

تم تحميل هذا الملف من موقع المناهج الإماراتية



الملف كتاب دليل المعلم

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

روابط مواقع التواصل الاجتماعي بحسب الصف التاسع



روابط مواد الصف التاسع على تلغرام

[الرياضيات](#)

[اللغة الانجليزية](#)

[اللغة العربية](#)

[التربية الاسلامية](#)

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

[كتاب الطالب Coursrbook](#)

1

[حل أسئلة الامتحان النهائي - المسار المتقدم](#)

2

[مراجعة نهائية قبل الامتحان وفق الهيكل الوزاري](#)

3

[أوراق عمل مراجعة نهائية للتاسع المتقدم](#)

4

[نموذج الهيكل الوزاري الفصل الأول](#)

5



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MINISTRY OF EDUCATION



2023-2024

Bridge to Success 9

Teacher Guide

Bridge to Success Book 9

Teacher Guide 1444-1445 A.H. / 2023-2024 A.D.

CAMBRIDGE



Dom Luís Bridge, Portugal



UNIT 1 LESSON 1 TASKS/ACTIVITIES

| Resources | Starter |
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| Coursebook page 1 | <ol style="list-style-type: none">1. Brainstorm words learners know for household appliances. Ask the class if they think people had the same things in their homes a long time ago.2. Focus on the picture and the Starter question. Ask: <i>Which things did people not have 50 years ago?</i> Elicit ideas from the class. |
| Resources | Main activity |
| Coursebook page 1 | <p>Vocabulary: Activity 1</p> <ol style="list-style-type: none">1. Draw some of the objects on the board. Ask learners to identify them. Drill pronunciation.2. In pairs, learners match the words to the kitchen appliances and equipment.3. Read out each of the appliances in turn and keep a tally on the board of the number of learners that have each appliance. Ask learners which is the most / least common appliance.4. In the same pairs, learners take turns to draw and say the name of the different appliances without referring back to the book (unless necessary).5. In pairs, learners take turns to ask each other which of the appliances they have at home <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>a bin 11; b blender 5; c dishwasher 1; d freezer 10; e fridge 9; f hob 3; g iron 14; h wok 6; i microwave 13; j oven 2; k saucepan 8; l scales 12; m teapot 7; n toaster 4</p> |
| Coursebook page 1 | <p>Vocabulary: Activity 2</p> <ol style="list-style-type: none">1. Learners play <i>Word tennis</i>. In pairs, they sit opposite each other. Learners take turns to say the first part of one of the compound nouns and their partner replies with the second part. If there is some scrap paper, they can scrunch it up to make a ball to toss to their partner each time they say the first part of the compound. If there is an odd number, the third person can act as referee and keep count and check the compound nouns are correct. <p>CORE</p> <p>Feedback</p> <p>Monitor and listen to the class playing <i>Word tennis</i> and use this as an informal assessment of learning. Then invite a pair of learners to say the first part and second part of the compound noun. Learners listen and check they are correct.</p> <p>Answers</p> <p>1 i/j coffee machine; 2 i/j washing machine; 3 a extractor fan; 4 f tin opener; 5 d frying pan; 6 e remote control; 7 b fire extinguisher; 8 c food processor; 9 g ironing board; 10 h light switch</p> |

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| <p>Coursebook page 2</p> | <p>Speaking: Activity 3</p> <ol style="list-style-type: none"> Elicit the names of the different appliances again as a class and write them on the board. Read through the appliances as a class and drill pronunciation again, as required. In pairs, ask learners to decide which ones they think are the most important and why. Learners select items that they would not be without and write them on a piece of paper. They then make notes about why they need them so much. Put the class into small groups. Learners takes turns to share their lists. The group makes a note of all the different appliances mentioned. Then they discuss how useful they think each one is, giving reasons. Groups then decide which the five most important appliances are. <p>CORE</p> <p>Feedback</p> <p>Groups present their top five appliances to the rest of the class, giving their reasons. Write them on the board. If time, debate the top five appliances that the whole class wouldn't be without.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners select their top appliance from a shortened list of five items. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners give more detailed reasons for their selection. |
| <p>Workbook page 1</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Choose no more than four appliances, ideally less well-known ones, and play a Vocabulary/Spelling game. For example, for <i>tin opener</i>, write nine dashes on the board: _ _ _ / _ _ _ _ _ . Have learners suggest letters, and add correct letters to the dashes. 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. If 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. In pairs, learners look at the activity in the Workbook. Tell them to start and try to complete it as quickly as possible. When they have finished they put their hands up. Stop the class when all pairs have finished. <p>DESIRABLE</p> <p>Feedback</p> <p>This pair read out their answers, spelling each word. The rest of the class listen and compare their ideas. If they don't agree, they can challenge the answer and suggest their own.</p> <p>Answers</p> <p>1 dishwasher; 2 oven; 3 teapot; 4 saucepan; 5 fridge; 6 freezer; 7 scales; 8 microwave; 9 iron; 10 coffee machine; 11 washing machine; 12 tin opener; 13 frying pan; 14 fire extinguisher</p> |

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| Workbook page 1 | Workbook: Activity 2 1. Explain that learners need to combine two words (compound nouns) from those listed on the fridge to find the name of the appliances which are described in this activity. 2. Model an example. Say: <i>One: You iron your clothes on it. Mime using an ironing board. Say: Ironing ... and elicit ... board.</i> 3. In pairs, learners read the descriptions of the appliances and match a pair of words for each one. CORE Feedback Learners compare their answers with another pair. Answers 1 ironing board; 2 remote control; 3 extractor fan; 4 food processor; 5 light switch | | |
| Resources | Plenary 1. Invite learners to take turns to mime using one of the appliances. The rest of the class guesses which one they are using. 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 |
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UNIT 1 LESSON 2 TASKS/ACTIVITIES

| Resources | Starter |
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| | <ol style="list-style-type: none">1. Tell learners to look back at the appliances on page 6 and try to remember as many as possible. Give them two minutes to do this.2. Play a quick game of <i>Guess the word</i>. Divide the class into four teams. One member of each team comes to the front. Show them the name of an appliance. They go back to their team and draw the appliance without speaking. When the team has guessed the word, one of the team comes to the front and writes the word on the board. If it is correct and spelled correctly, they get a point. A different member of each team comes to the front and given another word. Repeat with three or four appliances. |
| Resources | Main activity |
| Coursebook page 2 Audio Track 1 | <p>Listening: Activity 4</p> <ol style="list-style-type: none">1. Learners copy the list of appliances into their notebooks.2. Tell the class they are going to listen to people speaking and one appliance will be mentioned in each conversation.3. Play each conversation at least twice. Learners tick the appliance they identify. <p>CORE</p> <p>Feedback</p> <p>In pairs, learners compare their answers. Play the audio track again and stop after each appliance. Learners call out the appliance and the number from the picture on page 6.</p> <p>Answers</p> <p>1 (24) light switch; 2 (13) microwave; 3 (1) dishwasher; 4 (17) extractor fan; 5 (20) remote control; 6 (12) scales</p> |
| Coursebook page 2 Audio Track 1 | <p>Listening: Activity 5</p> <ol style="list-style-type: none">1. Write <i>Would you mind ...</i> on the board. Read through the <i>Language tip</i> as a class.2. Play each conversation and pause to allow the learners to decide if the situation is polite/formal or not.3. Play the audio track all the way through from the beginning for learners to check their answers. <p>CORE</p> <p>Feedback</p> <p>Play the audio track again and stop after each dialogue. Elicit whether it is formal or informal.</p> <p>Answers</p> <p>Formal: 2, 3, 5</p> |

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| Coursebook page 2 | <p>Use of English: Activity 6</p> <ol style="list-style-type: none"> Write <i>turn down</i> and <i>switch off</i> on the board. Underline <i>down</i> and <i>off</i>. Explain that these are prepositions. Read through the <i>Use of English</i> box as a class. Write the following prepositions on the board: <i>on, up, out, away, down, off</i> or ask the class to write each preposition on a piece of paper (or individual whiteboard). Read out the sentence and the first part of the phrasal verb. Learners then hold up the piece of paper with the preposition they think is missing. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to read out a complete sentence each.</p> <p>Answers</p> <p>1 on; 2 away; 3 up; 4 down; 5 out; 6 up</p> |
| Workbook page 2 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Say <i>I'm trying to save electricity. Should I turn on the light or turn off the light?</i> Elicit the correct response (turn off the light). Explain that the learners need to read both halves of the sentences and make sure they make sense. Learners complete the activity individually by drawing lines between the matching sentence halves in the two columns. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to read out a complete sentence each. Encourage peer correction if necessary.</p> <p>Answers</p> <p>1 c; 2 a; 3 e; 4 d; 5 b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> In pairs, learners take turns to say each of the first halves out of order and their partner supplies the correct ending. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners write alternative endings for the five sentences, write them out of order and give them to their partner to match. |

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| Workbook page 2 | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Read through the <i>Language tip</i> as a class. Stress that these phrasal verbs are not always interchangeable. Write <i>Put off the light</i> on the board and cross through it. 2. Model the first sentence. Say <i>It's really dark in here. Can I put ...</i> Elicit <i>on the light</i>. 3. Learners complete the rest of the activity individually. <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate learners to read out the completed sentences. Encourage peer correction if necessary.</p> <p>Answers</p> <p>1 on; 2 up; 3 away; 4 off; 5 up; 6 out</p> |
| Workbook page 2 | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. In groups, learners write different phrasal verbs on small pieces of paper. They put them in a bag (or other container). In turn, they take out one of the phrasal verbs and read it out to the group. Learners try to come up with different sentences using the phrasal verb. The rest of the group decide if it is correctly used or not. 2. Learners continue to take turns until they have used all the phrasal verbs. 3. Learners use some of these sentences to complete the writing activity. They can finish this off at home. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners from each group to share their sentences. Learners can decide which sentence demonstrates the use of the phrasal verbs the best.</p> <p>Answers</p> <p>Learners' own answers</p> |
| Coursebook page 2 | <p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1. Learners work in pairs. They take turns to roleplay a guest and a host. Elicit or explain the terms <i>guest</i> and <i>host</i> before continuing with the activity. 2. Tell learners that they are to make up conversations using <i>Would you mind ...?</i> and the items in the picture on page 6 and some of the phrasal verbs in Activity 6 and the <i>Use of English</i> box. 3. Elicit from learners the two different ways of finishing <i>Would you mind ...</i> sentences. 4. Invite a pair of learners to demonstrate the example exchange. 5. Circulate, listening to the learners' interactions. Take notes of recurrent mistakes for remedial work. <p>CORE</p> <p>Feedback</p> <p>Invite pairs of learners to come to the front and act out their conversations. Then go through any points that came up when monitoring especially sentence formation, and the use and pronunciation of <i>would</i>.</p> |

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| Resources | Plenary | | |
| | <p>1. Play a game like <i>Simon says</i>: Give the class instructions using the polite/formal form (<i>Would you mind ...</i>) and occasionally use the more direct/informal form. The class should obey only if you have used the polite/formal form. For example: <i>Would you mind standing up? Would you mind turning around? Would you mind sitting down? Would you mind closing your book? Stand up.</i> Anyone who performs the action when you have NOT said <i>Would you mind ...</i> is out.</p> <p>2. Continue until there is only one learner remaining. You can speed up the instructions to make it more challenging!</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 |
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UNIT 1 LESSON 3 TASKS/ACTIVITIES

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| Resources | Starter |
| Coursebook page 3 | <ol style="list-style-type: none">1. As a class, review different appliances that learners use at home.2. Display the manual you have brought in. Mime starting to read through it, then look frustrated (or bored) and quickly flick through it and then toss it onto the desk.3. Refer learners to the Starter questions. Take a hands-up survey of who does and doesn't read the instructions before using a new appliance. Elicit reasons why and why not. |
| Resources | Main activity |
| Coursebook page 3 | <p>Reading: Activity 1</p> <ol style="list-style-type: none">1. Mime the instructions for appliance A (an iron) to the class. Ask learners to guess what the appliance is.2. Repeat the actions again and ask learners to give an instruction to describe what you are doing. Repeat with appliance B (a washing machine), if time.3. In pairs, learners read through the instructions and order them. <p>CORE</p> <p>Feedback</p> <p>Invite pairs of learners to mime the instructions in the correct order for the others to see. If they disagree, invite another pair to mime the new order. If learners come up with a different order to that given below, encourage them to justify it.</p> <p>Answers</p> <p>A is an iron: 2, 3, 4, 1 B is a washing machine: 3, 1, 2, 4</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">1. Learners order one set of instructions. Alternatively they can work in pairs with a more able learner. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">1. Encourage learners to add more detailed instructions of how to use the appliances, or to choose a different appliance to write brief instructions for. |
| Workbook page 3 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none">1. Direct learners' attention to the photo. Elicit what the appliance is (coffee machine).2. In pairs or groups of three, learners discuss how the appliance is used. Elicit ideas.3. In pairs, learners read through the instructions in the activity and decide the correct order. <p>CORE</p> <p>Feedback</p> <p>Learners compare their instructions with another pair or group. Then invite pairs of learners to share their instructions. Optional: Learners could prepare a booklet of instructions of how to use common household appliances and those at school.</p> <p>Answers</p> <p>1 c; 2 f; 3 b; 4 d; 5 e; 6 a</p> |

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| | <p>Differentiation activities (Support):</p> <p>1. Learners can use visuals to help them describe the instructions.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners write detailed instructions for one or more additional appliances.</p> |
| Coursebook page 3 | <p>Writing: Activity 2</p> <p>1. Say slowly: <i>When I woke up this morning, I brushed my teeth and had my breakfast. Then I got up ...</i> Shake your head and say slowly: <i>When I woke up this morning, I got up and had my breakfast. Then I brushed my teeth.</i> Smile and nod your head.</p> <p>2. Read the rubric. Review what a phrasal verb is. Have different learners read one of the verbs each from the <i>Use of English</i> box. Ask learners to think about some activities that they did in the morning and when they did them.</p> <p>3. Individually, learners write down the activities they did on strips of paper – one activity per strip.</p> <p>4. In pairs, learners swap activities and put them in order.</p> <p>CORE</p> <p>Feedback</p> <p>Invite one or two learners to share their partner's order with the class. Ask the class what clues they had when ordering the activities. (Some will be obvious, but others not so.)</p> |
| Coursebook page 4 | <p>Speaking: Activity 3</p> <p>1. In pairs, learners choose one of the topics to discuss. Monitor and provide vocabulary where needed.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to move around the class asking each other about their daily routines or ideal day. It doesn't matter if they don't speak to everyone.</p> |
| Workbook page 3 | <p>Workbook: Activity 2</p> <p>1. In pairs, learners look at the timetable and underline the phrasal verbs.</p> <p>2. Next learners fill in the timetable to resemble what they typically would do on a weekend day and a school day. It doesn't have to be absolutely accurate.</p> <p>2. Alternatively, ask learners to swap Workbooks and to ask and answer questions about their day and complete the schedule for them. Give an example: Q: <i>What activity did you do at 7 am on Saturday?</i> A: <i>I woke up.</i> Learners listen and write down the activity next to the corresponding time.</p> <p>3. Learners then compare their schedules to see if they did any activities at the same time. L1: <i>When did you wake up?</i> L2: <i>I woke up at 7 am.</i> L1: <i>Me, too.</i> L1: <i>What did you do at 1 pm?</i> L2: <i>I had lunch. What about you?</i> L2: <i>I went shopping.</i></p> <p>DESIRABLE</p> <p>Feedback</p> <p>Invite pairs of learners to share their schedules as a dialogue (as above). Elicit any activities that are the same and do a quick class tally to see how many did that activity at that time. Repeat with other activities.</p> |
| Resources | <p>Plenary</p> <p>1. Play a game of <i>Guess the appliance</i>. Invite some learners to give the instructions of how to use an appliance without saying what it is. The class then guess the appliance.</p> |

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| 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 |
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UNIT 1 LESSON 4 TASKS/ACTIVITIES

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| Resources | Starter |
| | <ol style="list-style-type: none">1. Review different activities that learners do every day as part of their daily routine. Elicit ideas that are shared by most learners and write them on the board. Ask learners when they normally do some of the activities, for example, <i>they have dinner in the evening; play tennis after school.</i> |
| Resources Coursebook page 4 Audio Track 2 | Main activity Listening: Activity 4 <ol style="list-style-type: none">1. Tell learners that they are going to listen to Alice talking about a day in her life.2. Play the audio track. Learners need to listen for two things that went wrong. CORE Feedback <p>Elicit answers as a class. Encourage learners to add reasons why they gave their answers, and any other information they heard.</p> Answers Woke up late and arrived at school late; left mobile phone on park bench |
| Coursebook page 4 Audio Track 2 | Listening: Activity 5 <ol style="list-style-type: none">1. In pairs, learners read through the gapped text and predict the missing words.2. Play the audio track pausing after each gap. Learners listen and check or alter their predictions. CORE Feedback <p>Play the audio track again and stop before each gap. Elicit the answer in each case and then continue.</p> Answers 1 woke up; 2 got up; 3 put on; 4 got on; 5 got off; 6 told ... off; 7 put ... down; 8 pick ... up |
| Coursebook page 4 | Use of English: Activity 6 <ol style="list-style-type: none">1. Mime one or two phrasal verbs from the list in the activity and elicit what they are. For example <i>put on</i> (a jacket).2. Repeat the activity but then ask learners to give you the opposite: so you mime putting on a jacket and they supply <i>take off</i>.3. Learners complete the activity in pairs. Monitor and support. CORE Feedback <p>Pairs of learners mime one pair of opposite phrasal verbs to the class. The class guess what the pair of phrasal verbs are. Repeat with other pairs. They can use the same pair again if they have a different context for using it.</p> Answers 1 c; 2 e; 3 a; 4 b; 5 d |

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| <p>Workbook page 4</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Model the first question as an example. Say: <i>Wake up ...</i> and elicit <i>late</i>. 2. Learners complete the activity with the appropriate word(s) individually. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 wake up late; 2 turn on the TV; 3 put on your clothes; 4 get on the bus; 5 put down your mobile phone</p> |
| <p>Coursebook page 4</p> | <p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1. Read the rubric and give learners time to think about the task. They can make notes if they wish. Encourage them to use some of the phrasal verbs that they haven't used so far. 2. While they are preparing their thoughts, write the sentence prompts on the board. Then monitor and support with vocabulary and structures. 3. Put the class into pairs or small groups. Learners exchange their anecdotes about their day to the rest of the group or their partner using the sentence prompts. <p>CORE</p> <p>Feedback</p> <p>Invite learners to tell the class about the bad day of one of the other learners in their group. Learners listen to a few stories. Then they decide which story really was a very bad day.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners printed out sentence starters to help. Support by allowing learners to work with more able learners. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners talk about their day in as much detail as possible – including using adjectives to describe feelings, sound and colours. |
| <p>Workbook page 4</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Copy the grid onto the board and demonstrate how to plan a piece of writing. 2. Use one of the stories told in the previous activity and elicit key words/language chunks from it and write them next to each section. 3. Learners work individually to plan their story on the grid. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to share their ideas. Write some of these as notes on the grid on the board. Work as a class to describe the day using the notes on the grid. Tell learners that they can use these ideas for their own piece of writing.</p> |
| <p>Workbook page 4</p> | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Refer learners back to their grids and the discussion from the previous activity. 2. Learners work individually on their writing for a few minutes. Then, in pairs, learners peer-check their partner's work and make suggestions. 3. Learners complete their writing at home. <p>DESIRABLE</p> |

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| Resources | Plenary | | |
| | 1. Review the different phrasal verbs by playing <i>Charades</i> . Do an example: getting on a bus. Mime stepping up onto something. Learners guess: <i>get on</i> . Mime a bus driver sitting at a steering wheel, taking money and checking tickets. Learners guess: <i>a bus</i> . Invite other learners to do a charade of another phrasal verb. | | |
| 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 |
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UNIT 1 LESSON 5 TASKS/ACTIVITIES

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| Resources | Starter |
| Coursebook page 5 | <ol style="list-style-type: none"> Show magazine pictures of rooms and ask the class which they prefer. Are the rooms similar to their own? Refer learners to the Starter question and elicit how much time they spend in their room at home. If learners don't spend a lot of time alone in their room, find out why. |
| Resources | Main activity |
| Coursebook page 5 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> Direct learners' attention to the photo. Tell the class that this is Reem's room. Ask them to read the description. Distribute copies of the vocabulary table (PCM 1) and, in pairs, learners complete it with the words in bold from the text. Allow them to use dictionaries if necessary. Learners work in pairs to discuss what they like about her room and what they don't like about it. <p>CORE</p> <p>Feedback</p> <p>Invite learners to share their opinions. Elicit a variety of opinions by asking learners if they had a different opinion. Take a hands-up poll of who likes and who doesn't like Reem's room. Is there a majority opinion?</p> |
| Coursebook page 5 | <p>Speaking: Activity 2</p> <ol style="list-style-type: none"> Ask some general right/wrong questions about Reem's room as a class: <i>Where is Reem's room? (At the top of the house) What is under the bed? (Four storage baskets) What is on the bed? (A pink and white bedspread) What does she have on her wall? (A noticeboard).</i> Learners work in pairs and discuss the questions. Advise learners that, other than question 3, these questions do not have right/wrong answers – they are asking for opinions. Learners then share their answers with another pair. <p>CORE</p> <p>Feedback</p> <p>Elicit ideas and discuss as a class.</p> <p>Answers</p> <p>Learners' own answers; 3 This means that if Reem was allowed, she would have pictures on the walls.</p> |
| Coursebook page 5 | <p>Speaking: Activity 3</p> <ol style="list-style-type: none"> Learners work individually. Tell them they have ten seconds to look at the photo of Reem's room and to try and remember as many details as possible. After ten seconds, tell the class to close their books. In pairs, learners try to remember as much detail as possible. They can draw the location of objects to help them recall, if they wish. They take turns telling their partner what they remembered about Reem's room. |

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| | <p>DESIRABLE</p> <p>Feedback</p> <p>Play <i>Noughts and Crosses</i>. Draw a grid on the board and explain the game. Divide the class into two teams: Noughts (0s) and Crosses (Xs) and decide which team goes first. Then ask the first team a question about Reem's room. If they answer correctly, they can choose where to put the 0 or X. If they answer incorrectly, the other team have the chance to answer. If they answer correctly, they put their 0 or X on the board. The first team to get three 0s or Xs in a row (down, across or diagonally) is the winner.</p> |
| <p>Coursebook page 6</p> <p>Audio Track 3</p> | <p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners they are going to listen to Hamad talking about his room. Ask them to listen to the details and say how it is different to Reem's room. 2. Play the audio track at least twice for learners to note down their ideas. Learners work together to decide which piece of information is about Hamad or Reem. <p>CORE</p> <p>Feedback</p> <p>Elicit ideas and share as a class.</p> <p>Answers</p> <p>Hamad: 1, 4, 5, 8 Reem: 2, 3, 6, 7</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Distribute copies of the audioscript for learners to read as they listen. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. In pairs, learners play a true/false game. They take it in turns to make a statement, for example <i>Hamad's carpet is pale blue</i>. Their partner then decides whether this is true or false. If they are correct, this learner makes the next statement. |
| <p>Workbook page 5</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Divide the class into As and Bs. As only complete the across clues. Bs only complete the down clues. 2. Regroup learners so they are in pairs – an A and a B. 3. Learners take turns to read out their clues to their partner for them to answer and write on the crossword. 4. Teach the language <i>What's ... across/down?</i> 5. Check the answers as a class. <p>CORE</p> <p>Feedback</p> <p>Learners compare their crosswords with another pair. Then call out words from the crossword and invite learners to give the definition.</p> <p>Answers</p> <p>Across: 5 bookshelves; 7 balcony; 11 painted; 12 bedspread; 13 medal; Down: 1 trophies; 2 childhood; 3 collection; 4 messy; 5 bunk beds; 6 wardrobe; 8 cupboard; 9 tidy; 10 toys</p> |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Give the class one minute to look at the photo of Reem's room again (or project the photo onto a whiteboard). Tell them to close their books (or turn off the projector). Learners describe what they can remember to the person next to them. Then elicit what they can remember as a class. |

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| 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 |
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UNIT 1 LESSON 6 TASKS/ACTIVITIES

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| Resources | Starter |
| | <ol style="list-style-type: none">1. Distribute sheets of paper and do a picture dictation. Describe a room to the class using the new vocabulary learned in the last lesson. They listen and draw what they think it looks like based on the description. Learners compare their pictures with the original. (Project onto the board, if possible.) |
| Resources | Main activity |
| Coursebook page 6 | <p>Speaking: Activity 5</p> <ol style="list-style-type: none">1. Read the rubric as a class. Then tell learners to think about their own rooms and to make some notes about each of the questions.2. In pairs, learners take turns to ask and answer the questions about their own rooms. Tell them to make notes.3. After they have interviewed their partner, ask them to check each other's notes to make sure they are accurate.4. Monitor and listen to learners' interactions. Support as needed. <p>CORE</p> <p>Feedback</p> <p>Put learners into small groups. They share the information about the different rooms that they have found out about. Then elicit answers as a class.</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">1. Provide some question prompts for learners to use. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">1. Learners write a list of more detailed questions to use to interview their partner. |
| Coursebook page 6 | <p>Writing: Activity 6</p> <ol style="list-style-type: none">1. In pairs, learners write a description of their partner's room. They use their notes and the descriptions in Activities 1 and 4 to help.2. If they wish, they can draw a picture showing what they think the room looks like, showing the details. <p>CORE</p> <p>Feedback</p> <p>Learners swap texts and peer-assess the writing, underlining any information that needs to be corrected (spelling, word order).</p> |
| Workbook page 6 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none">1. In pairs, learners identify the missing verbs and complete the sentences with the correct forms. <p>DESIRABLE</p> <p>Feedback</p> <p>Go round the class. Each pair provides the missing verb for one of the sentences. Encourage peer correction if they are incorrect.</p> <p>Answer</p> <p>1 'm; 2 put; 3 had; 4 add; 5 gets; 6 holds; 7 won; 8 keep; 9 hung; 10 stack; 11 save; 12 stay</p> |

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| Workbook page 6 | Workbook: Activity 3 1. In pairs, learners read the rubric and discuss their ideas. 2. Then they write sentences using the colours indicated. CORE Feedback Put two pairs of learners together. They take turns to call out a colour and say a sentence using that colour. Invite some pairs to share their sentences with the class. <hr/> Answers Learner's own answers | | |
| Workbook page 6 | Workbook: Activity 4 1. In pairs, learners think about their own rooms. Then they dictate ten things that they have got in their bedroom, giving the colour. 2. Learners work with another pair and share their lists. Then they note down any differences. EXTENSION Feedback Each pair of learners takes turns to feedback to the class what they found out about another pairs' bedrooms. Encourage them to give as much detail as possible, including what differences there were between their bedrooms and the other pair's bedrooms. The rest of the class listen and compare their rooms. Elicit any features that were the same in most of the learners' bedrooms. <hr/> Answers Learners' own answers | | |
| Resources | Plenary 1. Play <i>Fingers on the buzzer</i> . Divide the class into two teams. Say a fact from the texts about Hamad or Reem's room (without mentioning their name or giving away the gender), for example: <i>This room is quite plain.</i> Or: <i>This person puts photos on a noticeboard.</i> The first team to guess which room makes a 'buzz' sound. Each correct answer gets the team a point. 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 |
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UNIT 1 LESSON 7 TASKS/ACTIVITIES

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| Resources | Starter |
| Coursebook page 7 | <ol style="list-style-type: none">1. Review parts of a house, the different rooms and furniture. Then review prepositions of place (<i>in, on, under</i>). Describe the location of some objects and learners draw them on a piece of paper, for example <i>This is a dining room. There is a table in the middle of the room. On top of the table there are three plates. Under the table is a stool.</i>2. Read the Starter questions as a class. Learners answer the questions in pairs. |
| Resources | Main activity |
| Coursebook page 7 | <p>Vocabulary: Activity 1</p> <ol style="list-style-type: none">1. Describe your ideal room to the class. Ask learners to close their eyes and visualise it as you describe it.2. Learners draw what they think it looks like.3. Read the rubric. Ask learners to imagine their ideal room in their heads. Tell them to visualise the colours of the room, what's on the walls, what furniture is in the room and where it is.4. Individually, learners draw their ideas in their notebooks. Then they label the different objects in the room using a dictionary, if needed. <p>CORE</p> <p>Feedback</p> <p>Monitor and support with any vocabulary and pronunciation. The feedback for this activity will come after Activity 2, as they are both related.</p> |
| Coursebook page 7 | <p>Speaking: Activity 2</p> <ol style="list-style-type: none">1. In pairs, learners describe their rooms to their partners. They talk about what their actual room looks like and what changes they have made in the drawing of their ideal room.2. Monitor and support. Encourage learners to ask questions about each other's rooms. What they have/haven't changed and why, and then contribute their own suggestions for improvements. <p>CORE</p> <p>Feedback</p> <p>Each pair works with another pair. They take turns to describe and visualise the rooms. Then they draw them. Learners compare their drawings with the original.</p> |
| Coursebook page 7 | <p>Writing: Activity 3</p> <ol style="list-style-type: none">1. Copy the questions on the board. Then hand out or show the class pictures of different rooms from magazines. If possible, show them articles that go with the magazine pictures.2. In pairs, learners look at the pictures (and descriptions, if available) and describe what is in them. They write down any phrases that might be useful to describe the different objects in them, for example: <i>in the corner there is ...; the walls are decorated with ...; behind the door, there is ...</i>3. Learners could reread the text about Reem's room in Lesson 5, making a note of any further phrases that they could use. Then direct learners' attention to the <i>Writing tip</i> box. Read through it as a class. Do learners agree that the third sentence is the best for descriptive writing?4. Learners first plan their descriptions and then write them in full in their notebooks. |

