elicit different answers and details from the whole class before confirming the correct answer.</p> <p>Possible answers</p> <p>1 He's afraid of falling from the ladder; 2 Ahmed and Tariq's brother don't like it when other people touch their things; 3 Tariq thinks it's comfortable but Ahmed disagrees; 4 He bought it in a market in Egypt; 5 Ahmed's friends from Abu Dhabi; 6 They're going to play a computer game.</p>

<p>Workbook page 82</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Explain that this is a dialogue between Ahmed and Tariq on a different day. The boys are now in Tariq's bedroom. 2. Allow learners a few minutes to complete the dialogue with the phrases. <p>CORE Feedback Invite pairs of learners to read out one of Ahmed's and Tariq's turns from the dialogue.</p> <p>Answers</p> <p>1 loft bed; 2 ladders; 3 frame; 4 rocking chair; 5 storage basket; 6 reading lamp</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners read out the dialogue in pairs. Monitor and make note of any pronunciation or intonation problems. 2. Practise the words or sentences you made a note of with the whole class. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners extend the dialogue between Ahmed and Tariq by two or four turns. Then invite learners to form large groups and act their dialogues, or act them out for the whole class.
<p>Workbook page 82</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners read about Ahmed's possessions and write the words on the lines. Then they circle the items in the picture. 2. Invite fast finishers to compare their answers. <p>CORE Feedback Nominate learners to write a word on the board and point to it in the picture.</p> <p>Answers</p> <p>1 rocking chair; 2 ladder; 3 frames; 4 noticeboard; 5 storage basket; 6 calendar</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Place the picture of the bedroom you brought in on your desk or on a chair at the far end of the classroom. Explain what it is. 2. Put learners in small groups. Ask them to choose a secretary in each group who will need a notebook and a pen. Invite all the learners except the secretaries to walk up to the picture and look at it for 20 seconds. 3. Ask the learners to sit down in their groups and remember as many details as they can. The secretary should write down sentences. 4. Invite groups to read out sentences. Check if they remembered correctly and award a point for each correct sentence.

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

Unit 7 LESSON 6 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 176	1. Invite volunteers to draw a picture on the board. Point to an item from the picture in Activity 1 for them to draw. The rest of the class guesses the word and spells it.
Resources	Main Activity
Coursebook page 176	<p>Speaking: Activity 4</p> <ol style="list-style-type: none">1. Draw learners' attention to sentences 1 to 6. Ask Are these sentences in direct or reported speech? (direct) Point out that sentences a to f are the same as 1 to 6 but in reported speech and in different order.2. Put the learners in pairs. One of the learners looks at sentences 1 to 6 and covers sentences a to f. The other learner does the opposite. They take turns to read out a sentence for their partner to read the equivalent. <p>DESIRABLE Feedback Invite pairs of learners to read out a pair of matching sentences.</p> <p>Answers</p> <p>1 b; 2 d; 3 f; 4 c; 5 a; 6 e</p>
	Differentiation activities (Support): 1. Do the matching task as a class first and then have learners practise reading out the sentences.
	Differentiation activities (Stretch): 1. In pairs, learners take turns to read out a sentence for their partner to say the equivalent sentence (in direct or reported speech) without looking in their Coursebook.
Coursebook page 176	<p>Speaking: Activity 5</p> <ol style="list-style-type: none">1. Read out the information in the Use of English box. Invite learners to notice what other words change in sentences a to f in Activity 1, for example I and you become he, my becomes his.2. Point to the pictures in Activity 5. Invite learners to say what is happening in each picture.3. Draw learners' attention to the pairs of reported speech sentences under the pictures. Explain that each pair matches a picture, but they are in mixed order.4. Allow learners a minute to read the sentences and decide which picture they match. Check answers with the class.5. In pairs, learners act out the pictures by changing the sentences to direct speech. Allow them a few minutes to write the sentences first. Monitor and help as necessary. <p>CORE Feedback Invite pairs of learners to act out a dialogue for the class. Accept all correct variations.</p> <p>Possible answers</p> <p>1 My necklace isn't as nice as yours. Nobody can touch it; 2 I need to buy a new laptop. I'll lend you mine; 3 Grandma might visit this afternoon. We should make a cake for her; 4 They might lose the match. I'm sure they'll score another goal.</p>