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| | <p>CORE</p> <p>Feedback Learners work in pairs and peer-assess each other's plan. They check the use of prepositions and make suggestions as they think fit.</p> <p>Differentiation activities (Support): 1. Learners only write short basic descriptions.</p> <p>Differentiation activities (Stretch): 1. Learners give more detailed descriptions in their articles. They explain exactly what is in the room and where it is located and how this affects the feeling or mood of the room.</p> | | |
| <p>Workbook page 7</p> | <p>Workbook: Activity 1 1. Learners look at the two pictures and decide who the rooms would suit.</p> <p>EXTENSION</p> <p>Feedback Learners share their ideas in pairs. They say what kind of rooms these are and give reasons why.</p> <p>Possible answers</p> <p>A: living room, family room; B: kitchen, dining room</p> | | |
| <p>Workbook page 7</p> | <p>Workbook: Activity 2 1. In small groups, learners choose one of the rooms. They think about what they like about the room and what they don't like 2. Learners make notes about what they would keep and what they would change. 3. When they are agreed, they can sketch out their new design, either as a plan (as on Coursebook page 13) or as a 3D drawing as in Workbook Activity 1.</p> <p>DESIRABLE</p> <p>Feedback Learners leave their open Workbooks on their desks and mingle to look at each others' designs.</p> | | |
| <p>Resources</p> | <p>Plenary 1. Play <i>Picture Dictation</i>. Invite learners to take turns to describe the changed room from Workbook Activity 2 to the class. The class listens until the learner has completed the description. Then, in pairs, they try to draw the room.</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> |
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| UNIT 1 LESSON 8 TASKS/ACTIVITIES | |
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| Resources | Starter |
| Coursebook page 8 | <ol style="list-style-type: none"> As a class, read the Starter question and elicit all the jobs that need to be done at home. Write them on the board. Tell learners which jobs you like the most/least. Then ask learners which jobs they like the most/least. Elicit opinions as a class. Is there a job that everybody dislikes? |
| Resources | Main activity |
| Coursebook page 8 Audio Track 4 | <p>Listening and reading: Activity 1</p> <ol style="list-style-type: none"> Ask the class who is tidy and who is untidy. Do a show of hands. Are most of the class tidy/untidy? Tell learners that they are going to listen to two friends, Juliet and Tina, doing a quiz. Read the rubric as a class. Then ask learners to read through the statements individually. Play the audio track at least twice. Learners listen and decide whether the statements are true or false. <p>CORE</p> <p>Feedback</p> <p>Go through the answers as a class. Then play the audio track again and stop after each statement for learners to confirm their answers.</p> <p>Answers</p> <p>1 T; 2 F (she makes it every day); 3 F (it's always a mess); 4 F (it's not her favourite job); 5 T; 6 T; 7 T; 8 F (she's never cooked a meal); 9 T; 10 T</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> When you play the audio track, stop after each question so that learners can think about their answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Play the audio track all the way through without stopping. |
| Coursebook page 8 | <p>Speaking: Activity 2</p> <ol style="list-style-type: none"> Read the rubric as a class. Then learners work with the same partner or a different one. Learners take turns to ask each other the questions, using the examples in the speech bubbles as a model. This time they answer the questions with answers that are true for themselves. Monitor and support as needed. Learners decide which of them is tidier, more helpful and more practical. <p>CORE</p> <p>Feedback</p> <p>Designate three areas of the classroom for tidy, practical and helpful. Learners move to the area of the classroom which they think best describes them.</p> |

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| Workbook page 8 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Read the rubric as a class. Then learners read through the questions individually. 2. Set up the mingling activity. Tell learners to stand up and ask four different learners the questions and note down their answers. Tell the class it is important to make notes as they will need them for the activity that follows. 3. Learners go round the class. Make sure they ask one learner all the questions before going on to the next learner. Monitor and support as needed. <p>CORE</p> <p>Feedback</p> <p>Invite one or two learners to share what they found out about one of their classmates.</p> | | |
| Workbook page 8 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners work in pairs and read the responses to their surveys. 2. Learners then work together to write a short summary of three of the questions they asked using phrases from the <i>Writing tip</i> box, for example <i>Hardly anybody knows how to turn the water off</i>. Monitor and support as needed. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite one or two learners to share what they found out about one of their classmates.</p> | | |
| Resources | <p>Plenary</p> <ol style="list-style-type: none"> 1. Play a chain game. Say to a learner: <i>I always ...</i> They have to finish the sentence so that it's true for them. This learner continues and says to another learner <i>I (adverb of frequency) ...</i> for that learner to complete. 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 |
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UNIT 1 LESSON 9 TASKS/ACTIVITIES

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| Resources | Starter |
| | <ol style="list-style-type: none">Learners are going to form a line in the order of most (front of the class) to least (back of the class) tidy. First have them form a line down the centre of the class in any order. Learners then speak to their neighbour using the statements in the quiz. Here is an example: Learner 1: <i>How tidy are you?</i> Learner 2: <i>My room is always a complete mess.</i> Learner 1: <i>Ah. Okay. I'm tidier than you because my room is quite tidy. You go behind me.</i>If there is time, repeat with <i>helpful</i> or <i>practical</i>.Have learners remain in the line for the beginning of the Activity 3. |
| Resources | Main activity |
| Coursebook pages 9 and 10 | <p>Use of English: Activity 3</p> <ol style="list-style-type: none">While the learners are still in the line, make statements of comparison (using learners names), for example: <i>A is tidier than B, C is much tidier than D, E is far messier than F, G is nowhere near as messy as H.</i> Then choose the tidiest (or messiest) learner and say: <i>X is just as messy/tidy as me!</i>Draw learners' attention to the <i>Use of English</i> box and copy the four new comparative structures on the board: <i>much ... , far ... than, a lot less ... than</i> and <i>nowhere near as ... as.</i> Add <i>just as ... as.</i> Go through each one to check comprehension.Nominate different learners to read out the example sentences in the <i>Use of English</i> box on the previous page.Refer learners back to the text about Reem and Hamad's rooms. In pairs, they use the comparatives and the phrases and adjectives in the box to compare their rooms. <p>CORE</p> <p>Feedback</p> <p>Pairs work with another pair and compare their ideas. Elicit some ideas as a class.</p> <p>Answers</p> <p>Learners' own answers</p> |

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| <p>Workbook page 9</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Write some figures on the board: <i>Hamad's English result = 60% Reem's English result = 90%</i>. Elicit a comparative about the two marks. (<i>Reem's mark is much higher than Hamad's mark.</i>) 2. Copy the first example onto the board: <i>my room (3 metres square) / your room (5 metres square)</i>. Point out that three ways are given for comparing the size of the rooms. Ask if anyone can think of any other ways of doing it. (<i>Your room is much bigger than my room. Your room is far bigger than my room.</i>) 3. Learners work with their partners to complete the rest of the activity. Encourage them to say the comparisons first before writing their ideas down. Remind them that there may be more than one way of making the comparisons. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their answers with another pair. Invite learners to share their ideas with the class, but give the question numbers randomly.</p> <p>Possible answers</p> <p>1 Rob Stewart is just as good at football as Ryan Jones.; 2 Sara is much faster than Rosanna. Rosanna is nowhere near as fast as Sara.; 3 Hamad is just as tall as Khalid.; 4 The Acme dishwasher is much more expensive than the Zenith dishwasher. The Zenith dishwasher is nowhere near as expensive as the Acme dishwasher.; 5 The saucepan is nowhere near as heavy as the frying pan. The frying pan is far heavier than the saucepan.; 6 A microwave is far quicker than a fan oven. A fan oven is nowhere near as quick as a microwave.</p> |
| <p>Coursebook page 10</p> | <p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the photos of the two rooms in the book. Elicit the different items in the photos (furniture, clothes, objects). 2. In pairs, learners use the phrases from the box in Activity 3 to compare the two pictures. Monitor and support as needed. <p>DESIRABLE</p> <p>Feedback</p> <p>Divide the class into two teams A and B. each team takes turns to give one of the comparisons they came up with. The other team listens. If it is a true comparison and grammatically correct, they score one point. Then the other team has a go. The winning team is the one with most points.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work in mixed-ability teams. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners are responsible for making sure the comparisons are grammatically correct. |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Write the comparative phrases on card. Divide the teams into two so that there are four groups. Hold up one of the comparative phrases (or say it, if easier). One member from each group runs to the board and writes a true sentence using the phrase. The first group to write a correct comparison scores a point. Groups can confer before running to the board. They must also make sure that every member of the group takes turns to write on the board. |

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| 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 |
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UNIT 1 LESSON 10 TASKS/ACTIVITIES

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| Resources | Starter |
| Coursebook page 10 | <ol style="list-style-type: none">1. Do a quick review of different household jobs and write them on the board. Ask learners which of these activities were also done in the past. Invite learners to come out and cross out any that were not done in the past (for example loading the dishwasher).2. In small groups, learners discuss the Starter questions.3. Elicit some ideas as a class. |
| Resources | Main activity |
| Coursebook page 10 | <p>Vocabulary: Activity 1</p> <ol style="list-style-type: none">1. Review the phrasal verbs by demonstrating the activity as you say each phrasal verb.2. Learners write each phrasal verb on a piece of A4 paper.3. Read out the first sentence with the gap. Then explain that the next time you read the sentence, learners have to hold up the phrasal verb they think is missing.4. Repeat with the other sentences. <p>CORE</p> <p>Feedback</p> <p>Learners hold up the phrasal verb they think is the best for each sentence.</p> <p>Answers</p> <p>1 chop up; 2 put ... on; 3 pick ... up; 4 hang out; 5 pick; 6 turn on</p> <ol style="list-style-type: none">5. Read through the <i>Language tip</i> as a class. Ask learners to read the sentences again and notice the use of <i>used to</i>. Elicit some other sentences that are true for the learners about their grandparents and great-grandparents, using <i>used to</i> and <i>didn't use to</i>. |
| Coursebook page 10 Audio Track 5 | <p>Listening: Activity 2</p> <ol style="list-style-type: none">1. Read the Listening strategy aloud and check for comprehension. Say: <i>First, listen for ...</i> and elicit ... <i>general idea</i>. Say: <i>Then ...</i> and elicit ... <i>read the questions (for clues)</i>. Say: <i>Last of all ...</i> and elicit ... <i>listen for words from the questions</i>.2. Read through the rubric as a class.3. Play the audio track once and allow learners to listen for the general idea.4. In pairs, learners read through each question and identify key words that will give clues to what they need to listen for.5. Play the audio track again. This time learners make notes of what they think the answers are. They can work in pairs to check they agree on the answers. You may need to play the audio track an additional time. <p>CORE</p> <p>Feedback</p> <p>Play the audio track again. This time stop after each question is answered. Elicit the answers as a class.</p> <p>Possible answers</p> <p>1 They didn't have modern appliances; 2 Everyone had to help; 3 Collecting wood for the fire; 4 Eggs came from the hens and the mother baked the bread; 5 Emily and her brother; 6 She liked hanging out the washing because it was fun getting tangled up in the sheets.</p> |

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| | <p>Differentiation activities (Support):</p> <p>1. If possible, make a copy of the audioscript for learners to read while listening. Encourage them to underline any key words and information.</p> <p>Differentiation activities (Stretch):</p> <p>1. Encourage learners to answer the questions during the first or second listening.</p> |
| <p>Workbook page 10</p> | <p>Workbook: Activity 1</p> <p>1. In pairs, learners match the phrasal verb with an appropriate ending. 2. Monitor and support as required.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Put learners into small groups. Learners take turns to mime one of the matching pairs to the rest of the group. They have to guess the complete sentence.</p> <p>Answers</p> <p>1 b; 2 e; 3 a; 4 c; 5 f; 6 d</p> <p>3. Direct learners' attention to the <i>Language tip</i> and go through the differences in meaning between the verb <i>pick</i> and the phrasal verb <i>pick up</i>.</p> <p>4. In pairs, learners think of some more examples using the phrasal verb <i>pick up</i>.</p> |
| <p>Workbook page 10</p> | <p>Workbook: Activity 2</p> <p>1. Review <i>used to</i> again. In pairs, ask learners to think of some sentences about life in the past using <i>used to</i>. 2. Then tell them to make some of the sentences untrue. For example: <i>In the past people used to have electric lights.</i> Encourage learners to call out: <i>No, they didn't. They used to have gas lights.</i> – putting the stress on <i>No</i> and <i>gas</i>. 3. Pairs take turns to read out their sentences. 4. Learners complete the workbook activity in pairs.</p> <p>CORE</p> <p>Feedback</p> <p>Put learners in small groups. Each learner in the group reads out one of the sentences using the wrong alternative. Learners correct the sentences by using the modelled dialogue above.</p> <p>Answers</p> <p>1 didn't use to; 2 used to; 3 used to; 4 used to; 5 didn't use to; 6 learners' own answers</p> |
| <p>Workbook page 10</p> | <p>Workbook: Activity 3</p> <p>1. Refer learners to the photo. Elicit the activity (hanging out the washing). Then ask or explain what was needed to do this activity (washing line, pegs, clothes prop, washing basket). Read the other activities and elicit what was needed to do these as well. Write useful vocabulary on the board. 2. In pairs, learners choose one of the jobs and think about how the job is done now and how it used to be done in the past. Then they write full sentences. Encourage them to use some of the phrasal verbs they have learned.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners work with another pair. They take turns to share their ideas about how the activity was done in the past.</p> <p>Answers</p> <p>Learners' own answers</p> |

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| Coursebook page 10 | <p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the activities in the bullet list. Mime the four activities in turn (mending clothes; hanging out the washing; growing/picking vegetables; lighting a fire). Elicit the activity each time. 2. Read through the questions as a class. Then elicit some ideas about which of the activities learners think were harder or easier than others. 3. Ask learners to think about their ideas to the questions individually. Then put them in small groups to discuss their ideas. <p>CORE</p> <p>Feedback</p> <p>Learners work with another group. They take turns to share their ideas about each question, giving reasons for their answers. Invite learners to share their thoughts about each question with the class.</p> <p>Answers</p> <p>Learners' own answers</p> | | |
| Resources | <p>Plenary</p> <ol style="list-style-type: none"> 1. Divide the class into groups. Ask them to imagine that they can travel back in time. Have them think about what modern appliance they would choose to take back for their grandparents/great-grandparents and give reasons for their choice. 2. Then vote on the most popular idea. | | |
| 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 |
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UNIT 1 LESSON 11 TASKS/ACTIVITIES

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| Resources | Starter |
| Coursebook page 11 | <ol style="list-style-type: none"> 1. On the board, draw a simple plan of a house. Invite learners to come out and add some details to the rooms, showing the different appliances that might be there in the future (for example in 50 years' time). 2. Learners discuss the Starter questions referring back to their sketches to show what they will use for the different household routines. Elicit ideas as a class. |
| Resources | Main activity |
| Coursebook page 11 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the words in the <i>Vocabulary</i> box as a class. 2. Read through the <i>Reading strategy</i>. Write <i>key words</i> on the board. 3. Read the rubric as a class. Then tell the class they have one minute to scan the text and come up an answer. <p>CORE</p> <p>Feedback</p> <p>Have learners put up their hand when they think they know the answer. Did anyone manage it in under a minute?</p> <p>Possible answer</p> <p>Household routines will be better for the environment; there will be less rubbish to put out; there will be more recycling; there may be robots</p> |
| Coursebook page 11 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Learners are going to read the text again. This time, set it up as a jigsaw reading. Divide the class into four groups A, B, C and D. Give each group a different paragraph to read. Tell them to find out the meaning of any words they don't understand and to make bullet points of key information. 2. Tell learners to close their books. Regroup the learners so there is a representative from each original group in the new group. 3. Dictate the statements 1 to 6. Learners write them down. 4. Tell the groups that they have three minutes to work together to answer the questions without looking in their books. Each learner should have read a different paragraph so they need to pool their knowledge to complete the activity. 5. Stop the groups after three minutes. <p>CORE</p> <p>Feedback</p> <p>Ask each group in turn to share their answers. If the statement is false, ask them to give the true information. Learners then read the article again and confirm their answers.</p> <p>Answers</p> <p>1 F (there wasn't); 2 T; 3 T; 4 T; 5 F (we will be able to program them); 6 F (she thinks they would be okay for some things but she would prefer to do some activities herself as they can be satisfying.)</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work in pairs on each paragraph so that when they regroup, they have support from their partner. They can also refer back to the text, if necessary. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners complete the activity without referring back to the text. |

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| <p>Workbook page 11</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Do this activity as a quiz. Divide the class into groups of three or four and give each group a sheet of A4 paper. Tell them they have one minute to read the extract and remember what they can. Stop them after one minute and tell them to close their books. Read out each question in turn. Groups confer on possible answers. <p>EXTENSION</p> <p>Feedback</p> <p>Each group reads out their answers in turn. Encourage them to use discussion structures such as we agree / don't agree to link their ideas with other groups' ideas.</p> <p>Answers</p> <p>1 being better for the environment; 2 using solar energy – solar panels instead of batteries; 3 No, because we will either recycle or compost; 4 because companies will be rewarded for making their products out of biodegradable and sustainable materials; 5 recycling at home</p> |
| <p>Coursebook page 11</p> | <p>Speaking: Activity 3</p> <ol style="list-style-type: none"> Read the questions in the rubric as a class. Direct learners' attention to the <i>Language tip</i>. Review the structure of <i>will</i> and elicit some sentences using it. In pairs, learners discuss the questions. Monitor and listen to the ideas they are coming up with. Support where necessary. Tell learners to make notes of the ideas they are coming up with so they can feed them back to the class. <p>CORE</p> <p>Feedback</p> <p>Learners share their ideas in groups. Elicit one (ideally different) prediction from each group and write them on the board. Leave these written on the board for the plenary activity.</p> |
| <p>Workbook page 11</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Learners work in pairs. They think about their ideas from the speaking activity and use them as the basis for writing their predictions. Elicit one or two examples ensuring the learners use a construction using <i>will/won't</i>. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners share their predictions with the class. After each prediction, the other learners say if they agree or disagree and why.</p> <p>Answers</p> <p>Learners' own answers</p> |

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| Workbook page 11 | Workbook: Activity 3 1. In the same pairs, learners discuss their predictions in Activity 2 and compare them with what we do today. 2. Learners write their sentences using the comparative phrases. DESIRABLE Feedback Put two pairs of learners together. They peer-assess each other's sentences underlining any grammatical or spelling errors that they spot. Learners then correct any errors. Monitor and check as needed. Answers Learners' own answers | | |
| Resources | Plenary 1. Do a hands-up poll about the predictions written on the board during the speaking activity. Which do learners think is most likely to happen? Is there a clear 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 |
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UNIT 1 LESSON 12 TASKS/ACTIVITIES

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| Resources | Starter |
| | <ol style="list-style-type: none">1. Show the class the images of robots you have brought in.2. In pairs, learners discuss what they are, and what they think they do.3. Elicit ideas as a class. |
| Resources | Main activity |
| Coursebook page 12 | <p>Reading: Activity 4</p> <ol style="list-style-type: none">1. First ask learners to look at the photo.2. Give learners two minutes to read the text. Then tell them to close their books. Ask them to think about what kind of text it is. <p>CORE</p> <p>Feedback</p> <p>Write on the board: <i>news report, advertisement, descriptive piece</i>. Ask those who think it's a news report to come to the front of the class, those who think it's an advertisement to go to the back of the class, and those who think it's a descriptive piece to stay seated. Did everyone get it right?</p> <p>Answer</p> <p><u>An advertisement</u></p> <ol style="list-style-type: none">3. In pairs ask learners to read the text to each other in a low voice. Tell them to pay attention to the important words when they are reading it. They need to read it as if they are trying to sell the robot.4. Invite each pair to read out part of the advert to the class. Learners can decide which pair read the advert most convincingly. |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">1. Make a copy of the text and highlight key words to help learners complete the activity. Alternatively, put learners in a pair with a more able learner. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">1. Learners rewrite the advert using fewer words, focusing on key words and structures. |
| Coursebook page 12 | <p>Reading: Activity 5</p> <ol style="list-style-type: none">1. Read through the options as a class.2. Learners stand up when they identify the activity that isn't mentioned. <p>DESRIABLE</p> <p>Feedback</p> <p>Go through the options (leaving <i>do your homework</i> until last) asking learners to sit down if they think that is the answer. All those who identified <i>do your homework</i> should still be standing.</p> <p>Answer</p> <p>Do your homework</p> |

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| Workbook page 12 | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Workbook Activities 4 and 5 may help as preparation for Coursebook Activities 6 and 7. 2. Learners use this activity to write down the six key activities that their robot will do for them. They complete this in their groups. <p>DESIRABLE</p> <p>Feedback</p> <p>Groups read out their sentences to the class. The class decides which robot will be more useful than the others, giving reasons for their choice.</p> |
| Workbook page 12 | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Learners make notes about their robots in their notebooks. Monitor and support as required. 2. Now learners draw a picture to show what their robot looks like and label the different parts of the robot. Finally, they write a description of what it does and how it works. <p>EXTENSION</p> <p>Feedback</p> <p>Learners circulate and look at each other's work and notice any phrases, words and ideas that they could use to make their robot even better.</p> |
| Coursebook page 12 | <p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Read the rubric as a class. Then tell learners to think about their own ideas for a robot individually first, using the questions as prompts. Encourage them to make short notes about what it does. Monitor and make sure learners are just using key words and short phrases. 2. Nominate a learner to model the example in the <i>Language tip</i> box. Elicit other examples from the class. 3. In small groups, learners share their ideas. Then they discuss the questions together using their own ideas as a starting point. 4. Tell learners that they need to come up with one robot per group so they need to work together to discuss the different options brought by each learner. Suggest that they create a simple chart to show the advantages and disadvantages of each robot – or a chart to show the different needs of the school and how each robot meets those needs. Draw an example on the board. Learners can use this as a way of deciding which to use. 5. Once they have decided on a robot, together they decide on the other questions and note down their answers. Then they decide on a spokesperson to present their ideas. <p>CORE</p> <p>Feedback</p> <p>Put two groups of learners together. The spokesperson for each group shares their ideas. Then groups work with another group and do the same. Invite a learner to read out the different options for the robot and take a vote on which is the most popular robot.</p> |

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| Coursebook page 12 | Writing: Activity 7 1. Learners stay in their groups. Read the rubric as a class. Then review the key features of an advert and write them as a checklist on the board. For example: <i>key/important words; imperatives; colourful adjectives; different sized and coloured font; visible from a distance.</i> 2. Refer learners to the <i>Writing tip</i> . CORE Feedback Each group reads out their advert, making it as attractive/convincing as possible. The class listens and then takes a vote on the most effective advert using the checklist on the board as a guide. | | |
| Resources | Plenary 1. Ask learners to think about what the disadvantages of robots could be. Make notes on the board. Encourage learners to agree/disagree with each other to stimulate a class discussion. | | |
| 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 |
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UNIT 2 LESSON 1 TASKS/ACTIVITIES

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| Resources | Starter |
| Coursebook page 13 | <ol style="list-style-type: none"> 1. Ask learners if they know what a <i>habitat</i> is. Discuss their ideas and look for information in books or on the Internet. 2. Ask the class what they can remember about <i>rainforests</i>. Elicit ideas from the class. 3. Display a map of the world and ask learners to locate rainforests. They may use the Internet or reference books to look for information. |
| Resources | Main activity |
| Coursebook page 13 Audio Track 6 | <p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Read out the gist question. Play the recording of a TV programme. 2. Play the audio track twice for learners to get the gist. <p>CORE</p> <p>Feedback</p> <p>Elicit answers as a class. Encourage learners to justify their answers.</p> <p>Answer</p> <p>It's a nature programme.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners listen to the audio track as many times as they need to complete the activity. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners what other details they heard about the programme. |
| Coursebook page 13 Audio Track 7 | <p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Write on the board: <i>Amazon, chocolate, carbon dioxide, oxygen</i>. Then draw two circles: shade half of one and write half underneath; shade two-thirds of the other and write two-thirds underneath. Write <i>8%</i> and <i>more than 25%</i>. Explain that these are the answers to the gapfill activity and advise learners that one of them is used twice. 2. Play the audio track again. Learners listen and complete the fact file on tropical rainforests. 2. Play the audio track once more for learners to double-check their answers. <p>CORE</p> <p>Feedback</p> <p>Check the answers as a class.</p> <p>Answers</p> <p>1 8%; 2 Amazon; 3 half, two-thirds; 4 More than 25%; 5 chocolate; 6 half 7 carbon dioxide, oxygen</p> |

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| <p>Coursebook page 13 Audio Track 7</p> | <p>Listening: Activity 3</p> <p>1. Play the audio track at least twice again. Allow time for learners to note down the answers to the questions.</p> <p>CORE</p> <p>Feedback</p> <p>Check the answers as a class.</p> <p>Answers</p> <p>1 nine; 2 Plants provide food and shelter for the animals; 3 Quinine comes from a tree in the Amazon; 4 It's important because many more medicines are yet to be discovered; 5 Trees take up water from the forest floor and release it into the atmosphere.</p> |
| <p>Workbook page 13</p> | <p>Workbook: Activity 1</p> <p>1. Ask learners what information they can remember about rainforests from the previous activities. Learners discuss their ideas in pairs, and then elicit ideas from one or two of them.</p> <p>2. Read out the first sentence half. Invite learners to come up with a possible answer (without looking at the text in the workbook). Then tell them to find the second half in the workbook.</p> <p>3. Learners work in pairs to complete the activity.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Invite one pair of learners to read out the first half of sentence 2 and for another pair to read out the second half. The class listens to check that they agree. If not, they challenge the answer and provide their own idea. Repeat with other pairs of learners for the remaining matching halves.</p> <p>Answers</p> <p>1 f; 2 d; 3 c; 4 a; 5 b; 6 e</p> |
| <p>Workbook page 13</p> | <p>Workbook: Activity 2</p> <p>1. Read the first definition with the class as an example.</p> <p>2. In pairs, learners read the definitions and choose the answer from the word box. Remind them to eliminate options by filling in more obvious answers first.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Read out each word from the word box and invite learners to read out the matching definition.</p> <p>Answers</p> <p>1 lungs; 2 research; 3 wildlife; 4 medicine</p> |
| <p>Coursebook page 13</p> | <p>Speaking: Activity 4</p> <p>1. Read through the questions as a class. Elicit some ideas as a class and write useful words and structures that come up on the board.</p> <p>2. In pairs, learners discuss the questions. Encourage them to make notes of their ideas.</p> <p>3. Regroup learners so that two pairs are working together. Learners share their ideas and write down a summary sentence to each question that captures their ideas.</p> <p>CORE</p> <p>Feedback</p> <p>Ask each new group to share their summary sentences with the class.</p> |

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| Resources | Plenary | | |
| | 1. Learners work in four or five teams. Ask questions about the lesson. Teams quickly discuss the answer to each question and, when they think they know the answer, one member of the team comes to the front and says or writes the answer on the board. Each correct answer gets one point. Make sure all learners have a chance to answer. The winning team is the one with most points. | | |
| 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 |
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UNIT 2 LESSON 2 TASKS/ACTIVITIES

| Resources | Starter |
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| | <ol style="list-style-type: none">1. Review what a rainforest is and where they are located, referring to the map if necessary.2. Ask learners what has been happening to many of these rainforests and why. Elicit ideas as a class. Then write <i>deforestation</i> on the board. Ask learners what they understand by the term. If they hesitate, circle <i>forest</i> and underline <i>de</i>. Explain that <i>de</i> is a prefix sometimes used to indicate removal. |
| Resources | Main activity |
| Coursebook page 14 Audio Track 7 | <p>Listening: Activity 5</p> <ol style="list-style-type: none">1. Ask the class what they think are the causes of deforestation. They can write their ideas down in their notebooks.2. Then tell them they are going to listen to an audio recording of a programme about deforestation. Ask them to listen and tick any of the ideas they wrote down that they hear.3. Read the rubric as a class. Then play the audio track again (twice if necessary) for learners to complete the activity. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers in pairs. Then invite some pairs to share their ideas with the class.</p> <p>Answers</p> <p>mining; growing soya; drilling for oil</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">1. Pair learners with stronger learners. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">1. Learners listen for more information about the different activities that cause deforestation, such as how much rainforest is being destroyed, who is destroying it, what we need to do. |
| Coursebook page 14 Audio Track 7 | <p>Listening: Activity 6</p> <ol style="list-style-type: none">1. Tell the class they are going to listen to the second part of the programme again.2. Learners read through the statements in pairs and decide whether they are true or false.3. Play the audio track at least twice for learners to complete the activity. <p>CORE</p> <p>Feedback</p> <p>Check the answers as a class by reading out each statement in turn. Tell learners to stand up if they think the answer is true, and to remain sitting down if the answer is false.</p> <ol style="list-style-type: none">4. Then play the audio track again, stopping after each statement for learners to confirm their answers in pairs. |

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| | <p>Answers</p> <p>1 F (40 years); 2 T; 3 T; 4 F (it affects all plant and animal life in the forest); 5 T; 6 F (it is caused by large companies and farming); 7 T; 8 F (it makes the soil poorer)</p> <p>Differentiation activities (Support):</p> <p>1. Give learners a copy of the audioscript to read as they listen.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners listen to the audio track twice only to complete the activity.</p> |
| <p>Workbook page 14</p> | <p>Workbook: Activity 3</p> <p>1. Set the activity up as a dictogloss. Read out the completed text to the class. Learners listen and try to remember as much detail as possible. Give them two minutes to write down everything they can remember on their own. Then they share their ideas in small groups and try to reconstruct the text.</p> <p>2. Direct learners' attention to the text in the workbook and ask them to compare their ideas.</p> <p>3. In the same groups, learners complete the activity (the missing words will have come up in the dictogloss).</p> <p>4. Alternatively, model the first sentence in front of the class. Then the learners complete the activity in pairs.</p> <p>CORE</p> <p>Feedback</p> <p>If the activity is completed as a dictogloss, once they have worked in groups, learners feedback the text as a class. Write their words on the board or computer (and projected onto the screen) and the class works together to try to reconstruct the text more accurately. This should also include the missing information.</p> <p>Answers</p> <p>1 deforestation; 2 habitats; 3 life; 4 oxygen; 5 rainwater; 6 soil; 7 agriculture; 8 cattle</p> |
| <p>Workbook page 14</p> | <p>Workbook: Activity 4</p> <p>1. Write the beginning of the first sentence on the board: <i>A few companies ...</i> Elicit a possible ending that makes sense and shows comprehension of the content of the earlier activities.</p> <p>2. Learners then look at the options in the workbook and discuss the most suitable ending in pairs.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Put two pairs of learners together. They take turns to read out their completed sentences and together decide if they are correct or not. If there are any answers that they aren't sure about, encourage them to look back in their Coursebooks, or consult with another pair.</p> <p>Answers</p> <p>1 d; 2 f; 3 a; 4 b; 5 c; 6 e</p> |

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| <p>Coursebook page 14</p> | <p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1. Read through the rubric as a class. Learners think about the questions individually and write some thoughts in the grid. 2. In small groups, learners discuss the questions. They may make some notes of their answers. Tell them that one member of each group will feedback their ideas to the class. 3. Monitor and provide support as required. <p>CORE</p> <p>Feedback</p> <p>Invite the designated member of each group to share their thoughts with the class. The other members of the groups, listen and make notes of any additional reasons that they hear that their group didn't come up with. These may be useful for the writing activity.</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners discuss the questions in small groups. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. In groups of four, learners are each given a role card (PCM 3). They read the information individually and make some notes giving reasons for what they are doing, or what they want to achieve. Learners use these notes to discuss the situation with the other roles in their group. |
| <p>Workbook page 14</p> | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Read the rubric together with the class. Ask some learners what type of information they might include in the Introduction. 2. Ask learners what type of information they might include in the Conclusion. Elicit ideas and note anything useful on the board. 3. Learners use the table to plan their writing. They use this information as a model to complete the writing at home. <p>CORE</p> <p>Feedback</p> <p>Collect in the completed texts in the next lesson, and make constructive comments on each text individually.</p> |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Learners stay in their groups. Call out one of the key words in the lesson, for example <i>mining</i>, <i>growing soya</i>, <i>drilling for oil</i>, <i>palm oil</i>. The groups have to construct a sentence using that word. The first group to complete a sentence either says it out loud or writes it on the board. The rest of the class decides whether the information is accurate or not. |

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| 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 |
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UNIT 2 LESSON 3 TASKS/ACTIVITIES

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| Resources | Starter |
| Coursebook page 15 | <ol style="list-style-type: none"> 1. Ask learners to take a deep breath in and out and ask them what happens. Tell them to put their hand on their diaphragm and feel their chest as it fills with air on the in breath and deflates on the out breath. 2. Refer learners to the Starter question. Elicit why we breathe and what we breathe in/breathe out (oxygen/carbon dioxide). |
| Resources | Main activity |
| Coursebook page 15 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Write <i>photosynthesis</i> on the board. Ask learners what they know about photosynthesis. 2. Learners read the text. 3. Then they use the information to complete the equation. <p>CORE</p> <p>Feedback</p> <p>Invite learners to work in pairs and write the equation. Then write an incorrect version of the equation on the board for the learners to correct.</p> <p>Answers</p> <p><i>carbon dioxide + water (+ sunlight energy) → sugar + oxygen</i></p> |
| Coursebook page 15 | <p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Draw a simple diagram of a plant on the board showing roots and leaves. Review the different parts. 2. Direct learners' attention to the words in the activity. Ask them to discuss and decide why the items listed (leaves, roots, sunlight, sugar) are important to plants. 3. Read through the information in the <i>Use of English</i> box. <p>CORE</p> <p>Feedback</p> <p>Learners share their ideas in small groups.</p> <p>Possible answers</p> <ol style="list-style-type: none"> 1 Leaves are important for plants because they take in carbon dioxide and release oxygen through them. 2 The plant needs roots to take up water from the ground. 3 Sunlight is needed for photosynthesis to take place. 4 Sugar is needed for energy. |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write some sentence prompts on the board: <i>... is/are important because ...; ... is needed to/for ...</i> |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners talk about the importance of other items. |

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| <p>Workbook page 15</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Read out one of the definitions as an example. Elicit the scientific word from the class. Ask learners how to spell the word and write it on the board. 2. Learners work in pairs to read the definitions and write the scientific words. <p>DESIRABLE</p> <p>Feedback</p> <p>Put learners in teams. Read out the definitions in a random order. One member of each team runs to the board and writes the answer. The first team to write the correct word, and spell it correctly, wins a point.</p> <p>Answers</p> <p>1 photosynthesis; 2 carbon dioxide; 3 oxygen; 4 glucose</p> |
| <p>Workbook page 15</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. In pairs, learners read the sentences and choose the most suitable option. <p>CORE</p> <p>Feedback</p> <p>Nominate different learners to read out a complete sentence each. Encourage peer correction.</p> <p>Answers</p> <p>1 photosynthesis; 2 sunlight; 3 carbon dioxide; 4 roots; 5 glucose; 6 oxygen</p> |
| <p>Workbook page 15</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Copy the grid on the board. Write <i>respire</i> in the top column. Review the meaning and ask if it's a verb or a noun. 2. Elicit the noun form and write it in the grid. 3. Learners work in pairs and use dictionaries to check the correct verb or noun form of each word. They can also check the pronunciation and word stress in the dictionary. <p>CORE</p> <p>Feedback</p> <p>Learners come to the board and complete the grid. As they write the word, they pronounce it. Drill pronunciation again as required.</p> <p>Answers</p> <p>combination; imagine; create; decoration; demonstrate; preparation</p> |

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| Coursebook page 15 | Speaking: Activity 3 1. Read the rubric as a class. 2. In pairs, learners discuss and draw a diagram of the process of photosynthesis on a sheet of paper. 3. Re-read the information in the <i>Use of English</i> box together with the class. 4. Direct learners attention to the sentence prompts. Elicit some example sentences using the Present passive, for example <i>carbon dioxide is taken in; oxygen is given off</i> . 5. Split the pairs up so they are working with a different partner. Learners take turns to explain the process. Learners may use the diagram as a prompt, if needed. Monitor and support as needed. DESIRABLE Feedback Invite pairs of learners to come to the front of the class and describe the process. The rest of the class listens critically and adds any missing information or corrects incorrect information. | | |
| Resources | Plenary 1. Review the photosynthesis reading text as a liar text. Re-read it but make deliberate mistakes. Read the first sentence as an example: People take in carbon dioxide from the air ... (<i>People</i> should be <i>Plants</i>). Learners call out False! when they think something is not correct. Then they give the correct information. | | |
| 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 |
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UNIT 2 LESSON 4 TASKS/ACTIVITIES

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| Resources | Starter |
| | <ol style="list-style-type: none"> 1. Review the vocabulary from the lesson with a Vocabulary/Spelling game. For example, if the answer is to be <i>glucose</i>, write seven dashes on the board: _ _ _ _ _ _ _ . Have learners suggest letters, and add correct letters to the dashes. 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. 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. |
| Resources | Main activity |
| <p>Coursebook page 16 Audio Track 8</p> | <p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Tell the class they are going to listen to a recording of Alia and Zahra discussing their homework. Ask them: <i>What are the three different situations relating to photosynthesis and aerobic respiration that are discussed? (when there is bright light, dim light and when it is dark)</i> 2. Play the audio track once. Elicit answers. 3. Tell learners they are going to listen to the audio track again. This time they need to help Alia and Zahra complete their homework. Ask the class to first read the text. In pairs, ask them to discuss what words they think go in the gaps. 4. Play the audio track at least twice. Learners complete the worksheet individually. <p>CORE</p> <p>Feedback</p> <p>In pairs, learners compare their answers. Play the audio track once again. Stop after each gap for learners to check their answers. Then elicit the answers from the class.</p> <p>Answers</p> <p>1 is taken in; 2 is given out; 3 is produced; 4 are given out; 5 aren't taken in; 6 given out; 7 is taken in; 8 is given out; 9 is produced</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write the verbs on the board in random order. Learners can then refer to them as needed. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners attempt to complete the gaps before listening. Then listen to check their answers. |

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| <p>Coursebook page 16</p> | <p>Use of English: Activity 5</p> <ol style="list-style-type: none"> 1. Refer learners back to the <i>Use of English</i> box on Coursebook page 25. Write a sentence in the active voice on the board, for example, <i>When we breathe, we take in oxygen</i>. Ask the class to change the sentence into a passive sentence. (<i>When we breathe, oxygen is taken in. / Oxygen is taken in when we breathe.</i>) 2. Read the first question aloud: <i>When plants respire, carbon dioxide ...</i> and elicit the answer ... <i>is taken in.</i> 3. In pairs, learners complete the activity. <p>CORE</p> <p>Feedback</p> <p>Learners work with another pair to compare their answers.</p> <p>Answers</p> <p>1 is taken in; 2 is released; 3 is made; 4 is taken up; 5 is produced; 6 is needed</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work in pairs with a more able learner. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners add further sentences using the Present passive. |
| <p>Workbook page 16</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Set up a running dictation of the text. Make three or four copies of the text with gaps included. Stick them around the room. Learners work in pairs. One learner is the runner and the other is the scribe (who writes). Make sure that each pair has a piece of paper and something to write with. Allocate one of the texts to two or three pairs of learners. When you say: <i>Go</i>, the runners go to their text and read as much as they can remember. They run back and dictate the text to their partner, who listens and writes down what they hear. If the runner forgets what they read, or how to spell a word, they run back to the text and re-read. They make sure the scribe is writing down the text correctly. 2. Before starting the activity, review any punctuation that occurs in the text, for example space/gap, full stop, capital letter, new paragraph, quotation marks, brackets. Also review any useful classroom language, for example <i>Could you repeat that? How do you spell that?</i> 3. Remind learners that they can't shout the text across the room, and that they need to say it as quietly as possible so the other pairs can't hear. 4. When they have completed the text, they compare it with the text in the workbook and complete the gaps. <p>DESIRABLE</p> <p>Feedback</p> <p>Hand out a completed text for learners to compare their ideas. Alternatively, learners can complete this activity at home.</p> <p>Answers</p> <p>1 is thought; 2 is held; 3 is taken up; 4 is released; 5 are formed; 6 is taken in; 7 is given out</p> |

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| <p>Workbook page 16</p> | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Copy and cut up sets of the sentences for groups of learners. Each member of the group has a different sentence. They read their sentences aloud and decide as a group where each sentence should go. When learners are happy with where each sentence goes, they write the sentences in their Workbooks. <p>CORE</p> <p>Feedback</p> <p>Learners peer-assess their answers with another pair. If they disagree over one of the answers, they refer back to the Coursebook and check the information. Monitor as they give feedback and make any notes to feedback as necessary.</p> <p>Answers</p> <p>1 When there is bright light, photosynthesis happens; 2 Carbon dioxide is taken in and oxygen is given out; 3 More oxygen than carbon dioxide is produced. (The order of sentences 2 and 3 can be reversed.); 4 When there is dim light, both photosynthesis and respiration take place; 5 Neither oxygen nor carbon dioxide are given out or taken in; 6 When it's dark, oxygen is taken in and carbon dioxide is given out; 7 There is no photosynthesis; 8 The plant produces more carbon dioxide than oxygen. (The order of sentences 7 and 8 can be reversed.)</p> |
| <p>Workbook page 16</p> | <p>Workbook: Activity 6</p> <ol style="list-style-type: none"> Copy the diagram on the board without labels. In pairs ask learners to describe the process to their partner and discuss what labels need to be added to explain the process. Invite learners to come to the board and add arrows and labels as they think fit. Clean the labels off the diagram and direct learners' attention to the diagram in the workbook. They use the information from the board to help complete the diagram. <p>CORE</p> <p>Feedback</p> <p>Learners come to the board and re-label the diagram. Then ask some learners to describe the process to the class. The other learners listen and challenge when they disagree.</p> |
| <p>Coursebook page 16</p> | <p>Speaking: Activity 6</p> <ol style="list-style-type: none"> Tell the class they are going to write a mini-quiz. Have two learners model the example dialogue. Learners work in pairs. They look through the lesson in their Coursebook and Workbook and write up to ten questions about the topic. Make sure each learner has a copy of the questions and remind them to make a note of the answers as well! Regroup the pairs. Learners take turns to ask and answer the questions. If learners don't know the answer, they look up the information in their books. This is a fun review activity rather than a test! <p>DESIRABLE</p> <p>Feedback</p> <p>You could collect in the questions in and compile them into a bigger quiz to give to the whole class as a fun activity at the end of the unit to see how much they remember.</p> |

UNIT 2 LESSON 5 TASKS/ACTIVITIES

| Resources | Starter |
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| Coursebook page 17 | <ol style="list-style-type: none">1. Ask the class what wild animals live in Africa. Can they think of any other animals that live there?2. In pairs, learners discuss the Starter question.3. Elicit answers from the class. |
| Resources | Main activity |
| Coursebook page 17 Audio Track 9 | <p>Listening: Activity 1</p> <ol style="list-style-type: none">1. Tell the class to look at the photographs and the title of the article <i>Richard Turere: Inventor</i>. Ask them to predict what the invention could be. Elicit ideas.2. Tell the class they are going to listen to an article being read about Richard Turere. Ask them to identify what problem Richard's parents have on their farm. Play the audio track through from start to finish once, and elicit the answer to the question. (Lions were killing their cows and elephants destroying their crops.)3. Tell learners that they are going to listen to the audio track again. This time, they have to listen and put the texts in the correct order.4. Before they listen, ask them to read through the texts and try to order them using the context. Encourage them to use dictionaries and the context to check any unknown words.5. Play the audio track again at least twice. Learners listen and compare their ideas and reorder as necessary.6. Monitor and check the class is on task. <p>CORE</p> <p>Feedback</p> <p>Invite one group to read the story in the order they thought. The other groups listen and compare. If there are any discrepancies, highlight any words or phrases that make it clear where the text goes.</p> <p>Answers</p> <p>A, D, F, C, B, E</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">1. Tell learners the first and last texts so that they only need to put four texts in order. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">1. Learners read the texts and remember the main details. Then they retell the full text without reading it. |

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| <p>Coursebook page 17</p> | <p>Reading and speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the words in bold in the texts. In pairs, ask them to discuss any words that they already know with their partner. Then ask them to look at the words they don't know and re-read the surrounding text to work out from the context what the words might mean. 2. Learners compare their ideas with another pair. Then they prepare some definitions of each word, giving three possible answers. <p>CORE</p> <p>Feedback</p> <p>Invite some learners to read out their definitions to the class. The class decide which of the words is the correct answer.</p> <p>Possible answers</p> <p>household appliance: tool or machine found in the home; junkyard: site where discarded items are collected; predator: animal that preys on other animals; crop: plant grown on a large scale, mainly for food; torch: hand-held light, often battery-operated; edge: perimeter; herding: moving groups of animals from one place to another; engineer: person who designs machines or structures; pilot: person who flies a plane or helicopter</p> |
| <p>Workbook page 17</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Make copies of the definitions – one per strip of paper – and put them around the class. Make sure they are labelled <i>a</i> to <i>i</i>. 2. Learners work in pairs. Dictate the words to the class. One learner in each pair writes the words down; the other checks the spelling. 3. Tell the learners they have to search for the corresponding definition as quickly as possible and write it next to the word. Tell them they also need to note down the letter of the definition. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners work with another pair and compare their answers. Then they use dictionaries to confirm their ideas.</p> <p>Answers</p> <p>1 h; 2 d; 3 b; 4 f; 5 i; 6 a; 7 c; 8 e; 9 g</p> |
| <p>Workbook page 17</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Read the questions together. 2. In pairs or small groups, learners use the Internet or reference books to find the answers. 3. Give each group a piece of paper. They write their group name at the top. Read out the questions. Give learners 15 seconds per question (or 30, depending on time) to write down as many items as possible. Repeat with the other questions. <p>EXTENSION</p> <p>Feedback</p> <p>Elicit answers from each group by asking them to say the different items they wrote down. The other groups listen. If they have the same answer, they tick it on their sheet. Go round the groups until all the ideas have been said for each question.</p> <p>Answers</p> <p>Learners' own answers</p> |

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| Resources | Plenary | | |
| | 1. Have a class discussion about how effective the lion lights were and what other animals this technique could be used with. | | |
| 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 |
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UNIT 2 LESSON 6 TASKS/ACTIVITIES

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| Resources | Starter |
| | <ol style="list-style-type: none">1. As a class, discuss possible problems farmers in Africa might have with wild animals. Then ask how they think the farmers deal with these problems. |
| Resources | Main activity |
| Coursebook page 18 | <p>Reading and speaking: Activity 3</p> <ol style="list-style-type: none">1. Read the first question to the class. Ask them to share their ideas in pairs. Elicit one or two ideas.2. Learners read the other questions individually. Give them a couple of minutes to think about their answers.3. Put learners into small groups, and ask them to discuss the questions.4. Monitor and support as learners discuss the questions. Encourage them to use the new vocabulary. <p>CORE</p> <p>Feedback</p> <p>If time, learners regroup and share their thoughts on the answers to the questions. Then invite someone from each group to share their ideas about one of the questions to the class.</p> <p>Answers</p> <p>Learners' own answers</p> |
| Coursebook page 18 | <p>Reading and speaking: Activity 4</p> <ol style="list-style-type: none">1. In pairs learners take turns to read out a statement. Their partner quickly scans the texts to find out whether the statement is true or false.2. Alternatively, learners work in pairs. Read out each statement and give learners time to discuss their answers. If they think the answer is false, they put up their right hand. If they think it is true, they put up their left hand. <p>CORE</p> <p>Feedback</p> <p>In pairs, learners find the correct answers for the false statements and write them down. Learners compare their answers with another pair. Monitor and check.</p> <p>Answers</p> <p>1 F (he lives on the edge); 2 F (since he was nine); 3 T; 4 T; 5 F (they cost \$10 to make); 6 F (he wants to be a pilot)</p> |
| Workbook page 18 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none">1. Make sets of split sentences. Put each split sentence into an envelope and label the envelopes 1 to 5 – corresponding with the question number.2. Learners work in groups – no more than 4 groups (unless there are two sets of split sentences).3. Put the envelopes in a pile at the front of the class. One learner from each group takes an envelope, takes it back to their group and spreads the words out. The group works quickly to put the sentence in order. When they think they have ordered it correctly, they write it down. The winning team is the first to write down all sentences correctly.4. Remind the groups to put all the words back in the envelope and to only take one envelope at a time. |

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| | <p>DESIRABLE</p> <p>Feedback</p> <p>Learners put their answer sheet on the table and then rotate and look at the other groups' answers. If they don't agree with something, encourage them to underline the error. Learners can then re-think once everyone has seen each other's answers.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Richard's idea has been adopted by other families. 2 The lights have helped both farmers and lions/lions and farmers. 3 They have been used by many farmers around Kenya. 4 Their crops have been protected from elephants. 5 Richard's life has been changed by his invention. |
| <p>Coursebook page 18</p> | <p>Writing: Activity 5</p> <ol style="list-style-type: none"> 1. Direct learners attention to the <i>Use of English</i> box. Review the use of the Present Perfect. Elicit additional examples to those in the Coursebook. 2. Highlight the active form and passive form: <i>The farmers have adopted Richard's idea</i> (active); <i>Richard's idea has been adopted by the farmers</i> (passive). 3. Play a game where learners decide how certain they are that their answer is correct. In pairs, they complete the gaps. 4. Then, tell learners to stand in a line down the centre of the classroom. If they are really sure their answer is correct, they stand to the right of the line. If they are not sure, they stand to the left. <p>CORE</p> <p>Feedback</p> <p>Read out the first statement and learners stand either to the left (unsure) or right (sure). Elicit (or provide) the answer. If the learners are sure their answer is correct and it is, they score one point. If they were correct but weren't sure, they don't score anything. The winning pair is the pair to gain the most points.</p> <p>Answers</p> <p>1 have been made; 2 has been invited; 3 has been given; 4 have been welcomed; 5 have been saved; 6 have been protected</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give out prompts giving the Present Perfect passive verbs missing. Learners then match them to the corresponding sentence. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write five more sentences about the information in the lesson using the Present Perfect passive tense. |
| <p>Workbook page 18</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners reread the <i>Use of English</i> box. 2. In small groups, they read each sentence and discuss which form of the Present Perfect goes in each gap. 3. Monitor and listen to the discussion to see if they are clear about the usage of the passive and active forms. Support or clarify as required. <p>DESIRABLE</p> <p>Feedback</p> <p>Each group takes turns to give one completed sentence. Ask them to explain why they have chosen the passive or active forms in their answers.</p> |

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| | Answers | | |
| | 1 have been killed, have attacked; 2 has invented; 3 has been; 4 have been used; 5 has been offered; 6 has presented | | |
| Workbook page 18 | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Write <i>lion lights</i> on the board. In pairs, ask learners to recap the story from the previous lesson. 2. Elicit the main points. 3. Tell them they are going to write a tweet. Elicit a definition of <i>tweet</i>. 4. In pairs, they draft a tweet about Richard's invention. They can use as many words as needed. Encourage them to use the lines in the workbook to organise their writing. Monitor and support. <p>CORE</p> <p>Feedback</p> <p>Elicit one of the longer tweets and write it on the board. Ask learners if they can make the tweet shorter. Encourage learners to come to the board and modify words or structures as they think fit but maintaining the meaning.</p> <ol style="list-style-type: none"> 5. Learners work back in their pairs and re-read their tweets. Then tell them that they are going to write the tweet in full sentences but can only use 140 letters. Learners discuss how they can modify their tweets. <p>Feedback</p> <p>Learners put their tweets around the room. Each pair reads the other tweets and decides which one they think is the best written (excluding their own).</p> | | |
| Resources | Plenary | | |
| | <ol style="list-style-type: none"> 1. <i>Play Backs to the board</i>. Invite pairs of learners to the front of the class. They sit with their backs to the board. Write one of the new words from the pair of lessons 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 <i>Yes</i> or <i>No</i> 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 |
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UNIT 2 LESSON 7 TASKS/ACTIVITIES

| Resources | Starter |
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| Coursebook page 19 | <ol style="list-style-type: none">1. Review the names of different animals. In pairs, give learners two minutes to write down as many animals as they can remember.2. After two minutes, each pair reads out their list in turn. Learners listen and cross off any that they have that are the same. Then learners only share any animals not already mentioned.3. Write <i>Food chain</i> on the board. Refer learners to the food chain pyramid and elicit the names of the animals in each segment of the pyramid. Drill any pronunciation as needed.4. Read aloud the information box.5. In pairs, learners use the pyramid to help them answer the Starter questions. Elicit answers as a class.6. Ask questions about the pyramid: <i>In which country can we find the food chain in the diagram? What continent is Kenya in? What do you know about the vegetation and climate of Kenya? What animals are at the top of the pyramid? What is at the bottom? Why?</i> |
| Resources | Main activity |
| Coursebook page 19 | <p>Reading: Activity 1</p> <ol style="list-style-type: none">1. Write <i>predators, prey, carnivore</i> and <i>herbivore</i> on the left of the board. Then write <i>lion</i> and <i>deer</i> on the right. Invite learners to say which of <i>lion</i> and <i>deer</i> matches each of the words on the left. (predator: lion; carnivore: lion; prey: deer; herbivore: deer).2. Nominate learners to read out a sentence of the text each.3. In pairs, learners take turns to talk about the different layers of the pyramid using the examples given.4. Monitor and listen to see which pairs need support and which to extend by asking further questions. <p>CORE</p> <p>Feedback</p> <p>Learners work with another pair and talk about the food pyramid using the new lexis. They check that the lexis is being used correctly, and correct if not. Invite some pairs to share their descriptions.</p> <p>Possible answers</p> <p>Grass is a producer. It is eaten by consumers, such as cows, sheep, goats and zebras, which are herbivores. Giraffes are also herbivores. They eat leaves. All these animals are prey. They are eaten by predators, such as lions, which are carnivores.</p> |

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| Coursebook page 19 | Speaking: Activity 2 1. In pairs, learners look at the photos and identify the animals and plants (bird eating a rat; wildebeests eating grass). 4. In pairs, learners decide where each plant and animal is located on the food pyramid and discuss how they are interrelated. 5. Encourage learners to draw a pyramid to represent one or both of the food chains shown, and then to practise describing one of them to present to the class. 6. Monitor and support. CORE Feedback Each pair of learners describes one of the food chains. They can do this with another pair or small groups. Learners use their diagrams to help explain the process. | | |
| Workbook page 19 | Workbook: Activity 1 1. Write <i>predator</i> , <i>carnivore</i> , <i>herbivore</i> and <i>omnivore</i> on the board. Underline <i>omni</i> . Explain that this is a prefix which means <i>all or everything</i> . Ask if anyone can work out what <i>omnivore</i> means (an animal that eats plants and animals). In pairs, ask learners to name as many predators as they can think of in one minute. They repeat with carnivores, herbivores and omnivores. CORE Feedback Elicit answers as a class and write them on the board under the correct heading. Then clean the board. Learners write an example of each in their workbooks. If they can remember more, encourage them to add them. | | |
| Resources | Plenary 1. Play a game. If you have pictures of animals, distribute them. If possible, sit learners in a circle or in rows. Invite one of the learners to start with the name of a plant or animal at the bottom of a food chain. The person to their right gives the name of a plant or animal that is above it on the food chain. They continue to build a food chain one learner at a time until a food chain is complete. The next learner starts another food chain from the top and the game continues. | | |
| 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 |
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UNIT 2 LESSON 8 TASKS/ACTIVITIES

| Resources | Starter |
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| | <p>1. As a class, review some food chains from last lesson. Play a game of <i>Word tennis</i>. With their neighbour, learners take turns to say the names of plants or animals that are on the same level of the food pyramid. Demonstrate the activity with a more able learner: <i>flower, plant, tree, grass</i>. You could crumple a sheet of paper into a ball to toss between you as you answer. When a player can't think of anything else, they start again with a different category on the food pyramid.</p> |
| Resources | Main activity |
| <p>Coursebook page 20 Audio Track 10</p> | <p>Listening: Activity 3</p> <p>1. Tell the class they are going to listen to a science programme called <i>Junior Science Watch</i>. Ask them what they think they might hear in this programme.</p> <p>4. Play the audio track. As they listen, learners need to listen for the names of any animals and find them in the picture (they are all labelled).</p> <p>CORE</p> <p>Feedback</p> <p>Play the audio track again. This time, stop after each animal is mentioned and invite a learner to come out and write it on the board.</p> <p>Answers</p> <p>deer, mountain lions, butterflies, insects, bees, kingfishers</p> <p>Differentiation activities (Support):</p> <p>1. Play the audio track as many times as necessary.</p> <p>Differentiation activities (Stretch):</p> <p>1. As they listen, learners note down any additional information they hear. Remind them to listen to stressed words as these are the important information words.</p> |
| <p>Coursebook page 20 Audio Track 10</p> | <p>Writing: Activity 4</p> <p>1. Read the <i>Writing tip</i> aloud. Demonstrate the activity by writing one of the words from the word box on the board, for example <i>insects</i>. Elicit any information learners remember from the audio track and write it around the word (<i>more buildings = fewer plants = fewer insects = less food for birds</i>).</p> <p>2. Pair more able and less able learners. Together they read out their initial ideas and then add as much detail as possible using the word prompts. Allow students to listen to the audio track one more time to complete their notes.</p> <p>CORE</p> <p>Feedback</p> <p>Invite one or two learners to come to the board to act as scribes. They write one of the words from the word box, elicit ideas from their classmates and write them on the board.</p> |
| <p>Coursebook page 20</p> | <p>Writing: Activity 5</p> <p>1. Two pairs work together to share their notes.</p> <p>2. Groups work together to write a summary text using the notes from both pairs. Suggest learners use a piece of A4 paper to plan their summary.</p> <p>3. Monitor and support. Suggest a maximum and minimum number of words (for example, 20 to 80 words)</p> <p>CORE</p> <p>Feedback</p> <p>Each group reads their summary to another group.</p> |

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| <p>Workbook page 19 Audio Track 10</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Play Audio Track 14 once. 2. In mixed-ability pairs, learners complete the text. <p>CORE</p> <p>Feedback</p> <p>Go round the class and invite each pair to read a completed sentence. If any group disagrees, encourage them to call out <i>Stop!</i> and give their alternative answer. Do a quick hands up tally to see which answer the class thinks is correct. Add the correct answer if all groups are incorrect.</p> <p>Answers</p> <p>1 food chain; 2 Forests; 3 flowers; 4 herbivores; 5 predators; 6 prey</p> |
| <p>Workbook page 20</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Half the class complete the Across clues and the other half the Down clues, individually. 2. Pair up Across learners and Down learners. They take turns to ask and answer questions to complete the crossword, for example: L1: <i>What did you put for 3 Across 'An animal that kills or eats other animals'?</i> L2: <i>A predator. What did you put for 1 Down ...</i> 3. Monitor and check learners are on task. <p>DESIRABLE</p> <p>Feedback</p> <p>Check answers as a class.</p> <p>Answers</p> <p>Across: 3 predator; 5 chain; 6 consumer; 8 herbivore; 10 prey; 12 food; 3 giraffe; 14 butterfly</p> <p>Down: 1 kingfisher; 2 mountain; 4 lion; 6 carnivore; 7 bees; 9 pyramid; 10 producer; 11 zebra</p> |
| <p>Coursebook page 20</p> | <p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Ask learners to list the different types of food they eat in a typical day. 2. Read the rubric as a class. Refer learners to the <i>Vocabulary</i> box and check that everyone understands the meaning of <i>omnivore</i>. Learners decide what level of the food chain each of them is. <p>CORE</p> <p>Feedback</p> <p>Ask each group to make a line down the centre of the classroom. Learners stand in order from the learner who is almost completely herbivore (vegetarian) at the front of the room to the learner who is most carnivore at the back of the room. They will need to ask each other questions to establish who should go in front of whom, for example L1: <i>Do you eat any meat?</i> L2: <i>No, but I do eat fish.</i> L1: <i>Okay, I eat chicken so you go ahead of me.</i></p> |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Play <i>Twenty questions</i>. Think of a plant or animal, for example <i>lion</i>. Invite the class to ask you Yes/No questions, such as <i>Is it an omnivore?</i> <i>No, it isn't</i>. Continue until they have guessed what the plant or animal is. Continue as time allows. |