<p>Workbook page 83</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Give the learners a few minutes to read the dialogue individually. Then ask them to rewrite the underlined sentences in reported speech. They can do this in pairs if they prefer. 2. Have a class discussion about the idea of keeping a diary in English. Discuss the advantages and possible difficulties. Encourage learners to try keeping a diary in English and notice how it helps them improve their writing and develop their vocabulary. Point out that they don't need to write much – three lines per day will do. <p>CORE Feedback Invite learners to write a sentence on the board.</p> <p>Possible answers</p> <p>1 Jamila said Salama's room looked really good. 2 Salama told Jamila that she kept it as tidy as she could. 3 Salama said that Jamila could open it if she wanted. 4 Salama said they should write about their day in English. 5 Jamila told Salama that their English teacher didn't have ideas like that. 6 Salama said she would write in it that night.</p>
<p>Workbook page 83</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners choose one of the pictures and write a different dialogue between the characters. Explain that it can be on a totally different topic. 2. Allow learners a few minutes to think of a dialogue and allow them to work in pairs. 3. Then ask learners to rewrite the dialogue in reported speech. Monitor and give individual or pair feedback. <p>DESIRABLE Feedback Invite pairs of learners to read out their dialogues for the whole class.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Distribute sheets of paper. Explain that learners are going to write a sentence (in direct speech) using the present simple or a modal verb from the lesson. Their sentence must be at least eight words long. 2. Allow a minute for learners to write their sentences. Monitor and make sure they use correct grammar and vocabulary. 3. Invite learners to stand up and mingle around the class. As they bump into each other, they say (or read out) their sentence. Point out that it's important they try to remember what each other said, but they can't make any notes. 4. After a minute or so, ask learners to sit down and work in pairs or small groups. Together, they try to remember what their classmates said. Prompt them to write sentences in their notebooks using reported speech. 5. Invite learners to write sentences on the board. Invite the learners whose sentences are on the board to read out their original sentence (in direct speech). Make any necessary corrections.

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

Unit 7 LESSON 7 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<p>1. Write Vincent van Gogh on the board. Put the learners in small groups and ask them to take out their tablets or laptops and to look for information about Van Gogh online. Ask them to write down one fact about him.</p> <p>2. Invite learners from each group to write a fact about the painter on the board and explain what it means.</p> <p><u>Note:</u> If learners don't have access to the Internet, write down a few facts in note form and have them discuss in small groups what they mean. For example:</p> <ul style="list-style-type: none"> – the Netherlands (He was from the Netherlands.) – 37 (He died when he was 37.) – Starry Night (This is one of his most famous paintings.) – France (He lived and died in France.) – millions (His paintings today are worth millions of dollars.)
Resources	Main Activity
Coursebook page 177	<p>Reading: Activity 1</p> <p>1. Draw learners' attention to the painting and read the title. Explain it's one of the most famous of Van Gogh's paintings.</p> <p>2. Ask them to look at the painting for a few seconds.</p> <p>1. In pairs, they discuss how it makes them feel. What do they like/dislike about it? Why?</p> <p>2. In pairs, learners read a paragraph each and summarise what they read.</p> <p>CORE Feedback Invite learners to raise their hands, and nominate a few to say something they learned about Vincent van Gogh.</p> <p>3. Nominate learners to read an example from the Language tip out loud. Draw their attention to the non-defining clauses and elicit what they are.</p> <p>4. Read out the information and remind learners that in non-defining relative clauses we can't replace who or which with that.</p> <p>Differentiation activities (Support):</p> <p>1. Give learners a few minutes to read the text on their own. Then elicit information from them.</p> <p>Differentiation activities (Stretch):</p> <p>1. Have learners explain what they read to their partner without looking in their books.</p>
Coursebook page 177	<p>Vocabulary: Activity 2</p> <p>1. Have learners read the text again and notice the words in bold. Allow them a minute to match the words with the definitions.</p> <p>2. Learners compare their answers in pairs.</p> <p>CORE Feedback Invite learners to read out one of the definitions and the corresponding word from the text. Point out to learners that we also use the words portrait and landscape to indicate which way round a piece of paper is – display the pieces of A4 paper you have prepared. You might want to add that we sometimes use the words cityscape and seascape if a picture is of a city or the sea.</p> <p>Answers</p> <p>1 style; 2 art gallery; 3 self-portrait; 4 portrait; 5 landscape; 6 valuable; 7 support; 8 alive</p>