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| 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 |
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UNIT 2 LESSON 9 TASKS/ACTIVITIES

| Resources | Starter |
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| Coursebook page 21 | <ol style="list-style-type: none"> 1. Read the Starter questions as a class. In pairs, learners discuss their ideas. Elicit answers. Ideally, project a map of the world on the board. Ask learners where New Zealand is, if not already mentioned, and invite a learner to indicate it on the map. |
| Resources | Main activity |
| Coursebook page 21 Audio Track 11 | <p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Learners look at the map in the Coursebook. Point out the North Island and the town of Whangarei. Ask them what sort of place they imagine it to be. What might the local people do for a living? Hint that it's by the sea. 2. Tell them that they are going to listen to a summary of a Maori story called <i>Whale Rider</i>, which they will read an extract from later. Read the <i>Did you know?</i> box aloud. 3. Read the three questions as a class. Draw learners' attention to the <i>Glossary</i> box – understanding these words will help them as they listen. 4. Play the audio track and ask learners to listen for the general idea, so that they can answer the first question. 5. Play the audio track again. This time, learners listen for key words to try to answer the second and third questions. <p>CORE</p> <p>Feedback</p> <p>Elicit answers as a class. Play the audio track again, stopping after each section which contains the answers.</p> <p>Possible answers</p> <ol style="list-style-type: none"> 1 The story is about a Maori community and how they choose a new leader. 2 The special stone. 3 Kahu goes out in the boat with her uncle because she knows where the special stone is and she wants to find it. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners only answer questions 1 and 2. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. In pairs, learners predict what Kahu is going to do next. Elicit ideas and see if everyone has the same idea. |
| Coursebook page 21 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Set the reading up as a reading race. Learners scan the text as quickly as possible and put their hands up when they have decided how many people are in the boat. 2. When learners have answered the question, elicit/teach the meanings of the words in bold. <p>CORE</p> <p>Feedback</p> <p>Ask the learners who put their hands up first to share their ideas.</p> <p>Answers</p> <p>Three: Uncle Rawiri, Kahu and Nani Flowers</p> |

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| <p>Workbook page 21</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the <i>Reading skills</i> box and read it aloud. 2. If possible, make copies of the text and cut it up. Put learners into groups of three. Give each learner in the group one of the three cut-up texts or allocate one of the texts in the book. 3. Tell the learners to read their texts silently first, then to read the text out loud to the group. The group listens to each extract and decides what the order is. <p>CORE</p> <p>Feedback</p> <p>Elicit the order each group has decided on and see if the whole class is in agreement.</p> <p>Answers</p> <p>Text A = 2; Text B = 3; Text C = 1</p> |
| <p>Workbook page 21</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners stay in their groups of three. Tell them you are going to read out statements about the story extract. They have to listen and decide as a group whether the statement is true or false. Learners can re-read the text to check their answers. <p>DESIRABLE</p> <p>Feedback</p> <p>Read out each statement and ask learners to stand up if they think it is true and stay seated if they think it is false. If anyone gets it wrong, ask them why they answered that way. If an answer is false, invite learners to correct the statement.</p> <p>Answers</p> <p>1 F (she did); 2 F (they were dolphins); 3 T; 4 T; 5 T; 6 F (Kahu did)</p> |
| <p>Workbook page 22</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners work in pairs, taking turns. One learner spells out one of the words, in random order. Their partner guesses the meaning. With two-part words, they should pause between spelling each word. <p>DESIRABLE</p> <p>Feedback</p> <p>Read out the descriptions in random order. Learners spell out the word.</p> <p>Answers</p> <p>1 c; 2 d; 3 e; 4 a; 5 f; 6 b</p> |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Reconstruct the story so far as a class. Go round the class and ask pairs of learners to build up the story sentence by sentence. Tell them it doesn't have to be exactly the same words, but the most important events should be more or less correct. Learners can challenge if they think something important has been missed out. |

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| 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 |
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UNIT 2 LESSON 10 TASKS/ACTIVITIES

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| Resources | Starter |
| | <p>1. In small groups, ask the class to recap on the story of <i>The Whale Rider</i> so far. Then ask them to predict what they think will happen in the last part of the story. Elicit ideas from each group.</p> |
| Resources | Main activity |
| <p>Coursebook page 22</p> | <p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Mime the word <i>sob</i> and elicit or teach the word. Draw learners' attention to the words in bold and elicit/pre-teach the meanings. 2. Learners read the final part of the story individually. 3. In their groups, they discuss how close their own ideas were to the ending. 4. Then read the questions and learners discuss them in their groups. Encourage each group to read out the extract, each person reading a character or as a narrator. This might help them to answer the questions. <p>CORE</p> <p>Feedback</p> <p>Learners share their ideas and give reasons for their thoughts. Ask one or two groups to act out the extract, adding expression.</p> <p>Possible answers</p> <p>Kahu: proud, happy; Nani Flowers: relieved; Nani Flowers is sobbing because she is so happy to see that Kahu is OK</p> |
| <p>Workbook page 22</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. As a class, read through the <i>Writing tip</i>. Emphasise that learners only need to include the main events but they need to follow the order of events logically. 2. In groups, learners write their summary. They may look back at the extracts of the story in the Coursebook and the Workbook for reference. <p>CORE</p> <p>Feedback</p> <p>Learners swap their summaries with another group. They read them aloud in their group and peer assess. Ask them to underline any grammatical or spelling errors and put an arrow for any information that is missing. Groups re-read their texts and amend as needed.</p> |
| <p>Coursebook page 22</p> | <p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. In their groups, learners are going to write a short play of the story. They will work on different parts of the story and then each group will act their part out. 2. Refer learners to the example. Use the text in Activity 2 to model how to write the first part as a dialogue. <i>Rawiri</i> can provide any sections of the story that are not dialogue. 3. Allocate groups one of the texts (beginning and end from Coursebook Activities 2 and 3 and middle from Workbook Activity 1). If the class is large, more than one group may need to work on the same section. 4. Monitor and support learners as needed. 5. When they have written their part of the play, tell them to practise acting it out. <p>CORE</p> <p>Feedback</p> <p>Each group acts out the story in turn. If more than one group work on the same text, suggest that they perform the play in another lesson.</p> |

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| | Differentiation activities (Support): 1. Learners have a supporting role. They can make any props that are needed, for example. | | |
| | Differentiation activities (Stretch): 1. These learners can take more responsibility in the task and could be responsible for doing the main part of the writing. | | |
| Coursebook page 22 | Writing: Activity 5 1. Learners add a final part to the story in their notebooks. DESIRABLE Feedback Learners swap texts with their partners for peer correction. | | |
| Resources | Plenary | | |
| | 1. Invite as many learners as possible to read out their conclusions. Vote on the best endings from Coursebook Activity 5. Is there an outright 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 |
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UNIT 2 LESSON 11 TASKS/ACTIVITIES

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| Resources | Starter |
| Coursebook page 23 | <p>1. Write <i>extinction</i> on the board. Elicit or explain what it means. Read the Starter questions as a class. Elicit some animals that learners know are in danger of extinction – they may know these in L1, so either give the translation, if known, or use a dictionary to check the animal name in English. Make a note on the board of key words that come out of the Starter questions.</p> |
| Resources | Main activity |
| Coursebook page 23 Audio Track 12 | <p>Listening: Activity 1</p> <ol style="list-style-type: none"> Before you play the audio track, read through the <i>Listening strategy</i> as a class. Ensure learners are clear that they are listening for the general idea the first time through. Distribute pieces of paper (or use individual whiteboards if available). Ask learners to write <i>yes</i> on one side and <i>no</i> on the other. Read the gist question as a class. Tell learners they are going to listen to an interview between a presenter and an environmentalist. Play the audio track. <p>CORE</p> <p>Feedback</p> <p>Ask learners to raise their paper/whiteboard to answer the gist question.</p> <p>Answer</p> <p>Yes</p> |
| | <p>Listening: Activity 2</p> <ol style="list-style-type: none"> Copy the grid on the board. Tell learners they are going to listen to the audio track again, this time for details. First, ask them to listen out for what the threats are. Play the audio track and elicit the answers. (destruction of animal habitats; trade). Tell learners you will play the audio track twice more. They need to listen and complete the grid. This time, suggest they focus on the reasons why animals are under threat. Play the audio track again. This time, learners listen for examples of the animals under threat. Remind learners to listen for the gist and focus on stressed content words rather than trying to understand every word. In pairs, learners compare their grids. <p>CORE</p> <p>Feedback</p> <p>Pairs compare their grids with another pair. Invite one learner from each group of four to complete one of the cells on the grid on the board.</p> <p>Possible answers</p> <p>Threats: 1 destruction of animal habitats; 2 trade</p> <p>Reason for threat 1: animals coming close to human settlements because they are looking for food and they become a pest; wild animals are killed because they kill livestock; new towns destroy animal habitats; if people are hurt or killed by wild animals, the wild animals are killed</p> <p>Reason for threat 2: ivory from elephant tusks is used in manufacturing and for decorative items; rhino horn is used in traditional medicine in some countries</p> |

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| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Two learners work together on one of the grids so they have support. Make a copy of the audioscript for learners to follow so they can refer to it, if necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners complete the activity without support and listen for additional information. |
| <p>Coursebook page 23 Audio Track 12</p> | <p>Listening: Activity 3</p> <ol style="list-style-type: none"> Read the rubric as a class. Tell learners to read through the statements in pairs and discuss whether they think each statement is true or false. Play the audio track for learners to check their ideas. <p>CORE</p> <p>Feedback</p> <p>Elicit learners' ideas first and then play the corresponding section on the audio track to check.</p> <p>Answers</p> <p>1 F (growing quickly); 2 T; 3 F (they graze their animals on open land); 4 T; 5 T; 6 F (they are used in traditional medicine)</p> |
| <p>Workbook page 23</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> First of all, read through the definitions and check for comprehension. Model the first question. Say: <i>Number 1 ... extinction ...</i> and elicit <i>when something doesn't exist anymore</i>. Learners complete the activity individually. Tell them to eliminate options by matching more obvious pairs first. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners take turns to test each other on the new vocabulary.</p> <p>Answers</p> <p>1 e; 2 g; 3 a; 4 c; 5 d; 6 f; 7 b</p> |
| <p>Workbook page 23</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Model the first sentence. Choose one of the words in bold. Learners have to decide whether the word is correct or not. In pairs, they can discuss their ideas. Learners put up their hands to say whether your choice was right or not. If they think the word is incorrect, they suggest an alternative. Repeat with the other sentences. <p>DESIRABLE</p> <p>Feedback</p> <p>Answers elicited in open class as explained above.</p> <p>Answers</p> <p>1 extinction; 2 populations; 3 territory; 4 habitats; 5 crops; 6 closer to</p> |

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| Workbook page 23 | Workbook: Activity 3 1. Model the first sentence saying <i>what</i> where the gap is. For example <i>Rhino horns are used in traditional what? Elicit medicine.</i> 2. Learners then complete the activity individually. DESIRABLE Feedback In pairs, learners check their partner's answers. Answer 1 medicine; 2 territory; 3 extinct; 4 population; 5 tusks; 6 food. | | |
| Coursebook page 23 | Speaking: Activity 4 1. Set up the activity as a mini class discussion. Divide the class into small mixed-ability groups. Read the rubric and elicit some ideas as a class. 2. Then ask each group to discuss possible solutions to the problem and make notes of key ideas that come out of the discussion. CORE Feedback As a class, representatives of each group feedback their group's ideas. The class discusses the different ideas together by putting up their hands when they want to make a suggestion or contribution. Write key suggestions on the board. Then do a tally to find out which of the ideas is the best way to protect both the animals and the people. Answers Learners' own answers | | |
| Resources | Plenary 1. <i>Play Backs to the board.</i> Learners or pairs of learners sit with their backs to the board. Write one of the words that has come up in the lesson on the board (or invite a learner to supply the word). The learners with their backs to the board ask questions to find out what the word is. To make this harder, learners could only ask Yes/No questions. | | |
| 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 |
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UNIT 2 LESSON 12 TASKS/ACTIVITIES

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| Resources | Starter |
| | <p>1. Review some of the lexis covered in the previous lesson by asking learners to think of five words and note them down. Make sure they know the spelling. In pairs learners take turns to spell out their word letter by letter. Do an example. Start to spell extinction <i>e-x-t</i> ... Learners call out the word (extinction) as soon as they think they know it and can give the meaning.</p> |
| Resources | Main activity |
| Coursebook page 24 | <p>Reading and speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Refer learners to the <i>Vocabulary</i> box and check for comprehension. Elicit some wild animals that live in your region and what category of animal they are. 2. In small groups, learners discuss what they know about these animals and say which of them are in danger of extinction. Then ask them to consider the reasons why they are threatened. Elicit ideas and write them on the board. 3. Draw learners' attention to the words in bold in the text and elicit/pre-teach the meanings. Give the class one minute to read the text and find the answer. <p>CORE</p> <p>Feedback</p> <p>Elicit the answer after reading. Did it match any of the suggestions on the board?</p> <p>Answer</p> <p>hunting</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Make a copy of the text and highlight key words to help learners complete the activity. Alternatively, put learners in a pair with a more able learner. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners work with a less able learner and simplify sections of the text that they don't understand. |
| Coursebook page 24 | <p>Reading: Activity 6</p> <ol style="list-style-type: none"> 1. Read through the rubric and questions as a class. Then split the class into small mixed-ability groups. 2. Give the class two or three minutes to read the text individually. Stop them after the time is up and tell them to close their books. 3. Learners work together to answer the questions without looking back at the text, pooling the information they can remember. 4. Direct learners to the <i>Reading strategy</i>. Encourage them to use this strategy when they re-read the text to confirm their answers. <p>CORE</p> <p>Feedback</p> <p>As a class, read out each question. In turn, each group feeds back their answer. If another group disagrees, they challenge the first group and give their answer.</p> <p>Possible answers</p> <p>1 Because the people of the region are very concerned about nature; 2 Arabian oryx and Arabian leopard; 3 No. They were both almost extinct; 4 Breeding programmes were introduced and conservation work done; 5 They have been protected by law; 6 Learners' own answers</p> |

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| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners work in mixed-ability groups. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners take on more responsibility of leading the discussion and recalling the information. |
| <p>Coursebook page 24</p> | <p>Speaking: Activity 7</p> <ol style="list-style-type: none"> Refer back to the discussion at the beginning of the lesson and elicit the main wild animals in the region. Then read the sentence prompts as a class. Put learners in groups of three or four. Tell each group to select one of the animals so each group discusses a different animal. First, suggest they think about their own ideas for a couple of minutes. Then they share their ideas in the group discussion. Monitor and support as required. Ask the groups to summarise their discussions in order to present their ideas back to the class. <p>CORE</p> <p>Feedback</p> <p>Each group presents the main points of their discussions to the class. Then they have a question-and-answer session about each animal.</p> |
| <p>Workbook page 24</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> In pairs, learners discuss the meaning of each word. Allow them to consult a dictionary if necessary. Learners write a sentence containing each word. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to read out one of their sentences to the class. Check for correct interpretation of the meaning of the words, and if there are any grammar errors review them on the board.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Workbook page 24</p> | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Learners remain in their groups. Read the rubric as a class. Then direct learners' attention to the planning grid. Highlight the content required for each paragraph. Elicit some ideas that they could write under each heading for one of the animals they have worked on in the last two lessons. Learners make notes about the animal, looking back at the texts they have worked on for ideas. Make sure all learners have a copy of the notes as they will need this to write up their report. <p>DESIRABLE</p> <p>Feedback</p> <p>Groups peer-assess each grid. They work together with another group and share their plans. Each group listens to the other and offers further suggestions, if needed, and any other useful comments.</p> |

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| Workbook page 24 | <p>Workbook: Activity 6</p> <p>1. Learners use the feedback from the peer-assessment and make any changes to their content. Then they discuss the content of each paragraph as a group. When they are happy with it, they write it in their books.</p> <p>DESIRABLE Feedback</p> <p>Each group reads out their report. The rest of the class listens and notes down any questions they would like to ask. Allow time for questions after presenting the interview.</p> | | |
| Resources | <p>Plenary</p> <p>1. Learners stay in their groups and write five questions about Lessons 12 and 13 on A4 paper, leaving space for the answers. Make sure they know the answers. Groups hand their questions to the group next to them (clockwise). The groups answer the questions, writing them on the A4 paper. The groups then pass on the questions plus their answers to the next group, which reads both questions and answers and decides if they agree or not. If they don't, they write their answer next to the first answer. If they agree, they tick it. The questions move round each group until they reach the original group. This group then checks all the answers.</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 |
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UNIT 2 LESSON 13 TASKS/ACTIVITIES

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| Resources | Starter |
| Coursebook page 25 | <ol style="list-style-type: none"> 1. Call out the name of a wild animal from the last two lessons (not gorilla, elephant or lion), for example: <i>rhino</i>. Give learners two minutes to write as many facts as they can think of about the animal. Learners compare their ideas in pairs. Elicit ideas to make sure all areas are covered: habitat, what level of the food chain they are, what they eat and social habits. 2. Refer learners to the Starter question. Elicit or explain that <i>endangered</i> means <i>in danger of extinction</i>. In pairs, they discuss if any of the wild animals they have named are endangered. |
| Resources | Main activity |
| Coursebook page 25 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to identify the three animals in the photos (gorilla, elephant, lion). 2. Tell learners they are going to read fact files about two of these animals. 3. In pairs, learners scan the fact file information and use dictionaries to check the meaning of any unknown vocabulary (savanna, antelope, grasslands). 4. Learners read the information in the fact files again and decide which of the animals the information is about. Learners can work in pairs to do this. <p>CORE</p> <p>Feedback</p> <p>Elicit the answer for each fact file. Did anybody choose elephant instead of gorilla? If so, why? Which fact shows that it had to be gorilla and not elephant? (habitat)</p> <p>Answers</p> <p>1 lion; 2 gorilla</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners identify just the first animal, which is one they have already seen in previous lessons. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners create a similar fact file from the ideas they came up with in the Starter activity. |
| Workbook page 25 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to work in pairs or small groups and create a fact file about another creature that is endangered. Elicit some examples of mammals, birds, reptiles and amphibians that they know are endangered and write them on the board. Use a bilingual dictionary to find out the name in English if not known. 2. Give learners a few minutes to decide which creature to write about and then work together to complete the grid on a piece of A4 paper without filling in the name of the animal. Recommend that each member of the pair or group finds out about and fills in different areas of the grid. |

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| | <p>CORE</p> <p>Feedback</p> <p>Learners put their fact files around the room. Invite learners to go round the class and read the different information. Then they put sticky notes next to each fact file with the name of the animal they think is being described. Each group then says which of the animals written under their fact file is the correct one (or they tell the class the correct answer, if no groups guessed correctly).</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Workbook page 25</p> | <p>Workbook: Activity 2</p> <p>1. Learners transfer the information from the A4 fact file into their workbooks. Then they draw a pyramid to show its place in the food chain, labelling all the related elements.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Each pair or group stands up and says the name of their animal. The other pairs/groups discuss where they think it is on the food chain.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Coursebook page 25</p> | <p>Speaking: Activity 2</p> <p>1. Tell learners that they will work in the same pairs or small groups. They are going to use the information they found out in their fact files to help them prepare a talk about their animal. Read the rubric as a class and elicit or explain what <i>in defence of</i> means.</p> <p>2. Then elicit some ideas about what a persuasive text in defence of an animal in crisis might include, for example: <i>We think there should be more control over where humans build new settlements so they avoid wild animal territory. This wild animal plays an important part in the food chain. If it becomes extinct, we may end up with smaller animals increasing their numbers and they may bring disease.</i></p> <p>3. Direct learners' attention to the prompts. In their pairs or groups, learners work together to make some notes about their talk. Monitor and support. Make sure they keep focused on the topic and to keep their ideas short and clear.</p> <p>4. Encourage each pair/group to rehearse their talk before presenting it to the class.</p> <p>CORE</p> <p>Feedback</p> <p>Each group stands up and introduces their animal. Then they present their talk in its defence. Learners listen to all of the talks and then they discuss the main points of each talk and decide which they think was the most persuasive. Each pair or group then says which one they thought was the most persuasive and why. Learners can write up their talk at home, if they wish.</p> <p>Differentiation activities (Support):</p> <p>1. Learners prepare a much shorter talk about an animal in crisis. They just include information about the animal and its habitat and why it is in crisis.</p> <p>Differentiation activities (Stretch):</p> <p>1. Encourage learners to think of supporting reasons in order to persuade the listener of their argument.</p> |

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| Resources | Plenary | | |
| | 1. In their pairs or groups, learners prepare a few questions about their animal in crisis. Each pair/group take turns to ask the questions to the class. 2. Learners can then decide which animal they learned most about in the lesson. | | |
| 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 |
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UNIT 3 LESSON 1 TASKS/ACTIVITIES

| Resources | Starter |
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| Coursebook page 28 | <ol style="list-style-type: none"> 1. Review the job vocabulary that learners have already met in previous grades by organising a job alphabet race. In small groups, learners have three minutes to think of one job for every letter of the alphabet. Learners should skip difficult letters and come back to them if time allows. 2. Ask learners to share answers at the end of the three minutes. Award one point for each job, and two points if no one else thought of this job. 3. Look at the Starter question and clarify the meaning of <i>ideal job</i> if necessary (<i>dream job</i>). Encourage learners to justify their choices. Refer learners to the <i>Language Tip</i> to ensure they understand how to use <i>work</i> (as verb or noun) and <i>job</i> (only as a noun) in the correct way. |
| Resources | Main Activity |
| Coursebook page 28 | <p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Write across the board: <i>-er, -ant, -or, -ian, -ic, -ist</i> (keep these on the board for Workbook Activity 1). Explain that these are suffixes, in other words a group of letters added to the end of a word to change its meaning. Explain that all of these suffixes are used to mean <i>a person who does ...</i> so are used in job titles. 2. Read through the <i>Use of English</i> box and check that learners understand all the jobs listed and emphasise the connection with the first word, for example say <i>Drive. A person who drives a taxi is called a ...</i> and elicit <i>taxi driver</i>. 3. Have learners look at the list of jobs they wrote down for the Starter activity and underline the suffixes. 4. Allow learners to use dictionaries to look up any unfamiliar words. Distribute copies of the vocabulary table (PCM 1). In pairs, learners fill in the table with the words they didn't already know, grouping together words with the same suffix. Explain that grouping words in 'families' like this will help them to remember the correct suffixes. 5. You might want to point out that some jobs don't fit into these families: <i>nurse, pilot, chef</i>. Also, some jobs have an extra letter with their suffix: <i>engineer, lawyer</i>. Learners need to commit these exceptions to memory. <i>Vet</i> is actually an abbreviation of <i>veterinarian</i>, but is mostly commonly used in the abbreviated form. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to read out a different definition each – the rest of the class call out the job title in each case.</p> <p>Possible answers</p> <p>driving instructor: a person who teaches you how to drive actor: a person who acts in films, plays or tv programmes accountant: a person who works with financial records assistant: a person who helps other people (<i>personal assistant, shop assistant</i>) flight attendant: a person who serves passengers on an aircraft journalist: a person who writes for a newspaper, magazine or web news site pharmacist: a person who prepares and distributes medicine physiotherapist: a person who treats physical injury through exercise receptionist: a person who receives visitors in an office electrician: a person who works with electrical equipment optician: a person who checks eyes and recommends glasses</p> |

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| | <p>politician: an elected government official</p> <p>carpenter: a person who makes things with wood</p> <p>cleaner: a person who cleans</p> <p>designer: a person who designs (<i>fashion designer, graphic designer, interior designer</i>)</p> <p>engineer: a person who designs engines and structures</p> <p>lawyer: a person qualified to give legal advice or represent someone in court</p> <p>photographer: a person who takes photographs</p> <p>plumber: a person who installs or mends water pipes and equipment in buildings</p> <p>programmer: a person who writes computer programmes develops software (<i>computer programmer</i>)</p> <p>manager: a person who organises a team of other workers</p> <p>taxi driver: a person who drives members of the public</p> <p>waiter: a person who serves you in a restaurant</p> <p>writer: a person who writes books or articles</p> <p>mechanic: a person who works with machines</p> <p>paramedic: a person who looks after people who have been hurt in an emergency</p> |
| <p>Coursebook page 28</p> | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Refer learners to the three pictures of jobs and explain that they have to read the paragraph and work out which of the three jobs is being described. 2. Encourage learners to get the sense of the paragraph and not to worry about words they do not know, unless this stops them from understanding the gist. <p>CORE</p> <p>Feedback</p> <p>Nominate learners for answers and ask them to justify their answers. What words helped them understand the job?</p> <p>Answer</p> <p>Paramedic (the middle picture)</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to use their dictionaries to find the meaning of words they do not know. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners describe the other two jobs pictured. |

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| <p>Coursebook page 26</p> | <p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Refer learners to the two pictures and explain that they have to read the sentences and assign them to each of the two jobs. The sentences should form a paragraph describing the job, just as in the previous activity. Two of the sentences can apply to either job. 2. Set this as a pair/group competition. <p>DESIRABLE</p> <p>Feedback Allow fast finishers to write their answers on the board and read out the paragraph. Do the others agree that the order of the sentences make a coherent paragraph and match the picture?</p> <p>Answer</p> <p>Waiter: a, h, c, e, f Taxi driver: a, g, d, b, f <u>Could be either: a, f</u></p> <p>Taxi driver: <u>You have to like people to do the job I do.</u> You also have to be very patient because sometimes the traffic is quite heavy and it can take a long time to get to your destination. It can be tiring at times, especially if I'm on the road early in the morning, <u>but you can meet some very interesting people.</u></p> <p>Waiter: <u>You have to like people to do the job I do.</u> Most customers are really nice, but some are just so difficult to please. They say, "This isn't what I ordered," but you know it was what they ordered. I'm on my feet all day so I'm very tired when I go home, <u>but you can meet some very interesting people.</u></p> |
| <p>Workbook page 27</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners fill in the table by deciding which suffix would complete each of the torn-off words . <p>CORE</p> <p>Feedback You should still have the suffixes on the board from earlier. Have learners come out and write an answer in the correct column.</p> <p>Answers</p> <p>-er: carpenter, plumber, cleaner -ant: accountant, assistant -or: instructor, actor -ian: electrician, optician -ic: mechanic, paramedic -ist: journalist, receptionist, pharmacist</p> |
| <p>Workbook page 27</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Model the activity by miming a tooth ache and saying <i>Quick! I need a ...</i> . Elicit <i>dentist</i> from the learners. 2. Refer learners to the example sentence and set the task in pairs. Point out that questions 2 and 8 could have more than one correct answer. Accept any sensible answer. <p>DESIRABLE</p> <p>Feedback Have learners write the answers on the board and check for accurate spelling.</p> <p>Answers</p> <p>1 carpenter; 2 flight attendant, pilot; 3 instructor; 4 cleaner; 5 plumber; 6 mechanic; 7 electrician; 8 engineer, architect</p> |

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| | Differentiation activities (Support): 1. Provide learners with the first letter of each word. | | |
| | Differentiation activities (Stretch): 1. Learners write similar sentences for other jobs and have their partners write the job. | | |
| Resources | Plenary | | |
| | 1. Distribute copies of PCM 8. Learners will have met all the job names in a previous grade or in this lesson. 2. In pairs or small groups match all the words and pictures. 3. Nominate pairs of learners to ask and answer, for example Learner A: <i>What's number 1?</i> Learner B: <i>Dentist.</i> | | |
| | Answers 1 dentist; 2 doctor; 3 nurse; 4 paramedic; 5 cleaner; 6 receptionist; 7 optician; 8 physiotherapist; 9 pharmacist; 10 chef; 11 waiter; 12 waitress; 13 car mechanic; 14 manager; 15 shop assistant; 16 electrician; 17 carpenter; 18 plumber; 19 engineer; 20 driving instructor; 21 traffic warden; 22 firefighter; 23 police officer; 24 taxi driver | | |
| 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 |
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UNIT 3 LESSON 2 TASKS/ACTIVITIES

| Resources | Starter |
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| | <ol style="list-style-type: none"> 1. Play a miming game with the class. Divide the class into two teams. 2. Model the game by miming a job, for example <i>driver</i>. The first team to shout out <i>a driver</i> scores a point. 3. In turn, have one learner from each team come to the front. Show them a word for a job they have to mime. |
| Resources | Main Activity |
| Coursebook page 29 Audio Track 13 | <p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Tell the class they are going to listen to three people talking about their work. 2. Play the audio track once. Ask <i>What jobs do you think they do?</i> 3. Learners listen again and write down their answers in their notebooks. <p>CORE</p> <p>Feedback</p> <p>Check the answers in pairs, then as a class. Encourage learners to say what key words helped them decide and write these on the board.</p> <p>Answers</p> <p>1 engineer; 2 physiotherapist; 3 mechanic</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Play the audio track more times if necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to describe one of the other jobs and have peers guess the job. |
| Coursebook page 29 Audio Track 13 | <p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Before learners listen again, ask them to look at the prompts and guess which of the jobs these could apply to. 2. Play the audio again. Learners listen and check who said what. 3. Play the audio track once more if necessary. <p>CORE</p> <p>Feedback</p> <p>Check the answers in pairs, then as a class. Were any of their guesses right?</p> <p>Answers</p> <p>1 physiotherapist; 2 engineer; 3 mechanic</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with the audioscript. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners what other information they heard. |
| Workbook page 28 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Write on the board <i>WHAT?</i> and <i>WHERE?</i> 2. Then write <i>physiotherapist</i> on the board and ask learners to tell you what a physiotherapist does and where they work. 3. Refer learners to the example. 4. Pair or group learners and have them describe the jobs the people do and where they work. Then ask them to work alone to complete the sentences in their Workbooks. |