<p>Coursebook page 177</p>	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> Put learners in groups of four and read out the instructions. Hand out the printouts or books containing the Van Gogh paintings you selected. If this is not possible, distribute copies of PCM 11 (these are less ideal as the images are in black and white). Allow learners a few minutes to choose the painting they prefer and read about it. (If possible, encourage them to look for more information online.) In their groups, learners take turns to present the painting they have chosen. They give facts about it and explain why they like it. Monitor and provide help if necessary. <p>CORE Feedback Invite learners to present their paintings to the class.</p>
<p>Workbook page 84</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners complete the paragraph with words from the box. <p>CORE Feedback Invite learners to read out sentences.</p> <p>Answers</p> <p>1 landscapes; 2 style; 3 portraits; 4 self-portraits; 5 art galleries; 6 alive; 7 valuable; 8 support</p>
<p>Workbook page 84</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Do an example with the whole class. Remind learners to use commas to separate the non-defining relative clauses. Allow learners a few minutes to do the task. They can also do it in pairs. Advise them that there may be more than one correct way of doing each one. <p>CORE Feedback Invite learners to write a sentence on the board.</p> <p>Answers</p> <p>1 Vincent van Gogh, who first worked as a teacher in London, became a painter at the age of 27./Vincent van Gogh, who became a painter at the age of 27, first worked as a teacher in London.</p> <p>2 Paris, where a lot of famous artists used to live, was Vincent van Gogh's home for two years.</p> <p>3 In 1890, Vincent van Gogh painted the Portrait of Dr. Gachet, which was sold for over \$150 million dollars in 1990.</p> <p>4 Vincent van Gogh, whose paintings are sold today for millions of dollars, never made money from his art.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> Put the learners in small groups and ask them to make a mini-quiz about Vincent van Gogh. Ask them to write four questions. Invite groups of learners to stand at the front of the class and read out their questions. The other learners raise their hands to answer them.

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

Unit 7 LESSON 8 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 177	<ol style="list-style-type: none"> 1. With closed books, ask learners to brainstorm objects and furniture that were in the painting Vincent's Bedroom in Arles. Write their ideas on the board. 2. Have learners open their books on page 135 and check if they remembered correctly. 3. Discuss as a class whether the bedroom looks poor and why they think that is.
Resources	Main Activity
Coursebook page 178 Audio Track 48	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Read out the instructions and allow a minute for learners to read the questions and options. 2. Play the audio track once for the learners to choose the correct options. 3. In pairs, learners compare answers before checking as a class. <p>CORE Feedback Invite a learner to read out a question and the correct option. Elicit whether the rest of the class agrees before confirming the answer.</p> <p>Answers</p> <p>1 b; 2 a; 3 c</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Play the audio track twice for learners. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to make notes of further details as they listen to the track.
Coursebook page 178 Audio Track 38	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Give the learners a minute to discuss the numbers in pairs before listening to the audio track again. 2. Play the audio track again for the learners to note down in their notebooks what each number refers to. 3. Learners compare their answers in pairs before checking with the class. <p>CORE Feedback Nominate learners to explain a number.</p> <p>Answers</p> <p>819: the number of letters Vincent van Gogh wrote. 651: the number of letters he wrote to his brother Theo. 1888: the year he finished the painting Vincent's Bedroom in Arles</p> <ol style="list-style-type: none"> 4. Draw learners' attention to the examples in the Language tip. Elicit that the clauses in red are defining relative clauses. Read out the information. Nominate learners to read out the sentences with who and which and replace those words with that.