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| | <p>CORE Feedback Monitor and support as needed. If possible, post learners' sentences around the room and have them do a gallery walk to see what their peers have written.</p> <p>Possible answers</p> <ol style="list-style-type: none"> 1 A physiotherapist uses special exercises, heat or massage to help people recover from an injury. A physiotherapist works in a hospital. 2 A receptionist answers the phone and welcomes visitors. A receptionist works in an office or a hotel. 3 A taxi driver takes passengers in his car. The passengers pay for the journey. A taxi driver works in his own car or in an official taxi company car. 4 A waiter takes orders for food and serves food in a restaurant. 5 A shop assistant helps people in a shop. 6 A paramedic helps people who have had an accident or are ill, before they go to hospital. 7 An optician examines and measures people's eyes. An optician works in a clinic. 8 A journalist writes news stories for a newspaper or magazine. 9 A driving instructor teaches people how to drive. A driving instructor works in his own car or in an official driving school car. 10 A flight attendant helps passengers and serves food and drink on a plane. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to describe only the job or the place of work. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to choose other jobs and write similar sentences. |
| <p>Coursebook page 29</p> | <p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Read through the <i>Language tip</i> as a class. Ensure learners understand the difference between <i>works in a</i> and <i>works in</i>. Elicit or teach the meaning of any unfamiliar words in the examples. 2. Model the task by giving an example of your own using both <i>work in a</i> (specific building), <i>work in + -ing</i> and <i>work for a + (company)</i> and ask learners if they can see the difference. Elicit further examples. 3. Nominate two learners to model the speech bubbles. 4. In small groups, learners can make some notes first and then talk about the people they know and the jobs they do. <p>CORE Feedback Circulate, listening to learners' interactions. Make notes of recurrent mistakes for remedial work. Have a few learners tell the rest of the class about the people they know.</p> <p>Answers</p> <p>Learner's own answers</p> |
| <p>Workbook page 28</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Write a sentence on the board and have learners find the mistake, for example <i>Teachers job at school every day from 8am until 4pm</i>. Erase <i>job</i> and replace it with <i>work</i>. 2. Explain that learners will now read and find mistakes in five sentences. 3. Learners complete the activity individually and check answers in pairs. |

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| | EXTENSION Feedback Write the sentences on the board and have learners come to the board to correct them. | | |
| | Answers 1 My father works in e-banking. 2 My mother works for in publishing 3 A receptionist works for in a reception area. 4 Would you like to work for in finance? 5 I don't want to work in an office. | | |
| | Differentiation activities (Support): 1. Underline or circle where the mistakes are. | | |
| | Differentiation activities (Stretch): 1. Ask learners to write similar 'wrong' sentences for their partners to correct. | | |
| Resources | Plenary | | |
| | 1. Ask learners to vote for the most and least popular of the jobs they have learned in these two lessons. Is there a clear winner? Ask learners to give reasons for their choices. | | |
| 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 |
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UNIT 3 LESSON 3 TASKS/ACTIVITIES

| Resources | Starter |
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| Coursebook page 30 | <ol style="list-style-type: none"> 1. Make some statements about skills you have, for example <i>I can drive a car. I can play the oud. I can speak English.</i> Explain that the things you know how to do are your <i>skills</i> and write it on the board. 2. Go through the Starter questions as a class. 3. In pairs, learners tell each other about the skills they have. 4. Nominate a few learners to report back to the class what skill their partner has. Write these on the board. |
| Resources | Main Activity |
| Coursebook page 30 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners what year and century we are in. Clarify the meaning of <i>century</i> (100 years) if necessary. 2. Read out the title of the quiz. Ask learners to predict what ‘21st century skills’ might be. Ask <i>What is very different about this century?</i> Elicit ideas around the fact that we live in an ‘information age’ – it is increasingly important to be able to access and make use of information, especially via computers and the Internet. Write <i>information age</i> on the board. Encourage learners to think beyond the notion of skills as purely something you can do manually. Elicit or explain that 21st century skills often involve interaction and communication. 3. Refer learners to the <i>Language tip</i> and clarify when articles are used, and when not. 4. Learners complete the quiz individually, making notes of their answers to each question in their notebooks. <p>CORE</p> <p>Feedback</p> <p>Check the answers in pairs, then pairs report back which skills they have in common and which are different. Are the 21st century skills they read about the same as those they had predicted? Refer learners to the photo on page 96 and ask which of the 21st century skills they think it represents (team player).</p> <p>Answers</p> <p>Learner’ own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to use their dictionaries to look up any new words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners give specific examples of a time when they displayed a specific 21st century skill. |
| Coursebook page 31 | <p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the different 21st century skills and ask learners to put their hand up if they answered ‘yes’ in the quiz. Is there a skill that everyone has? Is there a skill that no-one has? 2. Nominate a few learners to tell the class why they answered ‘yes’. Refer to the ‘proactive’ speech bubble as a further example. 3. Choose one of the skills and ask learners to put their hand up if they answered ‘no’. Ask them why and ask <i>Can you change this? How?</i> Refer to the ‘communication’ speech bubble for an example. 4. Allow learners to look at their quiz answers and make notes on their ideas before starting small group discussions. |

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| | <p>CORE Feedback Monitor and support as needed. Make a note of any errors and examples of good language for delayed feedback. In whole class feedback, ask learners if anyone has similar answers. Also, compare suggestions for improving the skills and discuss as a class which is the best suggestion.</p> <p>Answers</p> <p>Learner' own answers</p> <p>Differentiation activities (Support): 1. Learners only say which skills they have and why.</p> <p>Differentiation activities (Stretch): 1. Learners give each other suggestions on how they can improve their skills.</p> |
| <p>Workbook page 29</p> | <p>Workbook: Activity 1 1. Learners complete the task individually.</p> <p>CORE Feedback Check as a class. Ask learners what helped them decide.</p> <p>Answers</p> <p>1 creativity; 2 proactive; 3 leadership; 4 communication; 5 problem solving; 6 team player</p> <p>Differentiation activities (Support): 1. Circle key words in the examples to help learners find the answer, for example, <i>interesting ideas</i> and <i>unusual subjects</i>.</p> <p>Differentiation activities (Stretch): 1. Ask learners to think of other possible examples for each skill.</p> |
| <p>Workbook page 29</p> | <p>Workbook: Activity 2 1. Refer learners to the 21st century skills written on the board. Point out that they are different parts of speech: abstract noun (<i>creativity</i>), concrete noun (<i>team player</i>), plural nouns (<i>leadership skills, communication skills</i>) and an adjective (<i>proactive</i>). We can derive associated words from these: <i>creative</i> (from <i>creativity</i>) and <i>leader</i> (from <i>leadership</i>). Some of these words will use the verb <i>to be</i>: <i>creative, proactive, leader, team player</i>; some will use the verb <i>to have</i>: <i>leadership skills, communication skills, creativity</i>. Some will need an article: <i>leader, team player</i> and the rest will not.</p> <p>2. Learners complete the activity individually and compare answers in pairs.</p> <p>DESIRABLE Feedback Check as a class.</p> <p>Answers</p> <p>1 creative; 2 leadership; 3 be; d has; 4 has; 5 creativity; 6 leader</p> <p>Differentiation activities (Support): 1. Direct learners to work in pairs for this activity.</p> <p>Differentiation activities (Stretch): 1. Ask learners to write similar sentences for their peers.</p> |

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| Workbook page 30 | Workbook: Activity 3 1. This activity is to check that learners have understood the difference between these similar words. 2. Learners complete the task individually. EXTENSION Feedback Learners share their sentences in small groups and peer correct. Then have each group choose the best sentences and nominate one writer from each group to write these on the board. <div style="background-color: #cccccc; padding: 2px;">Answers</div> Learners' own answers | | |
| Resources | Plenary 1. Ask learners which words were new in today's lesson and which words they already knew. 2. Which words do they find difficult to spell, say or remember? Make a note of these on the board and drill them as appropriate. | | |
| 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 |
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UNIT 3 LESSON 4 TASKS/ACTIVITIES

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| Resources | Starter |
| | <ol style="list-style-type: none"> 1. Ask learners how many 21st century skills they can remember. Write them on the board. 2. Nominate one learner and ask the others to guess which skill they answered 'yes' to in the quiz. Ask the learner in question to confirm. |
| Resources | Main Activity |
| Coursebook page 31 | <p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Demonstrate the task by describing a skill you have (without saying that you're talking about yourself). Say <i>This person ...</i>. Ideally, choose a skill that only you (out of the people in the classroom) have so that it isn't too difficult for learners to guess. 2. Allow learners some time to think about the person they will describe and make notes as needed. Then set the task in pairs or small groups. <p>DESIRABLE</p> <p>Feedback Nominate learners to share their description with the rest of the class.</p> <p>Answers</p> <p>Learner' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can describe 21st century or 'traditional' skills. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners describe more than one person. |
| Coursebook page 31 | <p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Refer to the list of 21st century skills in the reading text and have learners discuss the answers to their questions in small groups and then as whole class feedback. 2. Give learners time to think about their answers and make notes before speaking. <p>CORE</p> <p>Feedback Help learners differentiate between the two types of skills by writing <i>Traditional skills</i> and <i>21st century skills</i> on the board. Then choose one of the jobs seen in Lesson 1 (for example, firefighter) and ask learners to list skills under each heading.</p> <p>Possible answers</p> <p>They are called 21st century skills because nowadays machines are doing the work that humans did in the past, so now we need people with 'thinking' skills that machines can't have.</p> <p>'Traditional' skills: what you can physically do, for example a firefighter must be able to check a fire hydrant and use special equipment; 21st century skills: the personal qualities and abilities you have for example a firefighter must be a good team player because he must work with colleagues in dangerous situations.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Help learners formulate and express their ideas by asking prompt questions such as: <i>Is typing a 21st century skill? Why not? What can machines do? What can't they do?</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Can learners think of any other 21st century skill? |

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| <p>Coursebook page 31</p> | <p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Write <i>I AGREE</i> and <i>I DISAGREE</i> on the board. Elicit ways of expressing each. Refer learners to the <i>Speaking tip</i> for alternative expressions. 2. Have learners stand according to which 21st century skill they believe is the most important: proactive, problem solving, leadership, communication, creativity, team player. 3. Choose the two most popular skills. Divide the class into two groups. If there is an uneven number, balance out the groups by assigning skills to learners who have no strong opinion. Space permitting, have learners stand in their 'skills' groups on different sides of the classroom. 4. Stand in the middle of the room and lead this activity as a debate with members of each group expressing their view in turn. 5. Encourage learners to follow the rules of courteous debate by allowing their opponents to finish speaking before they give their counter argument. 6. Take on the role of moderator and ensure that every learner has a chance to express their view. Also refer to the phrases on the board and remind learners to use these when agreeing/disagreeing. Tick off the phrases and award a point to a group every time you hear someone using them. Award two points if someone uses a phrase which is not on the board. At the end of the debate, see which group has the most points and take a vote on which group was the most convincing and why. <p>CORE</p> |
| <p>Workbook page 30</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. In pairs, learners complete the activity. <p>DESIRABLE</p> <p>Feedback</p> <p>Write <i>I agree</i> and <i>I disagree</i> as headings on the board. Have one learner from each pair come out and write a phrase under the correct heading. Remind learners that when we disagree, we must do so in a polite way and use appropriate language. Point out that the longer the phrase, the more polite the language. Have learners compare these examples: <i>I don't agree</i>, <i>I'm afraid I don't agree</i>, <i>I'm sorry but I'm afraid I can't really agree</i>.</p> <p>Answers</p> <p>I agree: I'm with you on that.; Absolutely; That's true.; You're absolutely right.</p> <p>I disagree: You have a point, but ... ; I don't think so, because ... ; I'm sorry but that's not right ...; That's not really true.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Tell learners in advance how many phrases there are in each category. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners if they know any other ways of disagreeing/agreeing and to add them to the table. |

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| Workbook page 81 | Workbook: Activity 5 1. Refer learners to the example sentence and remind them that they are only using phrases to disagree. 2. Go through the statements and elicit a few ideas from learners before setting this as an individual task. EXTENSION Feedback If there is limited time to do this task, consider setting it as pairs/group work or as homework. <hr/> Answers Learner' own answers | | |
| Resources | Plenary 1. Play <i>Backs to the board</i> with the vocabulary from lessons 3 and 4. | | |
| 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 |
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UNIT 3 LESSON 5 TASKS/ACTIVITIES

| Resources | Starter |
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| Coursebook page 32 | <ol style="list-style-type: none"> Remind the class of the jobs they said they would like to do in the future. Ask them what kind of person they need to be. Refer learners to the picture and elicit the job (firefighter). Refer to the Starter questions and elicit possible answers (for example <i>you must be a team player, brave, calm, you must know how to put out a fire</i>). |
| Resources | Main Activity |
| Coursebook page 32 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> Tell learners they will read about a day in the life of a firefighter. Before they read, ask learners to close their books and make predictions about what a firefighter does each day. Write their ideas on the board. Have learners read the text but only allow a short time (three minutes maximum) to check their predictions. <p>CORE</p> <p>Feedback Whole class feedback on whether learners' predictions were correct. Is there anything that surprises them in a day in the life of a firefighter? Why?</p> <p>Answers</p> <p>Learner' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Encourage learners to look only at the content words and/or topic sentences to get the gist of the text. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners share their strategies for 'speed reading' with the rest of the class. |
| Coursebook page 33 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> Explain that learners will read the text again but this time more slowly and they will focus on finding new words. Refer learners to the <i>Reading strategy</i> and do the example together. Point out that the clue words <i>normal</i> and <i>routine</i> are adjectives so the word they are looking for is an adjective too (<i>typical</i>). Set this task in pairs and encourage pairs to share answers. <p>CORE</p> <p>Feedback Check as a class. Can learners think of other words which could match the descriptions?</p> <p>Answers</p> <p>1 typical; 2 shift; 3 emergency; 4 duties; 5 fire hydrant; 6 inspect; 7 equipment; 8 technology; 9 volunteers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Tell learners in which paragraph or line they can find each answer. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners write similar descriptions for other new or challenging words in the text. |

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| <p>Coursebook page 33</p> | <p>Reading: Activity 3</p> <ol style="list-style-type: none"> If learners are able to answer the questions without reading a third time, accept answers. If learners feel they need to read the text again, allow this but set a time limit (maximum of two minutes). <p>DESIRABLE</p> <p>Feedback Nominate learners to give answers.</p> <p>Answers</p> <p>He enjoys sitting down with his friends and having lunch and finding out how things work; Sometimes he's not keen on working out.</p> |
| <p>Workbook page 31</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Point out that the first letter of the missing word is given in bold. Learners complete the task individually. <p>CORE</p> <p>Feedback This task could be set as an informal test, where learners correct each other's answers.</p> <p>Answers</p> <p>1 volunteers; 2 duties; 3 emergencies; 4 equipment; 5 inspect; 6 technology 7 shift</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Tell learners the correct answers but have learners spell the words correctly. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners write other sentences with the words. |
| <p>Workbook page 31</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Before starting the task, choose one of the jobs in Activity 1 and write this on the board. Brainstorm the good things and bad things about this job, for example <i>firefighter +exciting –dangerous</i> Have learners think about the good and bad things for each job, this can be done in pairs or small groups. Compare learners' ideas. Next, refer learners to Activity 2 and model the task by saying and writing a sentence of your own about using the example of the firefighter (for example <i>I wouldn't mind being a firefighter because the work is exciting</i>). Set this as an individual task. This can either be done in class or as homework. <p>DESIRABLE</p> <p>Feedback Have learners show each other their work and peer correct. Which job was the most popular? Which was the least popular? Why?</p> <p>Answers</p> <p>Learner' own answers</p> |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> Lead a mingling yes/no game. Assign each learner a secret job to be and a different job to find. They have to mingle and ask each other questions until they find the <i>firefighter</i> (for example) and answer questions regarding their own job (<i>paramedic</i>, for example). |

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| 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 |
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UNIT 3 LESSON 6 TASKS/ACTIVITIES

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| Resources | Starter |
| | <ol style="list-style-type: none"> Put the pre-prepared strips of paper in a bag. Have one learner pick a strip and give a definition, the others guess what the job is. If you don't have strips of paper, write a word on an individual whiteboard and show it to the learner. |
| Resources | Main Activity |
| Coursebook page 33 | <p>Use of English: Activity 4</p> <ol style="list-style-type: none"> Refer learners to the <i>Use of English</i> box and read as a class. Write on the board <i>I don't feel like working out</i>. Ask learners if they remember who said it and why (<i>the firefighter talking about his daily routine</i>). Underline the verbs in the sentence (<i>feel like</i> and <i>working</i>). Repeat the same steps with the second model sentence <i>We start checking the equipment as soon as we arrive</i> but nominate a learner to do the underlining. Ask learners what they notice about the second verbs in each sentence (<i>they are in the -ing form</i>). Learners complete the activity by identifying the verb + <i>-ing</i> forms in the text in Activity 1. They can keep a record of these in their notebooks. <p>CORE</p> <p>Feedback Invite a learner at a time to read out a verb + <i>-ing</i> form from the text in order. Encourage peer correction if they miss one out.</p> <p>Answers</p> <p>start checking; (don't) feel like working out; include walking ... checking ... visiting ... inspecting; finished doing; practise cutting; enjoy sitting ... having; means cleaning; (don't) mind doing; keep on learning; like finding out; suggest changing; finished writing and talking</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Encourage learners to use boxes and different colours in their notebooks when highlighting verb forms, especially visual learners. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to write sentences of their own using the verb + <i>-ing</i> form. |
| Coursebook page 33 | <p>Speaking: Activity 5</p> <ol style="list-style-type: none"> Go through the questions before setting this pairwork activity. Once learners have had a chance to speak to and practise with a partner, space and time permitting, have learners mingle and ask and answer the same questions. Remind learners to use appropriate language to agree/disagree. <p>Feedback Monitor and support as needed. Make note of any mistakes and examples of good language for delayed feedback. Ask learners if they found anyone who had the same opinion.</p> <p>Answers</p> <p>Learners' own answers</p> |

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| <p>Workbook page 32</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Learners complete the activity individually. You can use this activity as an informal assessment opportunity. <p>DESIRABLE</p> <p>Feedback Check the answers in pairs, then as a class. Nominate learners to write the answers on the board.</p> <p>Answers</p> <p>1 giving up; 2 watching; 3 working; 4 being; 5 checking; 6 getting up; 7 doing</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Tell learners what verb to use but make sure they are producing the <i>-ing</i> form accurately. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners write similar sentences or a paragraph about another job. |
| <p>Workbook page 32</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Model the task by writing the example sentence on the board (<i>A good chef makes a new dish several times before serving it to customers.</i>) Ask learners to rewrite the sentence including the verb 'practise' and changing the second verb as needed. Remind learners to check for subject/verb agreement. (<i>A good chef practises making a new dish before serving it to customers</i>) Set this as an individual task. You can use this as an informal assessment opportunity as appropriate. <p>CORE</p> <p>Feedback Have learners exchange Workbooks and correct each other's work. Write the correct answers on the board.</p> <p>Answers</p> <ol style="list-style-type: none"> A good chef practises making a new dish before serving it to customers. Firefighters don't always feel like training in the gym. My sister has just finished studying at university. Being a good doctor involves listening to people. Computer programmers have to keep on staying up to date with the latest software. If you want to work in marketing, I suggest doing a business course. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Highlight which part of the original sentence needs to change. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners write similar sentences for their peers to transform. |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> Divide the class into two teams. Write one of the verb + <i>-ing</i> forms from today's lesson on the board. Teams have one minute to write a sentence using the verb correctly. Award one point for every correct sentence. |

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| 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 |
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UNIT 3 LESSON 7 TASKS/ACTIVITIES

| Resources | Starter |
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| Coursebook page 34 | <ol style="list-style-type: none"> Show learners two pictures: one of a traditional job and one of a modern job. Elicit the difference and establish the concept of jobs that have disappeared and jobs that did not exist in the past. Refer learners to the Starter questions. Discuss the first question as a whole class. Set the second and third questions as a team competition. Award one point for every acceptable answer and two points for an acceptable answer that no one else thought of. |
| Resources | Main Activity |
| Coursebook page 34 Audio Track 14 | <p>Listening: Activity 1</p> <ol style="list-style-type: none"> Read through the <i>Listening strategy</i> with the class. Nominate learners to name the jobs in the pictures. Elicit any relevant vocabulary that learners might already know and think they might hear. Allow learners to ask for any words they do not know yet but think they might hear. To do this, learners can paraphrase, draw or mime to explain the word they are looking for. Remind learners to focus only on the gist of what the speaker is saying. Play the audio track once. <p>CORE</p> <p>Feedback</p> <p>Ask learners to write the order in which they hear the speakers on pieces of paper or individual whiteboards. Everyone holds up their answers at the same time for all to see. After checking the order of the speakers, elicit or present the name of the job.</p> <p>Answers</p> <p>Speaker 1 B vet; Speaker 2 C window cleaner; Speaker 3 A pilot</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Play the audio track a second time if necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners recall as much as they can of what the speaker said. |
| Coursebook page 34 Audio Track 14 | <p>Listening: Activity 2</p> <ol style="list-style-type: none"> Write on the board <i>positive</i> and <i>negative</i>. Explain that learners will listen again, but this time for specific information. Have learners predict possible answers. Refer learners to the <i>Language tip</i> then play the audio track once. <p>CORE</p> <p>Feedback</p> <p>Check the answers in pairs, then as a class. Write words or short notes on the board under each heading. Then ask learners to summarise orally the main advantages and disadvantages of each job.</p> <p>Answers</p> <p>1 B vet: Good thing: help falcons fly again; Bad thing: difficult job 2 C window cleaner: Good thing: beautiful view of the city; Bad thing: dangerous 3 A pilot: Good thing: flying during the day; Bad thing: flying at night</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide learners with copies of the audioscript. |

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| | <p>Differentiation activities (Stretch):</p> <p>1. Learners think of other possible positive and negative things about each job.</p> |
| <p>Coursebook pages 34 and 35</p> | <p>Reading and speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Explain that learners will now read about modern day jobs, but they should only read the job assigned to them. They should make notes about the positive and negative things of the job they read about. 2. Organise a jigsaw reading. Divide the class into three groups and assign each group a job. Have learners look at the picture and the name of their job. Have learners heard of this job before? What could be possible positive and negative things about the job? 3. Set the task as a timed reading (five minutes). As this is a scan task, encourage learners to read quickly while they look for the words that indicate advantages or disadvantages, and not to worry about any new vocabulary. <p>CORE</p> <p>Feedback</p> <p>Check the answers in groups, then reform groups so that there is one person from each job in every group. Learners tell each other about the job they were assigned, highlighting the positive and negative things. Monitor and support as needed, reminding learners to use linkers when presenting their jobs.</p> <p>Answers</p> <p>A Positive: try delicious food for free; Negative: get very fat B Positive: sleep on the job; Negative: can be boring C Positive: spend hours on the Internet; Negative: stop seeing your friends or going out</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Highlight where learners can find the positive and negative things in each text. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners think of other possible positives and negatives about each job. |
| <p>Workbook page 33</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Refer learners to the example and point out that they should use a variety of linkers to join the sentences. 2. Point out that though they mean the same thing, <i>however</i> comes at the start of a sentence (as in the example), while <i>but</i> comes after a comma: <i>In this job, the good thing is you can eat food for free, but the bad thing is you can get very fat.</i> 3. Learners complete the task individually. <p>DESIRABLE</p> <p>Feedback</p> <p>As the learners have already produced this language orally, they should be able to complete the task quickly so run this as a timed competition (five minutes) or use this as an opportunity for informal assessment. Fast finishers write the answers on the board after they have completed all answers. Accept any accurate use of linkers.</p> <p>Possible answers</p> <p>Job A: In this job, you can eat food for free. However, you can get very fat. Job B: In this job, although you have a beautiful view of the city below, you can fall and hurt yourself. Job C: In this job, even though you work with animals all day, you can't always understand what's wrong with them. Job D: In this job, you can sleep on the job, but it can get boring. Job E: In this job, you can surf the Internet all day and night. However, you can't go out with your friends.</p> |

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| | Differentiation activities (Support): 1. Provide learners with a linker for each sentence. | | |
| | Differentiation activities (Stretch): 1. Ask learners to join the sentences using a variety of linkers. | | |
| Workbook page 33 | Workbook: Activity 2 1. Refer learners to the example sentence in Activity 1 and ask them if they can guess the job (<i>food taster</i>). 2. Lead this as a whole class activity. Learners write their answers in their notebooks then hold up their answers for everyone to see. DESIRABLE Feedback Nominate learners for answers. Answers Job A: food taster Job B: window cleaner Job C: vet Job D: professional sleeper Job E: digital trend reader | | |
| Resources | Plenary | | |
| | 1. Ask learners to imagine we are in the year 2100 and to invent a job that does not exist now. They must describe their job. Learners vote for which job is most likely to exist in 2100. | | |
| 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 |
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UNIT 3 LESSON 8 TASKS/ACTIVITIES

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| Resources | Starter |
| | <ol style="list-style-type: none"> 1. Divide the class into groups of six. Give each member a different strip of paper. 2. In turn, each person must define their word and the others must guess the word. |
| Resources | Main Activity |
| Coursebook page 35 | <p>Vocabulary: Activity 4</p> <ol style="list-style-type: none"> 1. In pairs, learners think about the meaning of the words in bold in Activity 3. 2. Encourage learners to use their own words to write the definitions, but allow them to use dictionaries as needed. <p>CORE</p> <p>Feedback</p> <p>Have learners read out their words or definitions. The rest of the class must guess the word.</p> <p>Possible answers</p> <p>qualifications: degrees or certificates positions: jobs make a living: get enough money from your job to live on earn: receive money for work you do role: duty, responsibility</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners concept check questions to check their understanding, for example <i>If you make a living, do you have enough money to pay for bills and other expenses?</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners make sentences using these words. |
| Workbook page 34 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Set this task as a group competition, using the same groups as in the Starter activity. <p>CORE</p> <p>Feedback</p> <p>Learners write the answers in their Workbooks, but also rearrange the strips of paper in the order of the correct answers. Go around the class to do a spot check.</p> <p>Answers</p> <p>1 earn; 2 qualification; 3 role; 4 make a living; 5 positions</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Tell learners which is the first strip. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners make other sentences with the words on the strips. |

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| <p>Workbook page 34</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Refer learners to the model in their Workbook and elicit the name of the job (<i>gardener or farmer</i> – accept any sensible answer). 2. This can be set as an individual task, and exploited as an informal assessment opportunity, or as pair/group work to encourage self and peer correction as well as sharing best practice. If you opt for the latter, number learners' texts and display their work around the room. While doing a gallery walk, learners read the descriptions and make a note of the job they think is described. <p>CORE Feedback Learners say which job is described in each text. The author confirms whether the guesses are accurate.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Indicate which words can be replaced in the model to create new descriptions: <i>In this job</i>, (description of where you work). <i>You can</i> (something good you can do in this job). <i>However</i>, (something not good about the job). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners describe more than one job. |
| <p>Coursebook page 35</p> | <p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Allow learners to choose their roles or assign roles as needed. 2. Give learners time to practise. Each one should take it in turns to ask and answer questions. Time permitting, have pairs join other pairs to have a four-way role-play. <p>CORE Feedback Monitor and support as needed. Nominate pairs to perform for the class. Encourage fluency practice and lead delayed feedback, both positive and constructive, after the task.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Play a game where the class is divided into two teams. Choose one of the jobs from Lessons 8–9. Team A starts by saying something good about the job. Team B must reply with something bad about the job. Give each team 10 seconds to respond. Teams continue saying the good and bad things until one of the two teams runs out of advantages/disadvantages. |

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| 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 |
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UNIT 3 LESSON 9 TASKS/ACTIVITIES

| Resources | Starter |
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| Coursebook page 36 | <ol style="list-style-type: none"> 1. Ensure learners understand the meaning of survey (<i>asking many people the same questions to gauge common responses</i>) and refer them to the jobs listed in the survey. Point out that although they may not have encountered number 6 (<i>Formula 1 driver</i>) before, they do know <i>taxi driver</i>, and they can extrapolate from this. 2. Write the jobs on the board and have learners stand up if this is their preferred job as you point to each one. Make a note on the board of how many learners stand up for each job, then determine a ranking of most and least popular jobs among learners. 3. Refer learners to the ranking in the Starter and compare it with the class's ranking. Is it the same? |
| Resources | Main Activity |
| Coursebook page 36 | <p>Speaking: Activity 1</p> <ol style="list-style-type: none"> 1. In pairs, learners take turns to ask and answer the questions and make a note of their partner's answers in their notebooks. Advise them that they don't need to do anything with the numbered words for now – they will be used in the next activity. <p>CORE Feedback Nominate learners to orally summarise their partner's answers.</p> <p>Answers</p> <p>Learners' own answers</p> |
| Coursebook page 36 | <p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. In pairs, learners choose a job from the box to match each of the numbered words from Activity 1. Advise them that there may be more than one possible answer for each. <p>CORE Feedback Write the numbers 1 to 12 around the board. Nominate learners to come out and write a job under each number. Encourage them to justify their choice.</p> <p>Possible answers</p> <p>1 doctor, lawyer, nurse, police officer, receptionist, salesperson, secretary, teacher, vet; 2 teacher, politician; 3 journalist, salesperson; 4 computer programmer, engineer, Formula 1 driver, pilot; 5 vet; 6 gardener; 7 chef, graphic designer, journalist, photographer, writer; 8 nurse, receptionist, secretary, teacher; 9 chef, computer programmer, receptionist, scientist, secretary; 10 computer programmer, professor, teacher; 11 doctor, pharmacist, scientist, vet; 12 professor</p> |

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| <p>Coursebook page 36</p> | <p>Speaking: Activity 3</p> <p>1. Model the task by asking one of the stronger learners the questions in Activity 1 and then suggesting one of the possible jobs based on his/her answers. Encourage learners to use the language in the speech bubbles.</p> <p>CORE Feedback Monitor and support as needed. Have a few open pairs demonstrate for the class and ask if the rest of the class agrees with the suggested job.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>1. Learners read the speech bubbles exactly as scripted and simply suggest one of the possible jobs.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners extend the script in the speech bubbles, for example <i>Have you thought about becoming...</i>, <i>If I were you, I would become a ...</i></p> |
| <p>Workbook page 35</p> | <p>Workbook: Activity 1</p> <p>1. Tell learners they will now answer specific questions about themselves.</p> <p>2. Look at the first question as a class and brainstorm possible personal adjectives. Write these on the board and point out that learners should only choose three to answer the question.</p> <p>3. Learners continue the task individually.</p> <p>CORE Feedback Monitor and support as needed.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>1. Allow learners to use their dictionaries to look up unknown words in the questions. Learners can write single word answers where possible.</p> <p>Differentiation activities (Stretch):</p> <p>1. Encourage learners to extend their answers.</p> |
| <p>Workbook page 35</p> | <p>Workbook: Activity 2</p> <p>1. Refer to the <i>Vocabulary</i> box and tell learners they will now write a personal profile of themselves.</p> <p>2. Look at the writing prompt questions and emphasise that learners should not write their names on their profiles (they are to remain anonymous). Refer learners to the <i>Writing tip</i>.</p> <p>CORE Feedback Monitor and support as needed. Ensure the writing tasks are anonymous. Display the A4 papers and have learners do a gallery walk or have learners randomly read out someone else's profile. Can the others guess who the writer is?</p> <p>Answers</p> <p>Learners' own answers</p> |

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| | Differentiation activities (Support): 1. Highlight the part in the model profile which learners can replace with information about themselves, for example <i>I'm</i> (adjectives to describe yourself). <i>I'm not an (indoor/outdoor) person. I'm good at (what?). I'm interested in (what?), so I'd really like to work in (which field?). I hope I'll have a job working for (who or which company?).</i> | | |
| | Differentiation activities (Stretch): 1. Learners add additional personal information of their choice to the profile. | | |
| Resources | Plenary | | |
| | 1. Ask learners if they are excited about their future jobs? Some people think it might be more difficult to find a good job in the future. Why? Discuss as a class. | | |
| 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 |
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UNIT 3 LESSON 10 TASKS/ACTIVITIES

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| Resources | Starter |
| | <ol style="list-style-type: none"> 1. Copy and prepare the questions strips. There should be one strip for every learner. 2. Give each learner a strip. Have them conduct a survey by mingling around the room asking and answering their question. 3. Learners report back to the class what their classmates said. |
| Resources | Main Activity |
| <p>Coursebook page 37 Audio Track 15</p> | <p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Refer learners to the photos. 2. Explain that learners are going to listen to three people talk about different aspects of their future as detailed in the rubric: <i>family life, education and possessions</i>. Write these on the board. 3. Play the audio track once only, as learners are just focusing on the gist, stopping after each section for learners to note down their answers. <p>CORE Feedback Play the audio, stopping after each section. Have the class call out their answer.</p> <p>Answers</p> <p>1 education; 2 family life; 3 possessions</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with the audioscript. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners recall as much information as they can from the audio track. |
| <p>Coursebook page 37 Audio Track 15</p> | <p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Play the audio track again and have learners write down the questions in their note books. <p>CORE Feedback Learners compare answers in pairs, then check as a class. Nominate learners to write the questions on the board.</p> <p>Answers</p> <p>1 Where do you think you'll be in 10 years?; 2 What do you think you'll do in the future?; 3 What do you think you'll have in the future that you don't have now?</p> |
| <p>Coursebook page 37</p> | <p>Writing: Activity 6</p> <ol style="list-style-type: none"> 1. Underline 'll in the questions from Activity 4 that you wrote on the board. Ask learners what this is an abbreviation of (<i>will</i>). 2. Refer learners to the <i>Use of English</i> box. Elicit example sentences of the future form with <i>will</i>, asking alternate learners for a sentence with the negative form (<i>won't</i>). 3. Learners write sentences that are true for themselves in their notebooks. |

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| | <p>CORE Feedback Circulate and monitor learners' work, making sure they are using <i>will</i>, <i>'ll</i> and <i>won't</i> correctly. Make a note of any consistent problems and clarify as a class before moving on to the next activity.</p> <p>Answers</p> <p>Learners' own answers</p> |
| Coursebook page 37 | <p>Speaking: Activity 7 1. Using the notes they made in Activity 5, learners ask and answer questions with a partner.</p> <p>CORE Feedback As a whole class feedback, ask learners to report on their partner's predictions for their futures. Do any of the learners have the same predictions?</p> <p>Answers</p> <p>Learners' own answers</p> |
| Workbook page 36 | <p>Workbook: Activity 3 1. Tell learners they will now read some personal profiles and must match them to a job. 2. Learners complete the task in pairs or groups.</p> <p>DESIRABLE Feedback Nominate learners for answers.</p> <p>Answers</p> <p>1 lawyer; 2 journalist; 3 fashion designer</p> |
| Workbook page 36 | <p>Workbook: Activity 4 1. Write <i>vet</i> on the board. Ask learners if any of them would like to be vets. Why? Why not? 2. Brainstorm what skills are needed to be a vet and write these on the board. 3. Set this as a timed reading (ten minutes). Learners complete the task individually.</p> <p>DESIRABLE Feedback Have learners pair check. Ask one learner to lead feedback and nominate learners for answers. After feedback, check learners' ideas on the board. Were they right?</p> <p>Answers</p> <p>1 You need to be strong and decisive; 2 You need to be good at solving problems and you need to have good communication skills. You need to be able to write good letters and emails.; 3 Yes, you do.; 4 You need to have qualifications in Biology, Chemistry and another subject, such as Maths.; 5 Work experience on farms, in veterinary clinics, at riding stables, or in animal homes.; 6 Five years.; 7 It's quite well paid.; 8 You're helping to improve the health and happiness of animals.; 9 You work long hours. There's a lot of office work and you're on call at night for emergencies.</p> |
| Resources | <p>Plenary</p> <p>1. Have learners form a line down the centre of the class. Ask those who will go to university in the future to step to the right, those who will find a job after high school to step to the left. Is there a majority preference? If time allows, ask learners to justify their choices.</p> |

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| 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 |
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UNIT 3 LESSON 11 TASKS/ACTIVITIES

| Resources | Starter |
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| Coursebook page 38 | <ol style="list-style-type: none"> 1. Refer learners to the Starter question. Tell learners to imagine they have finished their studies and are now entering the world of work. Brainstorm where they would look for work and write their ideas on the board. 2. Take a vote on the most popular means of finding a job and why. |
| Resources | Main Activity |
| Coursebook page 38 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. If learners have not mentioned <i>job ads</i> in the Starter activity, refer learners to the picture at the top right of the page and explain that <i>ad</i> is short for <i>advertisement</i>. Ask learners where they might find job ads (<i>newspapers, online recruitment sites, magazines</i>). 2. Go through the questions and then set the task as a timed scanning exercise (five minutes). 3. Learners read the job ads individually. <p>CORE</p> <p>Feedback</p> <p>Nominate learners for the answer and ask them where they found the answer in the ad.</p> <p>Answers</p> <p>1 Job 4; 2 Job 3; 3 Job 2; 4 Job 2; 5 Job 1</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Indicate where the learners can find the answers in the text. Ask yes/no questions to help the learners understand the answer, for example: <i>Does job 1 talk about working in another country?</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners say which job seems most interesting and why. |
| Coursebook page 38 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to recall 21st century skills and their definitions from Lessons 3 and 4. 2. Learners answer the reading question individually then discuss their ideas in small groups. <p>CORE</p> <p>Feedback</p> <p>The question requires the learners to use some inference skills, so allow a slightly longer time limit (five to ten minutes) and allow learners to discuss their answers before whole class feedback.</p> <p>Possible answers</p> <p>Job 1: communication skills, leadership skills, proactive Job 2: team player, communication skills, problem-solving skills Job 3: communication skills, team player Job 4: creativity, team player, problem-solving</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners focus on just one ad. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners say what other skills might be useful for these jobs. |

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| <p>Coursebook page 39</p> | <p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Model the task with the first definition. Highlight that you are looking for a word which indicates a group of people, so they should look for a single uncountable noun (<i>staff</i>). Ask learners to think of words they know which match the definitions. If they do not think of the word, ask them what kind of word it is (<i>noun</i>) and refer them to Job 1 for the answer. 2. Learners complete the task individually and write the words in their notebooks. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to write answers on the board. If learners give <i>employees</i> as the answer to <i>a</i>, tell them they are correct, as <i>staff</i> and <i>employees</i> are synonyms, but point out that the answer to <i>h</i> cannot be <i>staff</i> as a singular noun is required, therefore <i>employee</i> must be the answer to <i>h</i>.</p> <p>Answers</p> <p>a staff; b role; c benefits; d essential; e colleagues; f potential; g opportunity; h employee</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Tell learners in which ad they can find the different words. Allow them to use dictionaries as needed. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners say which words have similar meanings: <i>staff, employees, colleagues</i>. |
| <p>Workbook page 37</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Model the task by writing the first half sentence in column A on the board: <i>I really enjoy working with my colleagues.</i> 2. Ask learners to look for a half sentence in column B that describes or refers to the colleagues (<i>g because they're all very helpful and friendly.</i>) 3. Ask learners to find the answers in pairs, then compare answers in groups. <p>DESIRABLE</p> <p>Feedback</p> <p>Have one learner read out one half of the sentence and nominate another learner to read out the second half. The class say whether this is a match. Time and classroom space permitting, ask each learner to memorise just one half sentence or give them a strip with a half sentence on it. Then have learners mingle and say their half sentence until they find their partner.</p> <p>Answers</p> <p>1 g; 2 f; 3 b; 4 d; 5 c; 6 a; 7 e</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide the sentences as cut up strips and reduce the number of sentences to match. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write alternative second halves for the sentences in column A. |

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| Workbook page 37 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Model the task by asking one learner to choose one of the words in bold from Activity 1. 2. Write the word on the board and ask learners what kind of word it is: adjective, singular noun or plural noun. 3. Give learners one minute to think of one sentence using the word on the board appropriately. Time permitting, nominate two or three learners to write their sentence on the board. Otherwise, have them read out their sentence. The whole class says if the sentence is correct. 4. Set this as an individual task. <p>EXTENSION</p> <p>Feedback</p> <p>Monitor and support as needed. Have learners share their sentences and peer correct.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to write simple definition sentences. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. If learners have written sentences with two clauses, ask them to read out the first half and ask the others to complete the sentence. Did they think of the same ending? | | |
| Resources | <p>Plenary</p> <ol style="list-style-type: none"> 1. Play <i>Backs to the board</i> with the new vocabulary. Invite pairs of learners to the front of the class. They sit with their backs to the board. Write one of the new words from the lesson on the board (or invite learners to write one). 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 <i>Yes</i> or <i>No</i> 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 |
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UNIT 3 LESSON 12 TASKS/ACTIVITIES

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| Resources | Starter |
| | 1. Review the vocabulary from Lesson 12 by giving a definition and asking learners for the word, for example: <i>These are the people you work with</i> (colleagues). |
| Resources | Main Activity |
| Coursebook page 39 Audio Track 16 | <p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to recall the four jobs ads they read in the previous lesson on page 104 (<i>reception manager, aid worker, sales person, graphic designer</i>). Write these on the board. What kind of person does each job require? Elicit possible personal profile adjectives, skills and/or qualifications. For example, <i>reception manager: leaderships skills, experience managing staff</i>. 2. Refer learners to the rubric and point out that learners will listen to four people describe themselves so they must match each speaker to a job. Write the speakers' names on the board (<i>Hamda, Mohammed, Fatima, Marwan</i>) and ask learners to do the same in their notebooks. 3. Play the audio track once, pausing after each speaker to give learners time to make notes for each speaker and assign a speaker to a job. 4. Check as a whole class. <p>CORE Feedback Play the audio track again and elicit the words that helped learners decide after each speaker.</p> <p>Answers</p> <p>Speaker 1 (Hamda): Job 4 (Graphic Designer); Speaker 2 (Mohammed): Job 2 (World Aid); Speaker 3 (Fatima): Sales Representative; Speaker 4 (Marwan): Job 1 (Reception Manager)</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to read the audioscript while listening the second time. Play in sections as needed. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners summarise what each speaker said about themselves. |
| Coursebook page 39 | <p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. Explain that one of the speakers has applied for the job and learners will now read what this person wrote and decide who wrote the email. 2. Learners complete the task individually then discuss their answers in small groups. <p>CORE Feedback Name each speaker and have learners put their hands up if they think that person wrote the email. Are they surprise by the answer?</p> <p>Answers</p> <p>Mohammed</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have learners compare the audioscript and the email to find the answer. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners discuss whether Mohammed or Fatima would be better for the job. |

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| <p>Coursebook page 39</p> | <p>Speaking: Activity 6</p> <p>1. This can be run as a group discussion or whole class debate depending on the time available.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Monitor and support as needed. Make notes of language errors and examples of good practice for delayed feedback.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Workbook page 38</p> | <p>Workbook: Activity 3</p> <p>1. Refer learners to the email and ask who it is from (<i>Hamda</i>) and what job she was suited for (<i>graphic designer</i>). Explain that this is her email of application but the sentences are not in the correct order.</p> <p>2. Learners complete the task individually and then compare answers in groups of 7. If the class size makes this problematic, divide class into small mixed groups.</p> <p>CORE</p> <p>Feedback</p> <p>Assign a number (1–7) to each learner in a group and ask them to stand in the order in which they think the letter should be re-ordered. If the class size makes this problematic, have learners read out their sentence, with more able learners reading out more than one sentence.</p> <p>Answers</p> <p>1 g; 2 e; 3 c; 4 a; 5f; 6 b; 7 d</p> <p>Differentiation activities (Weak):</p> <p>1. Give learners the first sentence.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners gap words in Hamda's application email and have their peers fill the gaps.</p> |
| <p>Workbook page 38</p> | <p>Workbook: Activity 4</p> <p>1. Refer learners to Hamda's application email and ask them what they notice about it. Guide learners by asking questions, for example <i>Are the sentences long or short? (short) How does the email start? (Dear Sirs) How does the writer say goodbye? (Best regards)</i> Explain that when we write formal letters or emails we must follow certain rules and refer learners to the <i>Writing tip</i>.</p> <p>2. Give learners time to decide which job they will apply for and set this as an individual task. Allow learners to use the model in their Workbook as needed.</p> <p>CORE</p> <p>Feedback</p> <p>Have learners write their applications on A4 pieces of paper which you display on the walls. Group applications according to the job, so there should be four groups of applications in all. Invite learners to do a gallery walk and choose the best candidate for each job.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>1. Highlight the parts of the model application emails which learners can replace with information about themselves.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners apply for more than one job.</p> |

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| Resources | Plenary | | | | | | | | |
| | <p>1. Play <i>Stop the Bus!</i> Divide learners into groups and ask each group to appoint a scribe. Write this table on the board and ask each scribe to copy it for his/her group:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">A job</td> <td style="width: 33%;">A personality adjective</td> <td style="width: 33%;">Something you do at work</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> </table> <p>2. Call out a letter, each group must think of a suitable word for each category that starts with that letter, for example <i>A: accountant, ambitious, answer the phone.</i></p> <p>3. The first group who can write a word for each category shouts <i>Stop the bus!</i> The group scribe then reads out their words and, if the words are suitable, the group gets a point.</p> | | | A job | A personality adjective | Something you do at work | | | |
| A job | A personality adjective | Something you do at work | | | | | | | |
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| 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 | | | | | | |
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UNIT 3 LESSON 13 TASKS/ACTIVITIES

| Resources | Starter |
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| | <ol style="list-style-type: none">1. Draw a big fish in a small bowl with a few small fish on the board.2. Next to it, draw a small fish in a big bowl with a lot of other small fish.3. Ask learners which fish they would rather be and why.4. Lead a brief debate and have a show of hands to vote for big fish in a small bowl or small fish in a big bowl. |
| Resources | Main Activity |
| Coursebook page 40 | Reading: Activity 1 <ol style="list-style-type: none">1. Look at the title: <i>Compare working for a big company with having a business of your own</i>. Ask learners if they can see any connection with the lesson title. Which situation represents working for a big company? (small fish in a big bowl) Which situation having a business of your own? (big fish in a small bowl).2. Learners complete the matching task individually. CORE Feedback Ask learners to stand up if they think the answer for number 1 is A, then B, then C. Repeat for number 2. Number 3 is obviously the last answer remaining. |
| | Answers 1 C; 2 A; 3 B |
| | Differentiation activities (Support): <ol style="list-style-type: none">1. Highlight <i>however</i> and <i>but</i> in answers A and C. Remind learners that these linkers are used to contrast ideas, like advantages and disadvantages. So they must answer questions 1 and 2. |
| | Differentiation activities (Stretch): <ol style="list-style-type: none">1. Ask learners if they agree with the answers. If not, why not? |
| Coursebook page 40 | Speaking: Activity 2 <ol style="list-style-type: none">1. Give learners a few minutes to think about their answers and make notes as needed.2. Set this as pairwork. DESIRABLE Feedback Monitor and support as needed. Have a few stronger learners say their answers for the class. |
| | Answers Learners' own answers |
| | Differentiation activities (Support): <ol style="list-style-type: none">1. Learners can repeat the answers in Activity 1. |
| | Differentiation activities (Stretch): <ol style="list-style-type: none">1. Learners think of more than just one advantage or disadvantage for each situation. |

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| <p>Coursebook page 40</p> | <p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Organise learners into small groups. Give them some time to think about their ideas and make notes as needed. 2. Set the task as a timed discussion (five minutes). <p>EXTENSION</p> <p>Feedback</p> <p>Monitor and support as needed, reminding learners to use linkers when contrasting ideas and to take turns during the discussion. Nominate one speaker from each group to summarise what their group felt.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners discuss only one of the two questions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners have to think of at least one point for and one point against each argument. |
| <p>Workbook page 39</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Look at the question as a class and brainstorm some arguments for both positions on the board. 2. Refer learners to the essay and point out that the first sentence (topic sentence) is missing. Explain that this sentence introduces the main idea of the paragraph that follows. 3. Set this as a timed reading task (five minutes). <p>CORE</p> <p>Feedback</p> <p>Number learners 1 to 4 and A to D. Ask learners to stand next to their matching topic sentence or paragraph so, for example, learner(s) number 1 stands next to learner(s) B, learner(s) number 2 stands next to learner(s) C and so on.</p> <p>Answers</p> <p>1 b; 2 c; 3 d; 4 a</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Start with the topic sentence for the conclusion and ask learners to look for language to close the essay (<i>in conclusion</i>). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write alternative topic sentences. |
| <p>Workbook page 39</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Set this as an individual task. Refer learners to the model essay in Activity 1 and also remind them to draw on the ideas they discussed during the speaking activities. <p>CORE</p> <p>Feedback</p> <p>Encourage learners to peer and self correct. Organise learners in small groups and have them read out their essays to each other. Then post the essays on the wall and have learners do a gallery walk.</p> <p>Answers</p> <p>Learners' own answers</p> |

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| | Differentiation activities (Support): 1. Learners write only the introductory paragraph. | | |
| | Differentiation activities (Stretch): 1. Learners write an essay for any one of the questions discussed in this lesson. | | |
| Resources | Plenary | | |
| | 1. Play FREEZE! Tell learners they are going to answer the question <i>What's more important, high qualifications or a lot of experience?</i> You can lead this as a small group or whole class task. 2. One learner start by answering the question. The moment you say <i>FREEZE!</i> they must stop speaking, even if it is mid-word. They nominate a learner to carry on speaking where they left off. Repeat <i>FREEZE!</i> after about two minutes, and the learner who was speaking nominates someone else to carry on. Repeat these steps until everyone has had a chance to speak. | | |
| 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 |
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UNIT 4 LESSON 1 TASKS/ACTIVITIES

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| Resources | Starter |
| Coursebook page 41 | <ol style="list-style-type: none"> 1. Plug in the microphone, tap it, say <i>One, two, three, testing</i> (or simulate with the rolled-up magazine); clear your throat and look as though you are about to begin speaking; then stop, put your finger to your lips and then scratch your head. Then say <i>What shall I say?</i> 2. Explain that this unit will be about speeches. Write <i>speak, speech, talk</i> on the board. Explain that <i>speak</i> and <i>talk</i> are both verbs and are synonyms. Explain that <i>talk</i> can be a verb or a noun. Explain that <i>a speech</i> is a formal presentation and <i>a talk</i> is usually more informal. 3. As a class, discuss the Starter questions. Advise learners that they can think about live speeches, or TV or radio speeches. |
| Resources | Main activity |
| Coursebook page 41 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the poster and elicit what information is provided (location, day, time, events). 2. Read the rubric aloud. As a class, discuss who might give a speech at an end-of-year assembly. What would they speak about? Elicit ideas from a variety of learners. <p>CORE</p> <p>Feedback</p> <p>Invite learners who have attended a similar assembly to share their experience with the class.</p> <p>Possible answers</p> <p>Teachers and learners could give a speech. It could be about high points of the school year, the learners' efforts, academic or sporting successes, the future, making promises and setting goals.</p> |
| | Differentiation activities (Support): |
| | 1. Pre-teach <i>assembly, join us, speeches</i> and <i>prizes</i> before the discussion. |
| | Differentiation activities (Stretch): |
| | 1. Learners discuss the questions in small groups before the class discussion. |
| Coursebook page 41 Audio Track 17 | <p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that learners are going to listen to two students, Hessa and Moza, practising their speech for the end-of-year assembly. Elicit what <i>confident</i> means (it describes someone who believes in his/her abilities, isn't afraid). 2. Go through the words in the <i>Vocabulary</i> box – learners will understand the audio more easily if they understand these words first. 3. Play the audio track once for the learners to discuss who sounds more confident and why. <p>CORE</p> <p>Feedback</p> <p>Invite learners to give their opinion and reasons.</p> <p>Possible answers</p> <p>Hessa sounds a lot more confident – she doesn't pause, she speaks up. Moza pauses a lot, makes errors and her voice is sometimes too low.</p> |

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| | <p>Differentiation activities (Support):</p> <p>1. Play the audio track twice before checking answers with the class.</p> <p>Differentiation activities (Stretch):</p> <p>1. Play the audio once and have learners discuss their opinions in pairs. Then play the audio once more for them to confirm their answers.</p> |
| <p>Coursebook page 41 Audio Track 17</p> | <p>Listening: Activity 3</p> <p>1. Give learners a minute or so to read through the sentences. Encourage them to answer the ones they remember.</p> <p>2. Play the audio track again for the learners to notice who said each sentence. Point out that some of the sentences are questions and some are reported speech.</p> <p>3. Learners compare answers in pairs.</p> <p>Feedback</p> <p>Invite learners to read out a sentence with the correct name.</p> <p>Answers</p> <p>1 Moza; 2 Hessa; 3 Hessa; 4 Moza; 5 Hessa; 6 Moza; 7 Moza; 8 Hessa</p> |
| <p>Workbook page 40</p> | <p>Workbook: Activity 1</p> <p>1. Ask learners to match the halves to make phrases.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a phrase and write it on the board.</p> <p>Alternative You could give learners halves of the phrases on slips of paper and have them mingle until they find their matching half.</p> <p>Answers</p> <p>1 b; 2 e; 3 d; 4 a; 5 f; 6 c</p> |
| <p>Workbook page 40</p> | <p>Workbook: Activity 2</p> <p>1. Learners complete the sentences with the phrases from Activity 1. Point out that they may need to change the verb form.</p> <p>2. Learners compare their answers in pairs, before checking with the class.</p> <p>CORE</p> <p>Feedback</p> <p>Choose six learners to read out a sentence each. Each time, invite other learners to say whether they agree or not.</p> <p>Answers</p> <p>1 get a chance; 2 find the time; 3 take a break; 4 are under stress; 5 keep in touch; 6 take part in</p> <p>Differentiation activities (Support):</p> <p>1. Ask learners to write the phrases in their notebooks and add a translation in their own language.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to write the phrases in their notebooks, translate them and add another example of their own, for each phrase.</p> |

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| Resources | Plenary | | |
| | 1. Say the words from Workbook Activity 1 on page 165 (<i>find the, be, get a, take a, take, keep</i>) in random order. Each time, have learners stand up if they remember the words that complete the phrases. | | |
| 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 |
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UNIT 4 LESSON 2 TASKS/ACTIVITIES

| Resources | Starter |
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| | <ol style="list-style-type: none"> Before the class starts, write up a few phrases (real or imaginary) people told you recently, for instance, something a colleague told you, a family member, a student. Write them in direct speech and make sure you include a variety of tenses and one or two questions, for example <i>I want to visit you. I'm going to be under a lot of stress at work this month. Will you get a chance to relax this weekend?</i> Have learners look at the phrases and guess who told you what. To help them, you could tell them who the people are (your mum, your brother, the headmaster) and ask them to match them to the phrases. Give learners the answers using reported speech <i>My mum told me she wanted to visit me. My brother told me he was going to be under a lot of stress at work this month. The headmaster asked if I would get a chance to relax this weekend.</i> Explain to learners that you gave the answers in reported speech. |
| Resources | Main activity |
| <p>Coursebook page 42</p> | <p>Use of English: Activity 4</p> <ol style="list-style-type: none"> Go through the <i>Use of English</i> box and check for comprehension. Invite different learners to read out the direct and reported halves of the examples. Before learners do the task, ask them what they remember from Hessa and Moza's speeches. What did they say? What questions did they ask? Refer learners to the sentences in Activity 3. These are the reported speech forms they have to provide direct speech for. Check learners are confident transforming reported statements and questions to direct speech. Read out the example given. If necessary, do another example. Allow a few minutes for the task. Learners compare their answers in pairs before checking as the class. <p>CORE</p> <p>Feedback</p> <p>Invite a learner to read out the sentence or question in reported speech and have a different learner supply the direct speech. Encourage the class to say whether they agree or not.</p> <p>Answers</p> <p>1 I can't believe it's the end of the year. 2 How are you feeling? 3 You have worked hard all year. 4 Did you enjoy your school year? 5 I can see lots of excited faces. 6 Aren't you a bit sad? 7 I would like to thank all of our teachers. 8 Where do the teachers/they find the time for everything?</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Put the learners in pairs and ask them to divide the sentences between them: Learner A does sentences 1–4, Learner B does sentences 5–8. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Give learners a three-minute time limit to do the task. |

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| <p>Coursebook page 42</p> | <p>Use of English: Activity 5</p> <ol style="list-style-type: none"> 1. Give the learners time to read through the statements and questions. Clarify any unknown vocabulary and, if necessary, do an example with the whole class. 2. Give learners time to write the reported statements and questions in their notebooks. 3. Learners compare their answers in pairs before checking with the class. <p>CORE</p> <p>Feedback</p> <p>Read out a statement or question in direct speech and nominate a learner to report it. Encourage peer-correction.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Mr Saeed asked the students whether/if they were looking forward to school the following year. 2 Meera said that her parents couldn't come to the assembly. 3 Ibrahim asked what time the assembly started the following day. 4 Majed told me he'd pick me up at half past eight. 5 Hessa asked Asma whether/if she had liked Moza's speech. 6 The teachers said they had had a lot of fun the day before. |
| <p>Coursebook page 42</p> | <p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Read out the questions and check learners understand <i>challenge</i> (something that is quite difficult or that you have to work hard at). 2. Give learners a few minutes to discuss the questions in pairs or groups of three. 3. While learners do the task, monitor and make a note of any good use of language and/or errors to go over with the whole class. <p>CORE</p> <p>Feedback</p> <p>Invite learners to report the most important/interesting points they discussed with their partner(s). Give feedback on language use.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have learners choose two of the questions to discuss in pairs or groups. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Put learners in small groups and allocate a 'secretary' in each group. 2. Learners discuss the questions and the 'secretaries' make notes. At the end of the discussion, the 'secretaries' go over their notes with their partners, who can suggest things to add. 3. Invite 'secretaries' to report what was discussed, using their notes. |