<p>Coursebook page 178</p>	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Read out the sentence prompts. Explain that what's missing in each sentence is the relative clause. 2. Do an example with the class. Say Art is something which ... some people buy by paying a lot of money. 3. Allow learners a few minutes to complete the sentences. They can do this orally in pairs or write down their ideas in their notebooks. Advise them that there are many ways to complete the sentences. Monitor and help as necessary. <p>CORE Feedback Invite learners to complete a sentence orally for the whole class. Elicit different variations for each sentence prompt.</p> <p>Possible answers</p> <ol style="list-style-type: none"> 1 Art is something which/that makes you feel more relaxed. 2 My bedroom is a place where my younger brother/sister can't enter. 3 My parents are people who/that support me and love me. 4 A friend is someone who/that I can ask for help and advice. 5 English is a language which/that allows me to communicate with people all over the world. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Discuss each prompt as a class and complete it on the board with the learners' ideas. Learners can copy the sentences in their notebooks. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Put learners in small groups. Ask them to choose one of the prompts and write down as many variations as they can. 2. Invite groups to read out their sentences and check which group came up with the biggest number of valid sentences.
<p>Workbook page 85</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Explain that all the sentences are about Vincent van Gogh. Allow learners a couple of minutes to complete them with the phrases. <p>CORE Feedback Invite learners to read out a sentence each.</p> <p>Answers</p> <p>1 is very simple; 2 It's the room; 3 that he wrote to his brother Theo; 4 The man who supported; 5 were yellow, blue and orange; 6 The town where he died;</p>
<p>Workbook page 85</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually. <p>CORE Feedback Invite learners to read out the defining relative clauses.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 The room <u>that you can see in the painting</u> is very simple. 2 It's the room <u>where he spent the last years of his life</u>. 3 We learn a lot about him from the letters <u>that he wrote to his brother Theo</u>. 4 The man <u>who supported Van Gogh</u> was his brother Theo. 5 The colours <u>that he used the most</u> were yellow, blue and orange. 6 The town <u>where he died</u> is in the south of France.

Workbook page 85	Workbook: Activity 5 1. Read out the instructions. Brainstorm what the learners could describe, for example furniture, personal items, the paintings, the colours. 2. Allow learners time to write their paragraph or ask them to do it at home and bring to the next lesson. DESIRABLE Feedback Collect the learners' writings and provide individual, written feedback.		
Resources	Plenary 1. Have a quiz game with riddles using words from the lesson. Put learners in groups and ask them to choose a secretary to write down their answers. 2. Read out the riddles one by one a few times. After each riddle, allow learners a minute to discuss the word with their partners. The secretary writes it down. 3. Check answers with the class and award five points for each correct answer. Example riddles: It's the colour that Vincent van Gogh liked the most. (yellow) It's the place where you can see paintings. (art gallery) It's the town where Vincent van Gogh died. (Arles) It's a picture that an artist paints of himself. (self-portrait) He was the person Vincent van Gogh wrote many letters to. (his brother, Theo) It's the country where Vincent van Gogh was from. (the Netherlands)		
Learning styles catered for (☒):			
Visual ☒	Auditory ☒	Read/Write ☒	Kinaesthetic ☒
Assessment for learning opportunities (☒):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Unit 7 LESSON 9 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 179	<ol style="list-style-type: none">1. Display the three sheets of paper in different places in the classroom.2. Ask When you left your house this morning, what did your bedroom look like: messy, tidy, extremely tidy? Learners think about their answer and walk towards the appropriate sheet of paper.3. Learners are now in three groups. Ask them to discuss the Starter question: Why is it important to keep your bedroom tidy? Ask them to think of two reasons.4. Invite learners to give a reason and write it on the board.
Resources	Main Activity
Coursebook page 179	<p>Reading and speaking: Activity 1</p> <ol style="list-style-type: none">1. Allow learners two minutes to read through the readers' questions and Alia's answers independently.2. Have learners write a, b and c on different pieces of paper.3. Nominate a learner to read out the first question. The rest of the class raises the letter they think matches this question. If anyone has chosen the wrong answer, tell them you will explain why at the end.4. Repeat with the other two questions. <p>CORE Feedback Elicit/explain the reasons for the correct matches.</p> <p>Answers</p> <p>1 C; 2 A; 3 B</p>
Coursebook page 179	<p>Reading and speaking: Activity 2</p> <ol style="list-style-type: none">1. Draw learners' attention to the six pronouns in bold in Alia's replies. Explain that they refer to someone or something in the problems 1–3. Do an example with the class and read out the Reading strategy.2. In pairs, have learners discuss who or what the other pronouns refer to. <p>CORE Feedback Invite learners to explain who or what one of the words in bold refers to and give reasons why.</p> <p>Answers</p> <p>1 we: Yassir and his brother; 2 he: Yassir's brother; 3 it: Sameera's bedroom; 4 them: Sameera's clothes; 5 her: Mai's daughter; 6 you: Mai</p>
Coursebook page 179	<p>Reading and speaking: Activity 3</p> <ol style="list-style-type: none">1. In pairs, have learners discuss Alia's advice. Encourage them to give an alternative if they disagree, or to give reasons if they agree. <p>CORE Feedback Elicit ideas as a whole class.</p> <p>Answers</p> <p>Learners' own answers</p>

<p>Workbook page 86</p>	<p>Workbook: Activity 1</p> <p>1. Learners read the sentences and choose what the words in bold refer to.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out the items and the rest of the class to peer-correct.</p> <p>Answers</p> <p>1 the teenagers; 2 the homework; 3 the books; 4 the shirt; 5 the bedroom; 6 the plates</p>
<p>Workbook page 86</p>	<p>Workbook: Activity 2</p> <p>1. Write Tidy Room, Tidy Mind on the board and elicit what it means. For example, keeping your personal space tidy and organised helps you think clearly and be organised yourself.</p> <p>2. Brainstorm a few ideas as a whole class. Then allow learners a few minutes to complete the note for themselves. Monitor and provide vocabulary if necessary.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to compare their notes and explain why doing these things will help them.</p>
<p>Resources</p>	<p>Plenary</p> <p>1. Write Mai and daughter on the board. Ask learners to suggest a name for Mai's daughter and add it to the board. Put the learners in pairs and ask them to choose who is going to play the role of Mai. The other learner will act as the daughter.</p> <p>2. Give a context: (Name you agreed)'s bedroom is a mess. Mai is asking her to tidy up.</p> <p>3. Allow learners a few minutes to roleplay a short dialogue between Mai and her daughter (about three turns each). Encourage them not to write anything down, but rather rehearse the same dialogue a few times.</p> <p>4. Invite learners to act out their dialogues for the whole class.</p>

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

Unit 7 LESSON 10 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Write the following words on the board: laundry basket, 'wear-it-again' drawer, shelves, dishwasher. 2. Invite learners to discuss in small groups how each thing helps Matthew and Emma become tidier. 3. Elicit ideas from the class. <p>Possible answers</p> <p>The laundry basket helps them keep their dirty clothes in one place. The 'wear-it-again' drawer helps them put away clothes that they could wear again. The shelves help them clear their desks from school books. The dishwasher helps them clear their bedrooms from empty plates and cups.</p>
Resources	Main Activity
Coursebook page 180	<p>Reading and speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Ask the learners to read the short text and look at the four photos/ideas in pairs. Pre-teach get rid of and hanger. 2. Allow them a few minutes to guess what each idea is about. <p>CORE Feedback Invite learners to report what they discussed in their pairs.</p>
Coursebook page 180 Audio track 39	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Play the audio track once for the learners to make notes about each idea in Activity 4. 2. Ask them to compare their answers in pairs before listening again. <p>CORE Feedback Elicit from the whole class information about each idea and write key words on the board.</p> <p>Possible answers</p> <p>48 hours: before you buy something, think if you need it; wait two days before you buy it Buy one/throw one out: if you buy something, get rid of something else; must be similar size Fill a rubbish bag: once every year, fill a bag with stuff you don't use; throw or give them away The hanger experiment: push clothes to one side of the cupboard. Wear and put clothes back on the other side. Give away clothes that always stay on the same side.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Before listening, put learners in groups of four. Ask them to choose one of the ideas and make notes on that one idea as they listen. 2. They then exchange information and help each other by adding more details if possible. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write a full summary of one of the ideas after they have listened.

<p>Coursebook page 180</p>	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Invite learners to read out the questions. 2. Allow learners a few minutes to think about their answers. Then put them in small groups to discuss. Monitor and make a note of good use of language and any errors. <p>CORE Feedback Get whole class feedback for one or two of the questions. Share the language you made a note of with the learners and encourage them to correct the errors.</p>
<p>Coursebook page 180</p>	<p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1. Nominate a learner to read out what Hessa says and draw attention to the language for giving advice. Point out the second conditional in the last two prompts. 2. In pairs, learners make a note of ideas that could help Hessa. As they do so, encourage them to use the language for giving advice. Monitor and check. <p>CORE Feedback Invite pairs of learners to give an idea with one of the prompts from the Speaking tip.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Brainstorm a few ideas as a whole class before learners do the task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to act out a conversation between Hessa and a friend.
<p>Workbook page 87</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to re-order the sentences. Point out that the first item is a question. 2. Invite learners to compare their question and sentences in pairs. <p>DESIRABLE Feedback Ask for volunteers to write a sentence on the board. Point out the two possible versions for the sentence in 4.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Do I really need this? 2 My room is full of stuff. 3 I have to get rid of things. 4 Don't throw your old toys away./Don't throw away your old toys. 5 I really like buying new clothes.
<p>Workbook page 87</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Read out the instructions and remind learners of the features of a friendly email: informal greeting, opening sentence, closing. Encourage them to write a paragraph explaining the idea and another paragraph about what they are going to throw away and why. 2. Allow learners to write the email in class or at home. <p>CORE Feedback Collect the emails and provide individual, written feedback.</p>