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| <p>Workbook page 41</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Give learners a few minutes to read the text. Ask a few comprehension-check questions: <i>Who's talking?</i> (Ahmed and his brother Saif), <i>What's wrong with Ahmed?</i> (he's sick), <i>What did he miss?</i> (the end-of-year assembly). 2. Allow more time for learners to build up the conversation. They should work in pairs to act out the conversation. If necessary, start the conversation with the whole class and point out that learners are free to add words and phrases to make it natural. 3. Monitor as the learners work and provide help. <p>CORE</p> <p>Feedback</p> <p>Invite learners to act out the conversation in the front of the class.</p> <p>Possible answers</p> <p>Saif: Hi, Ahmed! Are you feeling any better?</p> <p>Ahmed: Yes, thanks. So, did the assembly go OK? Who gave a speech?</p> <p>Saif: Omar spoke. He even told a joke!</p> <p>Ahmed: He's such a funny guy!</p> <p>Saif: I know. You know, I didn't see Mubarak at all today.</p> <p>Ahmed: That's strange. He might be sick too. Could you call him and find out?</p> <p>Saif: OK. I'll call him after lunch.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. As a class, write down the sentences on the board horizontally so it looks like a dialogue. 2. Learners decide who said what. 3. Learners work in pairs to act out the conversation. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners add two more sentences for each speaker to the end of the dialogue. |
| <p>Workbook page 41</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Read out the task and questions. Elicit example answers from the class. 2. Ask learners to write their paragraph in class or set this as homework. <p>CORE</p> <p>Feedback</p> <p>Invite learners to exchange their paragraphs and compare their ideas. Monitor and note good use of language, and errors to go over with the class.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to remember something important someone told them that day or that week. 2. Play a game of <i>Chinese whispers</i>: nominate a learner to whisper their important thing to another learner; this learner whispers what they have heard to another; and so on around the class. The last learner stands up and announces the information to the rest of the class – is it the same as the initial information? |

| Learning styles catered for (✓): | | | |
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| 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 |
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UNIT 4 LESSON 3 TASKS/ACTIVITIES

| Resources | Starter |
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| Coursebook page 43 | <ol style="list-style-type: none"> 1. Plug in the microphone, tap it to make sure it's working, say <i>Hello everyone!</i> and then invite a learner to come out and take the microphone and introduce themselves to the class. (Otherwise, use the rolled-up magazine as if it's a mic, and do the same actions). Don't worry if learners are shy – that's the point of the exercise – reassure them that lots of people feel nervous at the prospect of speaking to an audience. 2. Learners discuss the Starter questions in pairs. Invite learners to share their past experiences or talk about someone else they know. If possible, tell them a story about a time you had to 'take the stage' and talk or perform in front of an audience, or even your first time teaching a class! 3. Elicit adjectives of how learners felt (or can imagine you might feel) speaking in front of an audience and write them on the board. Accept positive and negative adjectives. Hopefully learners will provide <i>embarrassed</i>, <i>nervous</i>, <i>scared</i> and <i>stressed</i>. If not, add them to the board and explain their meaning. |
| Resources | Main activity |
| Coursebook page 43 | <p>Speaking: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the three photos for a few seconds. Tell them to pay attention to detail. 2. Then have them close their books and invite learners to say what they remember about the photos. 3. Learners open their books and look at the pictures again. Have them discuss in pairs how the boys are feeling and why. <p>CORE</p> <p>Feedback</p> <p>Invite learners to talk about each boy at a time. Ask follow-up questions to elicit more information about how the boys are feeling.</p> <p>Possible answers</p> <p>nervous, scared, stressed, embarrassed</p> |
| Coursebook page 43 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read Hamad's post. Ask <i>Is it a good idea to ask for advice online? Why?/Why not?</i> 2. Put learners in groups of three. Ask them to read a reply each. 3. When they finish, they tell their partners what the reply is about. Together they discuss which picture in Activity 1 matches each reply. <p>CORE</p> <p>Feedback</p> <p>Call out the boys' names and have learners call out <i>Picture 1, 2 or 3</i>.</p> <p>Answers</p> <p>1 Robert; 2 Hugo; 3 Ibrahim</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. You may want to pre-teach the following words before learners read the replies: <i>in public, award, ceremony, go blank</i>. <p>Differentiation activities (Stretch)</p> <ol style="list-style-type: none"> 1. Challenge learners not to look in their books while they're telling their partners about the reply they read. |

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| <p>Coursebook page 44</p> | <p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Allow learners a minute to read through the statements and check any words they don't know. 2. Tell learners to refer to the texts on page 200 and decide if the statements are true, false or whether there is not enough detail in the information to allow them to answer the question (this is what <i>not given</i> means). 3. Model the first question with the class so that they grasp the concept of <i>not given</i>. Ask <i>Does Hugo say anything about the audience?</i> Elicit <i>No</i>. Ask <i>So is the answer to the first statement true, false or not given?</i> Elicit <i>Not given</i>. 4. Learners compare their answers in pairs before checking with the class. <p>CORE</p> <p>Feedback</p> <p>Read out a statement and say <i>True?</i> Invite learners who think it's true to stand up and elicit reasons why from the text. Ask them to sit down and say <i>False?</i> Invite learners who think it's false to stand up and elicit reasons why from the text. Ask them to sit down and say <i>Not given?</i> Invite learners who think the information isn't given to stand up and explain why. Repeat for each statement.</p> <p>Answers:</p> <p>1 NG; 2 F (his problem was that his hands were shaking so he couldn't read his notes); 3 NG; 4 NG; 5 T; 6 T</p> <p>EXTENSION</p> <p>Ask learners to write a short reply to Hamad with their own story (real or imaginary). They can do this at home or in class, if there's time.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Before learners do the task, tell them how many T, F and NG statements there are. You could write this on the board: T = 2, F = 1, NG = 3. <p>Differentiation activities (Stretch)</p> <ol style="list-style-type: none"> 1. Learners write some additional T, F and NG statements for their partner. |
| <p>Coursebook page 44 PCM 1</p> | <p>Vocabulary: Activity 4</p> <ol style="list-style-type: none"> 1. Distribute copies of the Vocabulary table (PCM 1) and dictionaries, if necessary. 2. In pairs, learners look at the words in the box and help each other with the words they don't know, recording a definition and part of speech for each one. They should also record any prepositions or phrasal verbs usually associated with the words. <p>CORE</p> <p>Feedback</p> <p>Read out one of the words and elicit meaning and the part of speech. Encourage peer-correction. Invite learners to give a sentence including the word.</p> <p>Answers</p> <p>Verbs: breathe, forget (to/about), remember (to), shake, worry</p> <p>Nouns: (pay) attention, audience, fear (of)</p> <p>Adjectives: (go) blank, (stay) calm, confident, embarrassed, nervous, scared (of/to)</p> |

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| <p>Workbook page 42</p> | <p>Workbook: Activity 1</p> <p>1. Learners read the sentences to find the missing words and complete the crossword. Point out the letters that are already provided in the crossword.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a sentence, filling in the missing word. Ask them to spell it for you and write it on the board.</p> <p>Answers</p> <p>1 audience; 2 forget; 3 fear; 4 shake; 5 attention; 6 welcome; 7 ceremony; 8 confident; 9 breathe; 10 embarrassing; 11 blank; 12 scared</p> |
| <p>Workbook page 42</p> | <p>Workbook: Activity 2</p> <p>1. Allow learners enough time to come up with a plot for their story. Demonstrate how to do this by thinking aloud, using the words from Activity 1 that are written on the board, for example <i>So I was in the audience for a live TV show. It was a quiz show. The presenter came on stage and shook hands with the contestants.</i> and so on. When you have the storyline, explain that now you need to write the story down and make changes to improve it.</p> <p>2. Learners write their stories. Monitor and provide help.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to exchange stories with a partner. They read each other's stories and ask a question each.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Resources</p> | <p>Plenary</p> <p>1. Divide learners into two teams. Have a spelling race. Call out words from Coursebook Activity 4 and each time have a learner from each group race to the board and write the word. Award a point for each word spelled correctly.</p> |

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| 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 |
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UNIT 4 LESSON 4 TASKS/ACTIVITIES

| Resources | Starter |
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| | <ol style="list-style-type: none">As learners settle in, give them random commands. For example: <i>Sit down, please. / Take your books out but don't open them yet. / Be quiet, please. / Don't speak in Arabic.</i> etc.Put learners in pairs and ask them to remember everything you said from the moment they walked into class.While learners discuss, write on the board: <i>I told you to ... I told you not to ...</i> Elicit the commands you gave them, for example <i>I told you to sit down. I told you not to speak in Arabic.</i> Explain that this lesson is about reporting commands. |
| Resources | Main activity |
| Coursebook pages 43 and 44 | <p>Use of English: Activity 5</p> <ol style="list-style-type: none">Draw learners' attention to the replies to Hamad's post on page 200. Ask them to read them once and find two commands in each reply.Invite learners to compare their answers in pairs before checking with the class.Then draw learners' attention to the <i>Use of English</i> box. Read out the information and the example commands in direct and reported speech. Point out the structure and check learners understand it.Ask them to write the six commands from the texts in reported speech in their notebooks.They compare their answers before checking with the class. <p>CORE</p> <p>Feedback</p> <p>Invite learners to write a reported command on the board. Elicit any corrections from the rest of the class.</p> <p>Answers</p> <p>Hugo told Hamad not to get too nervous. He told him to breathe deeply. Ibrahim told him not to worry. He told him to stay calm. Robert told him not to be over confident. He told him to prepare a speech and practise it.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">Put learners in groups of three and have them focus on one reply each. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">Ask learners to discuss which of the three boys (Hugo, Ibrahim or Robert) gives the best advice/command. |

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| <p>Coursebook page 44 PCM 18</p> | <p>Use of English: Activity 6</p> <ol style="list-style-type: none"> 1. Read out the instructions and distribute the cards (PCM 18). Ask learners to memorise the command without showing it to anyone. This should be easy as the commands are simple, but allow less confident learners to keep the card while they do the mingling task. 2. When learners are ready, ask them to walk around the class and tell their classmates their command. They must also listen carefully to their classmates' commands so that they can remember them afterwards. 3. After a minute or so, ask learners to sit down and write the commands they heard in their notebooks. They should do this in reported speech, for example <i>(Sultan) told me to meet him at the café after class. (Theyab) told me not to tell anyone.</i> Give an example. 4. When they finish writing, put learners in pairs or small groups to compare their reported commands. <p>CORE</p> <p>Feedback</p> <p>Invite learners to report one of their classmates' commands and invite that classmate to say whether he/she was correct or not. Get them to read out the command as it appears on the card.</p> <p>Answers</p> <p>Learners' own answers</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Make a copy of PCM 18 for each learner. After the mingling task, hand out a copy to each learner and have them refer to the commands to remember who said what, and write them in reported speech. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Invite learners to discuss in what situations they might hear some of the commands, who might say them and to whom. |
| <p>Coursebook pages 43 and 44</p> | <p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1. Have learners look back to the photos in Coursebook Activity 1 and cover the text in Activity 2. Explain the task and read out the example. Point out the second conditional expression used to answer the question: <i>If I were ... I would/wouldn't have ...</i> 2. Put learners in groups of three and ask them to choose a reply each. Allow them a few minutes to think about how they will report the story and what they would have done differently. 3. In their groups, learners tell their partners what they remember and discuss how they would have prepared/reacted differently in that situation. <p>CORE</p> <p>Feedback</p> <p>For each reply, invite as many learners as possible to discuss the question <i>What would you have done differently in each situation?</i></p> <p>Answers</p> <p>Learners' own answers</p> |

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| <p>Workbook page 43</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the photos and elicit what each person's job is. 2. Learners look at the commands in direct speech and write them in reported speech for the correct person. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a sentence.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 not to talk during the exam. 2 to brush his teeth twice a day. 3 to cut the onion into small pieces. 4 to fasten their seat belts. 5 not to eat too much fast food. 6 not to use his mobile phone while driving. |
| <p>Workbook page 43</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Allow learners a minute to choose two people from the photos and think of a new command for each one. They write the commands on the lines. 2. When they are ready, they exchange books with a partner and write down each other's commands in reported speech. 3. They exchange books again and check the answers. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to read out their direct and reported commands.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Put the learners in small groups. Ask them to agree on four common commands their parents give them. Give an example: <i>My parents always tells me not to use my mobile phone during lunch or dinner.</i> 2. Invite each group to tell their four commands and check what agreement there is between groups. |

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| 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 |
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UNIT 4 LESSON 5 TASKS/ACTIVITIES

| Resources | Starter |
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| Coursebook page 45 | <ol style="list-style-type: none">1. Ask the Starter question and put learners in small groups. Set a timer (if possible project one on the board so learners can see it) and allow learners a minute to come up with a list of factors that make a good speaker and speech. (Allow them to use L1 at this point.)2. Elicit factors from groups and write them on the board. Check which group came up with the biggest number of ideas. <p>Possible answers</p> <p>Good speaker: presence/body posture, eye-contact with audience, loud/clear voice, neat physical appearance/clothes, calm</p> <p>Good speech: interesting content, include stories/jokes/examples/questions, pause at the right moment, get audience to do something</p> |
| Resources | Main activity |
| Coursebook page 45 | <p>Speaking: Activity 1</p> <ol style="list-style-type: none">1. Draw learners' attention to the title of the article. Ask them to think of ideas as to what these 'four little tricks' might be.2. Learners complete the activity individually.3. Put learners in small groups to compare their ideas. <p>CORE</p> <p>Feedback</p> <p>Elicit ideas from the whole class.</p> <p>Answers</p> <p>Learners' own answers</p> |
| Coursebook page 45 | <p>Reading: Activity 2</p> <ol style="list-style-type: none">1. Allow learners a minute or so to skim read the article and find out what four tips the writer gives.2. Get them to discuss the writer's ideas in their groups and compare them to their own. <p>CORE</p> <p>Feedback</p> <p>Invite learners to explain each of the writer's tips and whether they had a similar idea in their group.</p> <p>Answers</p> <p>Learners' own answers</p> |

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| <p>Coursebook page 46</p> | <p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the words in the box. Check for comprehension or pre-teach. 2. Either elicit answers from the whole class or have learners discuss what the writer said about each word in pairs. Don't give feedback at this point. 3. Ask learners to look back at the article and check their answers. Point out that a word/concept may be mentioned in more than one tip. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to explain what the writer says about one of the words.</p> <p>Possible answers</p> <p>audience: Think about the people in the audience when you prepare your speech/presentation. Make sure your audience will understand what you're saying. Look at the audience while you're speaking.</p> <p>notes: Use notes to help you during your presentation/speech but don't just read them out.</p> <p>opportunity: Take every opportunity to speak in public. Never avoid giving a presentation or speech, because every time you do it, you'll get better.</p> <p>punctuation: Use commas and full stops correctly. Punctuation helps you pause in the right places.</p> <p>voice: Clear your throat before you start speaking. Speak loudly and clearly.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to read the article once before doing the task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write a summary for each tip. Each summary shouldn't be longer than a sentence. |
| <p>Coursebook page 46</p> | <p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Nominate learners to read out the definitions in the box. Check for comprehension and clarify if necessary. 2. Once they understand all the words, learners read the article again and find the words and phrases that match the meanings in the box. They can do this in pairs or individually. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to say a word or phrase and its meaning.</p> <p>Answers</p> <p>1 take a breath; 2 communicate; 3 natural; 4 pause; 5 convince; 6 clear your throat; 7 opportunity; 8 audience</p> |
| <p>Workbook page 44</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the sentences and circle the correct words. 2. They compare answers in pairs before checking with the class. <p>CORE</p> <p>Feedback</p> <p>Invite pairs of learners to read out a sentence each.</p> <p>Answers</p> <p>1 opportunity; 2 pause; 3 throat; 4 audience; 5 convince; 6 take; 7 natural; 8 communicate</p> |

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| <p>Workbook page 44</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners to read the jumbled dialogue once to get an idea of what it's about and then order it. 2. Invite fast finishers to compare their answers. <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate two learners to read out the dialogue in order. Check whether the rest of the class agrees with the order when they finish.</p> <p>Answers</p> <p>Asma: Hey, Hessa! You look a bit tired. What's wrong? Hessa: I didn't sleep well last night. Asma: Why's that? Hessa: I had a nightmare about the end-of-year assembly. Asma: A nightmare? What was it about? Hessa: Well, I was really nervous and I forgot my speech. I just stood there and everyone was looking at me. Asma: Well, it's just a dream. You're going to be great! Hessa: Thanks, Asma. I hope so.</p> |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Write the lesson heading on the board: <i>Practice makes perfect</i>. Ask learners whether they have a similar saying in their own language. 2. As a whole class, discuss other situations in which 'practice makes perfect', for example speaking or writing in another language, playing a sport or musical instrument, cooking, etc. Discuss what's more important: natural talent/ability or effort/practice. Emphasise that there is no right or wrong answer – their opinions are all valid. |

| 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 |
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UNIT 4 LESSON 6 TASKS/ACTIVITIES

| Resources | Starter |
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| | <ol style="list-style-type: none">1. Write on the board <i>I like coming to class because I...</i> Invite a learner to come to the board and add to the sentence finishing with a comma, not a full stop, for example <i>I like coming to class because I learn new words.</i>2. Then invite another learner to add another idea and a comma, for example ... <i>I speak in English, ...</i> Continue this way with learners' ideas for a few turns.3. Stop the task and point out the commas. Elicit what the use of a comma is for in this sentence (to separate similar ideas, phrases, information). |
| Resources | Main activity |
| Coursebook page 46 Audio Track 18 | <p>Listening: Activity 5</p> <ol style="list-style-type: none">1. Ask the class if they remember whether Moza – one of the speakers in Lesson 1 – was the one who had problems with her speech or not? (yes)2. Draw their attention to the text of Moza's speech on the page and read out the question. Explain that they are going to listen to Moza practising her speech again.3. Play the audio once or twice. Elicit Moza's problems from the class.4. In pairs, learners discuss what advice Moza's teacher might give her. <p>CORE</p> <p>Feedback</p> <p>Invite learners to share their ideas with the class. It is not important at this point what their answers are, this is just to focus learners and get them thinking – ideas will be given in the following activity.</p> <p>Answers</p> <p>Learners' own answers</p> |
| Coursebook page 46 Audio Track 18 | <p>Listening: Activity 6</p> <ol style="list-style-type: none">1. Explain that they are now going to listen to Moza's teacher giving her feedback.2. Play the audio track once or twice for learners to listen and make notes.3. Have learners discuss what they heard, before you check answers with the whole class. <p>CORE</p> <p>Feedback</p> <p>Invite learners to explain the teacher's advice and make notes on the board.</p> <p>Possible answers</p> <p>sound more confident; practise more; speak louder and more excitedly; make sentences shorter; use commas and full stops correctly; don't read out your notes; make your speech longer</p> |

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| <p>Coursebook page 46</p> | <p>Use of English: Activity 7</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the <i>Use of English</i> box. 2. Read out the task and invite learners to brainstorm ideas as to how they could extend Moza's speech. 3. Allow learners a few minutes to copy Moza's speech into their notebooks improving it (by adding punctuation and capital letters) and extending it. Monitor and provide help if necessary. <p>CORE</p> <p>Feedback</p> <p>Invite fast finishers to exchange writings and compare them.</p> <p>Possible answers</p> <p>I can't believe it's the end of the year. I really enjoyed Year 7. Did you enjoy your school year? I learned so many things and I had fun in class. I would like to thank all of our teachers. They worked so hard for us every day. They prepared great lessons, organised after-school activities, and they took part in school clubs. Where do they find the time for everything? I hope they get a chance to rest now and get ready for next year. They deserve it. (When the new school year starts, they will have a lot of energy and new ideas. I would also like to thank our headteacher, who looked after all the students and teachers. We had a great year thanks to our headteacher and all our teachers. Thank you!)</p> |
| <p>Workbook page 45</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Give the learners a few minutes to read Hessa's speech. Then ask them to add punctuation where appropriate and underline letters which should be capitals. Monitor and provide help. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to read out a sentence from the speech and explain any changes.</p> <p>Possible answers</p> <p>Today is the last day of school. How are you feeling? We have worked hard all year and we have been under a lot of stress. But now it's time to take a break and enjoy our summer holidays. I can see lots of excited faces but do you feel a bit sad – like me? I'm sad because I'm not going to see my teachers and classmates for so many weeks. We are a big family, so let's keep in touch.</p> |
| <p>Workbook page 45</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Allow learners time to write their speech or have them do this at home and bring it to the next lesson. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out their speech for the whole class. Take learners workbooks and make any corrections.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to complete the following phrases in groups: <i>I would like to thank all of our teachers for ...</i> Point out that they can either use a noun (<i>their sense of humour</i>) or a verb -ing (<i>preparing great lessons</i>). 2. Invite groups to call out their ideas. |

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| 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 |
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UNIT 4 LESSON 7 TASKS/ACTIVITIES

| Resources | Starter |
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| Coursebook page 47 | <ol style="list-style-type: none"> Learners keep their books closed at this point. Draw a face on the board with a question mark. Tell learners they are going to read about an important person in the past who gave an important speech a long time ago. Invite learners to brainstorm who this person could be and what the speech could be about. Note some ideas on the board. Ask the Starter question: <i>Which public figures usually give a speech in your country? What about?</i> If necessary, explain that public figures are important, popular people. Learners discuss the questions in pairs or small groups. Elicit ideas. |
| Resources | Main activity |
| Coursebook page 48 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> Learners open their Coursebooks. Refer them to the photo of King George VI. Explain that he was the king of England from 1936 until 1952 and that they are going to find out some information about him. Did anybody guess a king? Did anybody guess an English person? Draw learners' attention to the blog and its name: <i>Fatima's Food for Thought</i>. Explain that "food for thought" refers to information, a text, or a question that gets us thinking about a topic. Give learners a minute to read through the blog post once and choose the message that best fits the gap. Learners compare answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to give their answer and explain. If learners have chosen a or c, allow them to justify their choice.</p> <p>Answer</p> <p>b</p> |
| Coursebook page 48 | <p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> Read out the phrases in bold and nominate learners to come out and write them on the board. Drill for pronunciation. Read out the <i>Reading tip</i>. Give learners a few minutes to discuss what the phrases mean in pairs or small groups. Encourage learners to use dictionaries to check their answers before confirming with the rest of the class. <p>CORE</p> <p>Feedback</p> <p>Invite a learner to explain what a phrase means and give an example that's true for them.</p> <p>Possible answers</p> <p>share my thoughts = tell you what I think overcoming difficulties = dealing with problems made an important announcement = informed people about something important team effort = when more than two people work together to achieve something common goal = an objective that people share felt really proud of himself = felt good about something he'd achieved faced problems = dealt with problems</p> |

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| | <p>Differentiation activities (Support):</p> <p>1. Learners write an example that's true for themselves for three of the phrases in bold.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners write an example that's true for themselves for all the phrases in bold.</p> |
| <p>Coursebook page 48</p> | <p>Writing: Activity 3</p> <p>1. Write the question from the blog on the board: <i>Have you or anyone you know faced problems like this?</i> Ask learners to explain what kind of problems. Be sensitive to learners' reluctance to talk about something personal and don't insist – encourage any willing volunteers or give an example of your own.</p> <p>2. Learners discuss the question in pairs or groups. Monitor and provide help, asking further questions to get the conversation going if necessary. If learners have no examples of their own, encourage them to imagine a problem.</p> <p>3. Ask learners to write a short paragraph as a reply to the blog post. Monitor and provide help if necessary.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out their text to the whole class or in groups. Collect the writings and provide personal feedback and corrections.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>1. Have learners write a text of 60–80 words.</p> <p>Differentiation activities (Stretch):</p> <p>1. Have learners write a text of 100–120 words.</p> |
| <p>Workbook page 48</p> | <p>Workbook: Activity 1</p> <p>1. Ask learners to match the words and make phrases from the text. Point out that <i>problem</i> and <i>difficulty</i> are synonyms, so you can say either <i>overcome a difficulty</i> or <i>overcome a problem</i>, <i>face a problem</i> or <i>face a difficulty</i>. Accept either variation as an answer.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a phrase and write it on the board.</p> <p>Answers</p> <p>1 my thoughts; 2 a difficulty/a problem; 3 an announcement; 4 a common goal; 5 proud; 6 effort; 7 a problem/a difficulty</p> |
| <p>Workbook page 48</p> | <p>Workbook: Activity 2</p> <p>1. Learners complete the sentences with the phrases from Activity 1. Point out that they may need to change the form of some of the words.</p> <p>2. Learners compare their answers in pairs, before checking with the class.</p> <p>CORE</p> <p>Feedback</p> <p>Choose seven learners to read out a sentence each. Each time, invite other learners to say whether they agree or not.</p> <p>Answers</p> <p>1 make an announcement; 2 facing a difficulty/problem; 3 felt proud of herself; 4 share your thoughts; 5 working towards a common goal; 6 team effort; 7 overcome difficulties/problems</p> |

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| | Differentiation activities (Support): 1. Learners work in mixed ability pairs for support in changing the form of the phrases. | | |
| | Differentiation activities (Stretch): 1. Learners write an additional example of their own for each phrase. | | |
| Resources | Plenary | | |
| | 1. Write words from the unit on the board: <i>announcement, difficulty, audience, embarrassed, welcome, opportunity</i> . 2. Ask learners to say the words quietly and count how many syllables there are in each word. Get them to check their answers in pairs. 3. Check answers with the whole class. Practise saying the words with the whole class and clap at each syllable. Encourage learners to clap along. | | |
| 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 |
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UNIT 4 LESSON 8 TASKS/ACTIVITIES

| Resources | Starter |
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| | <ol style="list-style-type: none">1. With books closed, ask learners to work in small groups and think of four jobs for which speaking/communicating with other people is important.2. Elicit learners' ideas and write them on the board. Get learners to explain why speaking/communicating is important for each job they call out.3. Leave the list of jobs on the board. |
| Resources | Main activity |
| Coursebook page 48 Audio Track 20 | <p>Listening: Activity 4</p> <ol style="list-style-type: none">1. Draw learners' attention to the jobs in the box. Check that they know what each job is and whether they have mentioned any of these jobs.2. Read out the questions and give learners a few seconds to think about their answers. Elicit ideas from the whole class. At this point there are no right or wrong answers.3. Play the audio track once for the learners to note down which job each speaker does and what they say about speech. Pause after each speaker to allow for note-taking.4. Learners compare their answers, adding to their notes. <p>CORE</p> <p>Feedback</p> <p>Invite learners to say which jobs were mentioned and write them on the board. Then nominate learners to give details about what each speaker said.</p> <p>Answers</p> <p>1 headmaster; 2 hospital receptionist; 3 radio presenter</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">1. Learners only have to note the jobs that are mentioned. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">1. Learners have to note the jobs and details of what is said. |
| Coursebook page 48 Audio Track 20 | <p>Listening: Activity 5</p> <ol style="list-style-type: none">1. Read out the words and phrases in the box. Check for comprehension. Ask learners to explain in English, giving assistance where needed.2. Explain that learners are going to listen to the audio again and try to hear what speakers say exactly about each word or phrase. Play the audio track again.3. Learners compare their answers in pairs before checking with the class. <p>CORE</p> <p>Feedback</p> <p>Read out a word or phrase and invite learners to say what they heard.</p> <p>Possible answers</p> <p>Speaker 1: Face-to-face communication is a big part of his job. He used to speak too fast or too loud when he was younger and full of energy.</p> <p>Speaker 2: Most people phoning are elderly people so she has to speak loudly and clearly. She avoids talking on the phone in her free time.</p> <p>Speaker 3: People recognise him by his voice. He cares about the people listening to his radio programme and about things that happen where he lives.</p> |

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| <p>Coursebook page 48 Audio Track 20</p> | <p>Listening: Activity 6</p> <ol style="list-style-type: none"> 1. Before listening again, learners read the statements once. They may be able to do the task before listening. 2. Play the audio track once more for learners to check their answers or do the task. Remind learners that one sentence is not applicable. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask learners which sentence is not used (c). Invite three learners to read out one of the remaining statements and its matching speaker.</p> <p>Answers</p> <p>a Speaker 2; b Speaker 3; d Speaker 1</p> |
| <p>Workbook page 47</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Explain that the text is the audioscript of the audio track learners listened to in Coursebook Activity 4. 2. In pairs, learners read the texts and decide whether the statements are true or false. <p>DESIRABLE</p> <p>Feedback</p> <p>Read out each statement. Learners stand up if they think it is true or stay seated if they think it is false. Ask individual learners to correct the false statements by reading out the correct sentence from the text.</p> <p>Answers</p> <p>1 F (How you say something is as important as what you say); 2 F (There's no need to shout); 3 T; 4 T; 5 F (My voice is important but what's more important is that I speak to people's hearts)</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Direct learners to the paragraph where the answer to each of the statements can be found: A: 1 and 2; B: 3 and 4; C: 5 <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Challenge learners to cover up the text and see if they can work out if that statements are true or false based on what they remember from the audio track. |
| <p>Coursebook page 48</p> | <p>Use of English: Activity 7</p> <ol style="list-style-type: none"> 1. Clean the board. Write <i>make</i> in the centre. Nominate learners to come out and write one of the collocations and have the whole class say it aloud chorally. 2. Give learners a minute or so to go through the collocations in pairs, discussing what they mean and creating a sentence for each as an example. <p>CORE</p> <p>Feedback</p> <p>Invite pairs of learners to explain the meaning of each collocation and give their example sentence. Then brainstorm other words that go with <i>make</i>, for example <i>make the bed, make a cake, make a mistake</i>.</p> |

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| | <p>Possible answers</p> <p>make an appointment: arrange to see someone at a set time and place <i>I made an appointment to see my doctor tomorrow at 10am.</i></p> <p>make sure: check something <i>Make sure you lock the door when you leave the house.</i></p> <p>make a phone call: speak to someone on the telephone <i>It's really expensive to make phone calls abroad.</i></p> <p>make a speech: give a talk <i>Fatima's nervous because she has to make a speech tomorrow.</i></p> <p>make a difference: make a situation better <i>It doesn't make a difference if you speak more slowly or faster.</i></p> <p>make a comment: give an opinion <i>Everybody made a comment about Mansoor's new haircut.</i></p> |
| <p>Workbook page 47</p> | <p>Workbook: Activity 4</p> <p>1. Give learners a minute to look at the words and tick the ones that can be used with <i>make</i>.</p> <p>CORE</p> <p>Feedback</p> <p>Do whole class feedback. Say each phrase in the box with <i>make</i> and if learners think this is correct they stand up; if they think it is incorrect they stay seated. For example, say <i>Make a comment</i>; learners stand up. After each correct answer, nominate a learner to come and write the complete phrase on the board.</p> <p>Answers</p> <p>a comment; a difference; a mistake; a phone call; a speech; an appointment; an announcement; a noise; sure</p> |
| <p>Workbook page 47</p> | <p>Workbook: Activity 5</p> <p>1. Give learners a few minutes to write their sentences. Monitor and provide help.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out their sentences in pairs or small groups. Encourage them to correct any mistakes with their partners' help.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Resources</p> | <p>Plenary</p> <p>1. Ask learners to think about their parents' or other relatives' jobs. Ask <i>Who speaks the most while they work?</i> Get learners to discuss in groups. Elicit ideas from groups and see if you can come to a class consensus.</p> <p>2. If time allows, have learners think of any jobs where people speak very little. Elicit ideas from the whole class.</p> |