Resources	Plenary		
	<p>1. Write the following verse in jumbled order on the board:</p> <ul style="list-style-type: none"> • Too much mess • means more stress • If there's less mess • you will clean less. <p>2. Ask learners to copy the verse in the correct order in their notebooks.</p> <p>3. Check answers and accept any appropriate variations. Ask learners whether they agree with the verse or not.</p> <p>4. Chant the verse as a class encouraging learners to clap and move about.</p>		
Learning styles catered for (☒):			
Visual ☒	Auditory ☒	Read/Write ☒	Kinaesthetic ☒
Assessment for learning opportunities (☒):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Unit 7 LESSON 11 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 181	<ol style="list-style-type: none"> Write second-hand on the board. Write on the board one or more items that you or someone you know has bought second-hand. Elicit from the learners what buying/selling something second-hand means. (See Common misconceptions section above for more information.) What are the advantages and disadvantages of this? <ol style="list-style-type: none"> Ask the Starter question: What things do people in your country buy second-hand? Look at the item(s) you have already written on the board and add to the list.
Resources	Main Activity
Coursebook page 181	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Draw learners' attention to the adverts and elicit what each item is. Allow a minute or so for learners to read the adverts and choose the item they would like to have. <p>CORE Feedback Invite learners to compare their answers in pairs before eliciting preferences from the whole class.</p>
Coursebook page 181	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> In pairs, learners read the text again to answer the questions. <p>CORE Feedback Read out the first question Which item can you have without paying money? Then say tennis racket and have learners stand up if they think this is a suitable answer. Repeat with the other items. Then do the same with the other questions.</p> <p>Answers</p> <p>1 grammar book, bedtime stories, multi-sport helmet; 2 grammar book; 3 multi-sport helmet; 4 multi-sport helmet; 5 tennis racket, multi-sport helmet</p>
Coursebook page 182	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> Read the information in the Use of English box. Make sure learners understand how the compound adjectives are formed with numbers. Give one or two examples by writing on the board: <ul style="list-style-type: none"> They're going on a holiday for two weeks. I know a girl who is five years old and can paint really well. Elicit the adjectives: <ul style="list-style-type: none"> They're going on a two-week holiday. I know a five-year-old girl who can paint really well. Ask learners to find seven compound adjectives in the advert. Ask them to explain what the adjectives mean as in the example. <p>CORE Feedback Invite learners to read out a compound adjective each and explain what they mean.</p>

	<p>Possible answers</p> <p>well-known: someone or something that people know well 320-page: a book that has 320 pages best-selling: someone or something that sells better than other similar things self-study: something that you use to study by yourself hardly used: something that has hardly been used bedtime: something that's suitable for when it's time for bed multi-sport: something that's suitable for different types of sport</p>
Workbook page 88	<p>Workbook: Activity 1</p> <p>1. Learners make compound adjectives with the words in the boxes and complete the sentences individually.</p> <p>CORE Feedback Invite individual learners to read out a sentence and write the compound adjective on the board. Make sure they use hyphens correctly.</p> <p>Answers</p> <p>1 bedtime; 2 best-selling; 3 self-study; 4 hardly used; 5 well-known; 6 multi-sport</p>
Workbook page 88	<p>Workbook: Activity 2</p> <p>1. Point out the underlined words in each sentence. Explain that learners must combine these words to make new compound adjectives. Point out that the order of the words sometimes changes and that they may need to use a hyphen (-) to join the words. Allow them to use a dictionary if they wish.</p> <p>2. Allow learners to work in pairs or compare their answers when they finish.</p> <p>DESIRABLE Feedback Nominate learners to read out a sentence and write the compound adjective on the board.</p> <p>Answers</p> <p>1 homemade; 2 150-page; 3 long-distance; 4 smoke-free; 5 world-famous; 6 ice-cold</p>
Resources	<p>Plenary</p> <p>1. Have learners think about an item they would like to sell and draw a picture of it on a piece of paper. Ask them to label it, for example laptop, mobile phone, and give an estimated price of sale.</p> <p>2. Ask learners to clear their desks and place their drawings on them. Invite learners to walk around and look at what's on sale. They decide which item they would buy and stand next to it.</p> <p>3. Learners are now standing in groups. Ask why they chose that particular item. Did all members of the group have the same reason?</p>