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| 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 |
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UNIT 4 LESSON 9 TASKS/ACTIVITIES

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| Resources | Starter |
| Coursebook page 49 | <ol style="list-style-type: none"> Write this sentence on the board that the headmaster (Speaker 1) said from Activity 4 of the previous lesson: <i>How you say something is as important as what you say.</i> Ask learners to stand on one side of the room if they agree with the statement, or on the other side if they disagree. Allow learners to discuss their reasons in the group they are standing in and then elicit reasons for their choices. Learners sit down. Refer them to the Starter question and allow them a minute to think about how successful, interesting speeches are written. Learners discuss the question in pairs. Elicit ideas. |
| Resources | Main activity |
| Coursebook page 49 | <p>Speaking: Activity 1</p> <ol style="list-style-type: none"> Draw learners' attention to the quotes and elicit what they know about each historical figure. Explain that <i>Jr.</i> is an abbreviation of <i>Junior</i>, and is used in the United States when someone has the same name as his father. Have them choose the quote they like best and compare their opinions in small groups. Encourage them to give reasons. <p>CORE</p> <p>Feedback</p> <p>Read out one quote at a time. Invite learners who chose that quote to explain why they like it.</p> <p>Answers</p> <p>Learners' own answers</p> |
| Coursebook page 49 Audio Track 21 | <p>Listening: Activity 2</p> <ol style="list-style-type: none"> Explain that learners are going to hear an interview with a man, Robert Bruni (a fictional character), whose job has to do with speeches. Invite learners to guess what his job is. Play the audio track once for learners to check their answers. They can compare their answers in pairs before checking as a whole class. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to say what Robert Bruni's job is.</p> <p>Answer</p> <p>He's a speechwriter.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> You may want to tell learners what the job is and then ask them to listen for further details. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Challenge learners to make a note of as many details as they can. |

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| <p>Coursebook page 49 Audio Track 21</p> | <p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Allow learners a minute to read through the questions and options. Check any words they don't know. 2. Play the audio track again for learners to choose the best option for each question. 3. Learners compare their answers in pairs before checking with the class. <p>CORE</p> <p>Feedback</p> <p>Read out a question and have learners raise their hand if they think <i>a</i> is the correct option, then <i>b</i> or <i>c</i>. Each time, elicit reasons from learners.</p> <p>Answers</p> <p>1 b; 2 a; 3 c; 4 b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pause the audio after each question and answer and allow learners to compare and discuss their answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write down words that helped them choose the best option. |
| <p>Coursebook page 60</p> | <p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Read out the <i>Language tip</i> and get learners to think of one more example for each structure. Explain that although these four structures are largely interchangeable, <i>seem like</i> and <i>seem as if</i> emphasise the feelings of the subject (i.e. Robert) whereas <i>seem</i> or <i>seem to</i> balance the focus equally on both the subject and the object of the sentence (i.e. Robert and his new job). 2. Allow a few minutes for learners to complete the sentences with their own ideas. Monitor and provide help. 3. Ask learners to read out their sentences in small groups. <p>CORE</p> <p>Feedback</p> <p>Write any errors you noticed on the board and elicit the corrections from the whole class.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Workbook page 48</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the sentences and choose the best structure with <i>seem</i>. Point out that the dash (–) indicates no word is needed. Also point out that there may be more than one possible answer. 2. Learners compare answers before checking with the whole class. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a sentence and elicit any corrections from the class.</p> <p>Answers</p> <p>1 to be/like; 2 –; 3 as if/–; 4 –; 5 like/–</p> |

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| Workbook page 48 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Do an example for one or two of the photos. Ideally, get ideas from the learners. 2. Allow learners to work in pairs to think of sentences for each photo. Monitor and provide help. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to read out their sentences for a photo. Write any errors and good use of language on the board to go over with the whole class.</p> <p>Possible answers</p> <ol style="list-style-type: none"> 1 It seems as if he's showing something. 2 He seems happy and proud. 3 It seems to be rush hour. 4 It seems like the people have finished work and they're going home. 5 It seems like the little lion loves its mother. 6 It seems as if they are sleeping. | | |
| Resources | <p>Plenary</p> <ol style="list-style-type: none"> 1. Write on the board <i>You seem ... What happened?</i> Mime being one of happy/sad/confused/tired. Elicit from learners an appropriate response using the prompt on the board, for example <i>You seem confused. What happened?</i> Give a plausible reason. 2. Invite individual learners to mime out another emotion and give reasons when asked the question by another learner. | | |
| 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 4 LESSON 10 TASKS/ACTIVITIES

| Resources | Starter |
|---------------------------|---|
| | <p>1. Write the quotes from Coursebook page 207 on the board with gaps: <i>Ask not what _____ can do for _____, Ask what _____ can do for _____.</i> (your country, you, you, your country) <i>I have _____.</i> (a dream) <i>I raise up _____ – not so that I can _____, but so that those without _____ can be _____.</i> (my voice, shout, a voice, heard)</p> <p>2. Put learners in small groups and give one minute to remember the missing words. Set this up as a game/race.</p> <p>3. Elicit the missing words from the learners and write them on the board.</p> <p>4. Have a quick discussion about why these sentences/extracts are so powerful. Is it because they're short and simple? Do they use difficult words?</p> |
| Resources | Main activity |
| <p>Coursebook page 60</p> | <p>Writing: Activity 5</p> <p>1. See if learners remember Hessa from Lesson 1 (Coursebook page 198).</p> <p>2. Ask learners to look at Hessa's speech and the underlined opening and closing sentences. Discuss whether they are 'powerful' sentences, compared to the quotes on Coursebook page 207. This is subjective so accept all opinions/preferences.</p> <p>3. Look at the example replacement sentences and point out that all options are acceptable and correct.</p> <p>4. Allow learners a few minutes to think of different sentences for Hessa's speech. They can do this on their own or in pairs. Monitor and provide help if necessary.</p> <p>CORE</p> <p>Feedback</p> <p>Divide class into two teams. Ask for alternatives to the opening sentence and note them on the board. The team that provides most alternatives is the winner. Repeat with the closing sentence.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>1. Work as a whole class to come up with replacement sentences.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to work in small groups and allow them to use dictionaries.</p> |
| <p>Coursebook page 60</p> | <p>Writing: Activity 6</p> <p>1. Put learners in groups and ask them to compare their opening and closing sentences.</p> <p>2. Ask learners to choose the best sentences and encourage them to make further changes if necessary.</p> <p>3. Next, ask learners to rewrite Hessa's speech with their new sentences. Explain that repeating the opening sentence a few times in the speech will make it more powerful. You could mention that in Martin Luther King Jr's famous speech, he repeated "I have a dream" eight times!</p> <p>4. Learners rewrite the speech. They can appoint a secretary to write the speech or, ideally, encourage all learners in the group to write the speech in their notebooks.</p> |

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| <p>Coursebook page 50</p> | <p>Speaking: Activity 7</p> <ol style="list-style-type: none"> Put learners in different groups of three. Read out the task and the questions. Ask them to take turns to give/read out their speech from Activity 6. As they listen, they should think about the questions and make notes if they wish. When every learner has given their speech, get them to give each other constructive feedback. Monitor and provide help if necessary. <p>CORE</p> <p>Feedback</p> <p>Invite learners to explain the main points of their feedback/discussion. Give some whole class feedback on what learners did well and what they could improve.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Workbook page 49</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Learners match the occasions with the opening sentences of speeches. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out an occasion and the matching sentence.</p> <p>Answers</p> <p>1 c; 2 d; 3 a; 4 b</p> |
| <p>Workbook page 49</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Allow learners a minute to read the speech and choose the best closing sentence. Tell learners they will need to justify their choice. Get learners to compare their choices in pairs and give reasons. <p>CORE</p> <p>Feedback</p> <p>Invite learners to say which closing sentence they find best and why. Accept all plausible reasons.</p> <p>Possible answer</p> <p>Sentence b seems the most encouraging.</p> |
| <p>Workbook page 49</p> | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Have a quick class discussion about what the other three speeches in Activity 3 are about. If you think learners will need more support, give an example closing sentence for each speech. Allow learners a few minutes to write their closing sentences. They can work individually or in pairs. Monitor and provide help. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to read out their closing sentences. Write a few on the board and give overall feedback.</p> <p>Answers</p> <p>Learners' own answers</p> |

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| Resources | Plenary | | |
| | 1. Make a "chain speech" – each learner adds a word and chooses another learner to provide the next one. You could begin by saying Dear ... and indicating the next speaker (they may say <i>colleagues, friends, classmates, friends and family</i>). Continue until everyone has contributed a word and the speech has come to natural end. | | |
| 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 |
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UNIT 4 LESSON 11 TASKS/ACTIVITIES

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| Resources | Starter |
| Coursebook page 209 | 1. Write the quote in the Starter question on the board and invite learners to give examples of stories they remember from their childhood. You could encourage learners by giving an example yourself to start them off. |
| Resources | Main activity |
| Coursebook page 51 | Reading: Activity 1 1. Check if learners know what a hakawati storyteller is. Nominate a learner to read out the <i>Did you know?</i> information. 2. In pairs, learners discuss the difference between a hakawati storyteller and a traditional storyteller. CORE Feedback Elicit ideas from the class but don't give the answer yet as learners will find out when they read the article in Activity 2. Answers Learners' own answers |
| Coursebook page 51 | Reading: Activity 2 1. Allow learners a minute or so to skim read the article and find out what it says about Saif al Zari, a hakawati storyteller. CORE Feedback Get them to compare their ideas in pairs before you check them with the whole class. Answer In traditional storytelling, the emphasis is on the story; in hakawati storytelling the emphasis is on how the story is told. |
| Coursebook page 52 | Reading: Activity 3 1. Read out the four questions and allow a few minutes for learners to read the article again and find the answers. 2. Put learners in groups to compare their ideas. CORE Feedback Nominate learners to read out the questions and give their answers. Encourage them to indicate which part of the article helped them answer each question. Possible answers 1 To keep knowledge and traditions alive and pass them on to the next generation. 2 The expressions on Saif Al Zari's face and how he uses his hands, arms and whole body to tell the story. 3 From his grandfather and from workshops. 4 They are simple but have important messages about life. |

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| | <p>Differentiation activities (Support):</p> <p>1. Put learners in pairs. Have one learner answer questions 1 and 2, and the other answer questions 3 and 4.</p> |
| | <p>Differentiation activities (Stretch):</p> <p>1. Set a time limit of one minute for learners to answer the questions.</p> |
| Coursebook page 62 | <p>Reading: Activity 4</p> <p>1. Read out the <i>Language tip</i> and make sure learners understand what <i>purpose</i> means (why we do something).</p> <p>2. Ask learners to find the structures in the article on page 209.</p> <p>CORE</p> <p>Feedback</p> <p>Nominate learners to read out a sentence from the article that has one of the structures.</p> <p>Answers</p> <p><i>The 65-year-old storyteller ... so that he can tell children and teenagers his stories.</i> <i>He takes out his phone to show me a video of his last school visit in Al Ain.</i> <i>I use my voice but also my face and body in order to bring the story to life.</i></p> |
| Workbook page 50 | <p>Workbook: Activity 1</p> <p>1. Learners read the sentence halves and match them.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Invite pairs of learners to read out a sentence.</p> <p>Answers</p> <p>1 e; 2 d; 3 c; 4 a; 5 f; 6 b</p> |
| Workbook page 50 | <p>Workbook: Activity 2</p> <p>1. Explain the task and do the first sentence with the whole class if necessary.</p> <p>2. Allow a few minutes for learners to do the task. Monitor and provide help where necessary.</p> <p>CORE</p> <p>Feedback</p> <p>Nominate learners to read out the second sentence in each set of sentences.</p> <p>Answers</p> <p>1 so that I can rest 2 to make an announcement to all the students 3 in order to feel more confident before her speech 4 so (that) he can call his parents</p> |
| Resources | <p>Plenary</p> <p>1. Ask learners to think of a question starting with <i>Why ...?</i> and write it in their notebooks.</p> <p>2. Nominate learners to come to the front and read out their question. Invite the rest of the class to give a spontaneous <i>So that/To/In order to ...</i> reply. For example: Q: <i>Why are you learning English?</i> A: <i>To speak to people from around the world.</i></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 |
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UNIT 4 LESSON 12 TASKS/ACTIVITIES

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| Resources | Starter |
| | <ol style="list-style-type: none"> 1. Write on the board <i>The Big Race</i>. Explain that it's the title of a short story. 2. Put learners in pairs or small groups and ask them to think of a storyline that would fit the title. 3. Elicit ideas from pairs or groups of learners. |
| Resources | Main activity |
| <p>Coursebook page 52 PCM 19</p> | <p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. Distribute copies of PCM 19. Learners read the story individually. 2. Any fast finishers discuss what they think about the story. 3. When all the learners have finished reading the story, check if they have any unknown words. Elicit meaning from the rest of the class. 4. Learners can think about the discussion questions individually first and then discuss in pairs or groups. Alternatively, you can do this as a whole class. <p>CORE</p> <p>Feedback</p> <p>Invite learners to answer a question and encourage other learners to add to their ideas.</p> <p>Possible answers</p> <ol style="list-style-type: none"> 1 He didn't give up the race because he couldn't hear well, so he couldn't hear the other animals' negative comments. 2 The other tiny frogs probably felt embarrassed because they gave up too soon/they let the other animals convince them they couldn't do it. The other animals probably felt embarrassed as well because they didn't believe in the frogs. They probably also felt surprised that the tiny frog made it to the top. 3 The most important message of the story is: "Believe in yourself and your strengths/abilities. Don't let other people tell you that you can't do something." <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Read the story out loud for learners to listen and read along. When they come to a word they don't understand, ask them to raise their hands and discuss the word as a class. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Set a time limit of two minutes for learners to read the story. |
| <p>Coursebook page 52</p> | <p>Reading: Activity 6</p> <ol style="list-style-type: none"> 1. Ask learners what they remember about hakawati storytellers from the previous lesson. 2. Put learners in groups to discuss the questions referring to the story – they can make notes on the handout. Point out that there aren't any correct answers. Monitor and help with ideas if necessary. <p>CORE</p> <p>Feedback</p> <p>Invite learners to share their ideas for each question.</p> <p>Answers</p> <p>Learners' own answers</p> |

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| <p>Coursebook page 52 Audio Track 22</p> | <p>Listening: Activity 7</p> <ol style="list-style-type: none"> 1. Explain that learners are going to hear Saif al Zari tell the story <i>The Big Race</i>. They won't be able to see his expressions or gestures, but they will hear his voice change. Ask them to notice this as they listen. 2. Play the audio track once or twice. Allow learners to enjoy the story. 3. Put learners in pairs to discuss where and how the storyteller's voice changes. <p>CORE</p> <p>Feedback</p> <p>Discuss with the whole class how Saif al Zari's voice changes.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Coursebook page 52 Audio Track 22</p> | <p>Speaking: Activity 8</p> <ol style="list-style-type: none"> 1. If there is time and you think it will help learners, play the audio track once more. Repeat the sections where the speaker changes his voice. 2. Put learners in small groups and ask them to divide the story into even sections. Allow time for each learner in the group to practise telling their part individually before they tell the story all together. Ask learners to help each other with pronunciation or using their voice and encourage them to also use their face, arms, hands and body to tell the story. <p>CORE</p> <p>Feedback</p> <p>If there is time, invite the groups to tell the story for another group or for the whole class. Give feedback on learners' performance and praise their efforts.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Workbook page 51</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Give the learners a few minutes to think of their story and complete the story map. Allow them to work individually, in pairs or groups. Monitor and provide help. <p>CORE</p> <p>Feedback</p> <p>Give learners feedback as you walk around and check on their work.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Brainstorm a story with the whole class and ask learners to write the story for homework. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Brainstorm the story with the whole class, but not the ending. Ask learners to think of the ending on their own and write the story for homework. |

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| Workbook page 51 | Workbook: Activity 4 1. Allow learners time to write their story in class or ask them to do it at home. If they do it in class, monitor and provide help. Make a note of any errors and good use of language to look at in feedback. DESIRABLE Feedback Invite learners to exchange their stories in pairs and read them. If there is time, invite learners to read out their story to the whole class. Correct any errors or point out any good use of language on the board. <hr/> Answers Learners' own answers | | |
| Resources | Plenary 1. Write these questions from <i>The Big Race</i> on the board: <i>How did you make it to the top? Weren't you afraid of falling?</i> Check if learners remember which animal asked these questions (jaguar) and when (at the end). 2. Learners work in pairs and imagine how the tiny frog/winner of the race answered the questions (after actually hearing them). 3. Invite learners to stand up and answer the questions with their ideas (in the tiny frog's voice, if they're confident enough!). | | |
| 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 |
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UNIT 4 LESSON 13 TASKS/ACTIVITIES

| Resources | Starter |
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| Coursebook page 53 | <ol style="list-style-type: none"> 1. Start with books closed for a picture dictation. Put learners in pairs or groups of three. In each pair or group, one learner opens their Coursebook to page 212 and looks at the book cover, keeping it hidden from the other learner or learners, who get ready to draw in their notebooks. 2. Give the learners with the picture a few seconds to look at it and ask you for any words they might need to describe the scene. 3. Learners do the picture dictation in their pairs or groups. When they finish, get them to compare their pictures with another pair/group before they compare them to the picture in the book. |
| Resources | Main activity |
| Coursebook page 53 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners whether the cover of <i>Whispering Waves</i> makes them want to read the book. Elicit ideas about what the book is going to be about. 2. Learners read the extract individually. 3. In pairs, learners discuss what impression they get from the extract. <p>CORE</p> <p>Feedback</p> <p>Invite learners to say what they think and give reasons.</p> <p>Possible answer</p> <p>The author is trying to create an impression of frustration and uncertainty. This impression helps the reader understand the main character's feelings and problems.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to use dictionaries if they wish to. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to try and understand unknown words from context before using the dictionary. |
| Coursebook page 53 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to discuss the question in pairs. Monitor and provide help, pointing out sections in the extract that can guide learners. <p>CORE</p> <p>Feedback</p> <p>Invite learners to share their thoughts about Wdeema's personality, her family and her future.</p> <p>Possible answers</p> <p>Personality: Wdeema seems like a down-to-earth girl. Although she's confident in some situations, now she seems to be afraid of change. She's full of doubt about her future.</p> <p>Family: Wdeema is probably very close to her family, especially her grandmother. Missing her family is one of the reasons she's worried about moving to another city.</p> <p>Future: Wdeema's future seems uncertain but, as readers, we know it's going to be an exciting time for Wdeema. She just needs to believe in it.</p> |

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| <p>Coursebook pages 53</p> | <p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Read out the <i>Language tip</i> and check learners understand how each literary device works. 2. Give learners a few minutes to read the sentences and find what literary device is used in each one. <p>CORE</p> <p>Feedback</p> <p>Invite learners to point out the literary device in each sentence.</p> <p>Answers</p> <p>1 onomatopoeia (buzzing); 2 alliteration (t); 3 repetition (because)</p> <p>In pairs, learners look back at the extract and find more literary devices.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out the appropriate part of the extract and identify the literary device.</p> <p>Possible answers</p> <p>Whenever <u>W</u>deema <u>w</u>ent out on the beach, the <u>w</u>aves <u>w</u>ould <u>w</u>hisper to her. (alliteration) ... as they <u>c</u>rashed on the shore (onomatopoeia) Don't go. Don't leave. Don't go. Don't leave. (repetition) It <u>s</u>wished in the air and then ... (onomatopoeia) <u>W</u>hy <u>w</u>as <u>W</u>deema feeling this <u>w</u>ay? (alliteration) What if I don't like it? What if I don't make any friends? What if I hate it? (repetition) Squawk Squawk! Squawk! (repetition and onomatopoeia) <u>W</u>deema <u>w</u>atched the flap their <u>w</u>hite <u>w</u>ings ... (alliteration) Wdeema <u>p</u>icked up a <u>p</u>retty <u>p</u>ink <u>p</u>ebble ... (alliteration)</p> |
| <p>Workbook page 52</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners they are going to practise more with the three literary devices. 2. This task allows learners to experiment with alliteration. Allow them enough time to come up with their own ideas and encourage them to use a dictionary to complete the sentences. Ask them to include ideally three words with the target sound/letter. Monitor and provide help. 3. Fast finishers can compare their sentences in pairs. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a sentence for the whole class. Write the words with the target letters/sounds on the board so that learners can see the variety.</p> <p>Answers</p> <p>Learners' own answers</p> |

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| <p>Workbook page 52</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. This task allows learners to experiment with repetition. 2. Do the first question together as a class. Write the completed sentence on the board: <i>Because friends are important. Because family is important.</i> Point out that the noun has changed each time and the adjective has stayed the same, but you could change the adjective instead and have, for example <i>Because friends are important. Because friends are fun.</i> Brainstorm ideas from learners and write them on the board. When you you have enough ideas, see if there are any words that go naturally together (look out for alliteration or assonance). 3. Allow a few minutes for pairs of learners to complete the patterns with their ideas. 4. Pairs compare their ideas with other pairs. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a set of sentences for the whole class.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Workbook page 52</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. This task allows learners to experiment with the onomatopoeia words encountered in the extract, as well as some other common ones. 2. Read aloud the onomatopoeia words from the word box, repeating them a few times together for effect and emphasising the following: the plosive <i>b</i> and the extended <i>ee</i> in <i>beep</i>; the <i>zz</i> at the end of <i>buzz</i>; the <i>fl</i> in <i>flap</i>; the <i>wh</i> and sibilant <i>s</i> in <i>whisper</i>; the <i>qu</i> in <i>squawk</i>; the lingering sibilant <i>sh</i> in <i>crash</i>. Encourage learners to practise them in pairs. 3. Give learners a minute to label the photos. <p>DESIRABLE</p> <p>Feedback</p> <p>Point to a photo and ask all the learners together to call out the onomatopoeia word. Write it on the board and point out which sound it represents.</p> <p>Answers</p> <p>1 squawk; 2 crash; 3 whisper; 4 buzz; 5 flap; 6 beep</p> |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Play a matching game with the onomatopoeia words. Distribute the onomatopoeia word cards so that each learner has a card, and so that a word is held by at least two learners. 2. Ask learners to mingle and make the sound their word represents. As they walk around, they should listen to find their partner. 3. At the end, have learners stand in pairs. The pairs take turns to make their sound for the rest of the class to call out the onomatopoeia word. 4. Variation: To make this harder, hand out word cards with <i>bee, bird, cat, car, mouse, seagull</i>. Learners make the appropriate sound until they find their partners. |

| 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 |
| | | | |

- Where possible, you should do research for the project at home before the lesson.
- One useful option is to look for images and information in English on the Internet.

Type in search terms in the search bar of your search engine. On English sites, you don't need to use punctuation or capital letters and you can ignore small words such as and and the. Be as specific as possible. Use **keywords**. Think about possible **synonyms**. Here are some useful search terms for the projects in Grade 9:

Unit 1: *interior design, room plans, floor plans, architecture*

Unit 2: *conservation, environment, endangered animals, endangered species, animal charities*

Unit 3: *building design, school design, modern schools, building materials, floor plans*

Unit 4: *(search for the following with your choice of mobile phone cover, footwear, car) innovative product design, original features, latest technology, on trend, state of the art, novelty, cutting-edge*

Unit 5: *app design, clever apps, app solutions*

- If access to the Internet is not possible, you could visit a library and consult encyclopaedias or other reference books. Try to find any in English as they will give you the right sort of vocabulary.
- Depending on the unit, you could visit shops, offices or organisations to look for brochures:

Unit 1: an estate agent's

Unit 2: a wildlife centre

Unit 3: an architect's office

Unit 4: mobile phone shop, shoe shop, car showroom

Unit 5: mobile phone shop

- Additionally, you could find pictures in magazines and catalogues, or even take photos yourself!
- Always remember to add the source of your information (Internet site, book titles) on any the visuals of your presentation.

**Role card 1**

You live in the rainforest. All your food and water comes from the forest. Deforestation will affect your way of life.

**Role card 2**

You are a company director. You plan to burn a large area of rainforest to plant oil palms. You see the possibility of developing new biofuels in the world market as governments want to reduce the use of fossil fuels.

**Role card 3**

You are an employee of an oil palm company. You know people living in the rainforest and know their concerns. However, you live in a village outside the forest. The company provides you with food and accommodation and pays you well.

**Role card 4**

You are a member of a conservation group. You are concerned about the global impact of deforestation.

PCM 4

Mystery structures for Coursebook Plenary activity

Match these famous structures to the type of structure they are, and to the city they are found in.

bridge

tower

memorial

tomb

opera house

mosque

office building

stadium

bell tower

hotel

a



b



c



d



e



f



g



h



i



j



Paris

Sydney

San Francisco

Abu Dhabi

Agra

El Giza

Rome

Dubai

London

Dubai

a pot of yoghurt

a bag of crisps

a bottle of water

a slice of cake

a tin of tomatoes



a box of matches

a jar of olives

a bunch of bananas

a loaf of bread

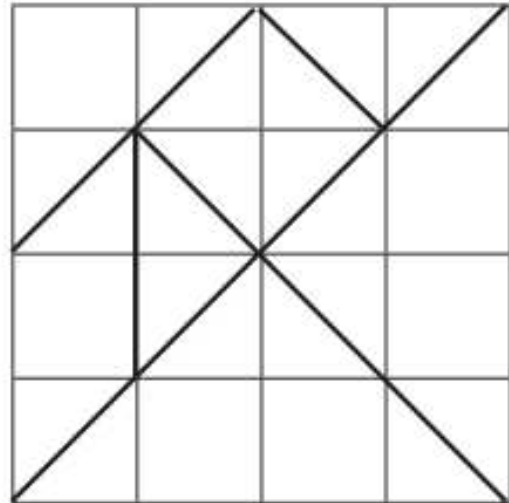
a bunch of flowers

a packet of biscuits

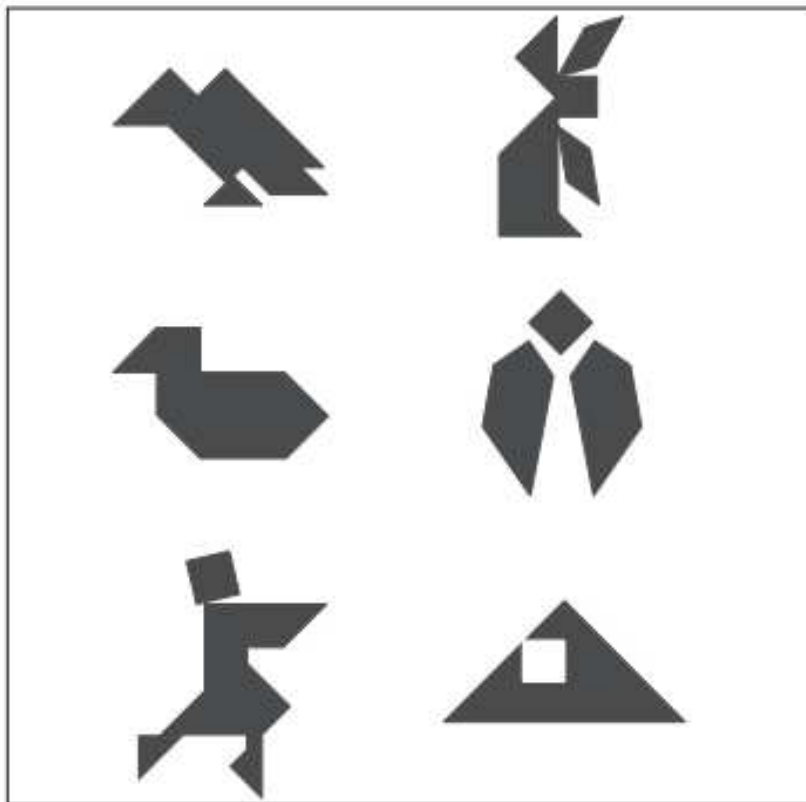
PCM 6**Tangrams for Coursebook Plenary activity**

Tangram is an ancient Chinese puzzle. This activity is sometimes called 'seven pieces of cleverness'. The object of the puzzle is to rearrange the pieces of a square (the puzzle pieces) to form figures using the Tangram pieces.

- 1 Start with a shape (like a square) and divide it into the shapes shown with a ruler and a pen or print it.
- 2 Cut out the pieces.
- 3 Use all seven of these pattern pieces to recreate a picture on the pattern card.



Here you have some Tangrams. Make them and explain how you did it.
It's fun!



Duha opened his eyes slowly. There was this sharp pain at the back of his head and he felt the ground moving underneath him. These were the least of his worries. His biggest problem was his sight.

"Am I blind?" he thought to himself, and felt the sweat dripping down his forehead. He opened his eyes, then shut them, open, shut, open, shut. Nothing. Just pitch-darkness. "Oh

dear!" he cried and fell onto his back. He opened his eyes once more and saw the bright stars shining against the night sky. "Thank goodness! I can see!" he whispered and sat up.



sweat: moisture produced by your body to cool you down when you're hot

pitch-darkness: complete darkness

whisper: speak in a soft, low voice

It took Duha a few minutes to calm himself down. He had never had an accident with his camel before. But then again, he had never fallen asleep on a camel before! His mother was right when she told him not go to the village. She told him to wait until daylight. But Duha couldn't wait. He had to see his older brother and give him the good news. He couldn't possibly wait the whole night.

As the sun started to climb behind the dunes, Duha felt lonely and small. There was nothing but sand all around him. The desert was his home, but he knew that it could be dangerous. "I must get up and start walking. The village can't be too far away from here," Duha thought. He had only taken a few steps when he saw dust rising in the distance. Three men on camels were riding towards him. They were riding as fast as they could. Who were they? "I'm going to find out. Hey! Over here!" he shouted.