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

Unit 7 LESSON 12 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 182	<ol style="list-style-type: none"> 1. Invite a volunteer to draw a tennis racket on the board. 2. Ask learners to call out any facts they remember about the tennis racket advert. Write their ideas on the board. 3. Have them open their Coursebooks to page 139 and check their answers.
Resources	Main Activity
Coursebook page 182	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. Ask a learner to read out the advert and discuss what differences they can find between this version and the one on page 139. 2. Read the Language tip and point out that the advert on page 139 is the short form and the one in this activity is the full form. <p>CORE Feedback Write the full version of the advert on the board and invite learners to come out and cross out the words that aren't needed.</p> <p>Answers</p> <p>This junior tennis racket is almost new and comes with a cover. It is a well-known make and it's light so it's perfect for a young girl or a boy. It's worth £80, but I will accept £40.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Tell learners how many words they are going to cross out (14). Pair learners with more able learners for discussion. Advise them that there is no exact answer – different people may choose to cross out different words. The main thing is that they should retain essential words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Challenge learners to write a short advert for their partner to write in full.
Coursebook page 182	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the photo and elicit what a yard sale is (an informal event where people sell personal items they don't want often in their garage or garden). 2. Ask learners to imagine they are organising a yard sale at their home. Allow them a minute or so to think of an item that they no longer want and which they could sell or simply give away. (They can also use the items mentioned in the Plenary in Lesson 12.) 3. Allow a few minutes for learners to write an advert for this item in full form. Then have them cross out or rewrite the advert in short form. Monitor and provide help as necessary. <p>CORE Feedback Invite learners to read out their adverts in small groups.</p>

<p>Coursebook page 182</p>	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Help learners display their adverts around the classroom. 2. Ask learners to walk around the class with a notebook. They look at the adverts and make a note of the most important information for each item, for example type of item and price. 3. Learners choose three items they would like to have or buy. <p>CORE Feedback Put learners in small groups and have them compare their preferences. Encourage them to explain why they prefer each item.</p>
<p>Workbook page 89</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Give the learners a few minutes to write the first advert in full form. The Extra: line can be ignored for now – it will be used in Activity 4. 2. Have them compare answers in pairs before checking with the class. 3. Follow the same procedure with the other two adverts. <p>DESIRABLE Feedback Invite learners to read out the sentences in full form from each advert. Write any difficult ones on the board.</p> <p>Possible answers</p> <p>To give away: It's a 120-page English grammar that was written by a best-selling author. It has clear explanations and lots of exercises. It's self-study with answers at the back of the book. It's hardly used.</p> <p>Yours if you want it: It's a book of bedtime stories that has colourful pictures. It has classic stories from all over the world. It would suit a younger brother or sister.</p> <p>Exchanging: It's a multi-sport helmet that's in good condition. It can be used for skateboarding, cycling and roller skating. It's suitable for teenagers who are older than 14 (years old). I will exchange it for a bigger helmet or other sport equipment.</p>
<p>Workbook page 89</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners identify which three of the four choices goes with the adverts in Activity 3 and write them on the Extra: line. <p>DESIRABLE Feedback Ask Which extra piece of information isn't needed here? (Three new balls included.) Elicit what item this extra information could belong to (tennis racket).</p> <p>Answers</p> <p>To give away: Includes eBook.</p> <p>Free if you want it: Beautiful pictures, in very good condition.</p> <p>Exchanging: Kneepads, wrist guards and elbow pads also available.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Play a chain game. Learners close their books. Write on the board I went shopping and I bought a racket. Indicate a learner to continue – the learner must add more information before racket, for example I went shopping and I bought a tennis racket. This learner indicates another learner to continue in the same way, each time adding a new adjective before the previous information added. Learners can use the adjectives from the advert, ending up with I went shopping and a I bought a light, well-known, almost new, junior tennis racket, for example. You could allow other adjectives not from the advert. You could try it with the other adverts (grammar book, story book, helmet).

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