



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



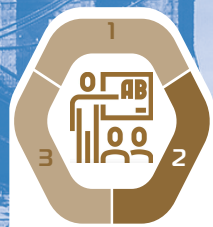
2022-2023

# Bridge to Success 10

Teacher Guide



Brooklyn Bridge, USA



Grades

9

Advanced

10

General

## Unit 5 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 140	<ol style="list-style-type: none"> <li>1. Introduce the topic. Ask one of the learners to turn on the classroom light. If there are other lights, electrical devices (fans, air-conditioning, overhead projector) in the classroom, ask learners to turn them on. Then stop and look as though you are thinking. Then ask <i>Do we need that light on?</i> Elicit <i>No</i>, and ask a learner to turn it off. Continue with other devices that have been turned on.</li> <li>2. Read the opening questions with the class. Ask each one in turn and elicit ideas. Write any useful ideas up on the board for visual reference.</li> </ol>
Resources	Main activity
Coursebook page 140 PCM 1	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Model the words for the class, then ask individual learners to read the words aloud.</li> <li>2. Distribute dictionaries and copies of the vocabulary table (PCM 1) and allow time for learners to look up the words and record the meanings.</li> <li>3. When this stage is completed, ask learners to think of sentences using these words, to check they have understood the part of speech. You can give an example to start the activity: <i>We can reduce our carbon footprint by walking instead of driving a car.</i></li> </ol> <p><b>CORE</b></p>
Coursebook page 140 Audio Track 21	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the question. Ask the class what they already know about Masdar City, and share ideas around the class. Check understanding of the question. You could ask learners to think about possible reasons why it might be a nice place to walk before they listen.</li> <li>2. Play the audio. Ask learners to listen the first time to get an overall understanding of the text and what Masdar City is like.</li> <li>3. Ask the gist question in open class, and elicit ideas (<i>there is no traffic, and the streets are cool</i>). Ask learners to think about how that compares with where they live. Is it similar or different?</li> </ol> <p><b>CORE</b></p>
Coursebook page 140 Audio Track 21	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask if they can remember any details from the audio before they read the word box.</li> <li>2. Let learners work through the gapped summary, making sensible guesses based on the part of speech if they can't recall the information. For instance, for gap 5, they may mark <i>2008 / 2010</i>? This is the kind of information which can be checked on listening to the material again. Remind learners to eliminate options by filling in more obvious answers first. Advise learners that there is a distractor in the word box.</li> <li>3. Read through the <i>Listening strategy</i> with the class. These simple stages can improve learners' performance in listening tasks. Remind them of the importance of checking what information is required before listening.</li> <li>4. Play the audio again. Learners listen and check their answers. Ask around the class to see how much they remembered correctly.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out each statement and encourage the class to answer.</p> <p><b>Answers</b></p> <p>1 desert; 2 17; 3 2008; 4 six; 5 2010; 6 carbon; 7 clean; 8 45; 9 traditional; 10 natural; 11 university; 12 research; 13 eco-friendly</p>

	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. For the first gap, ask what kind of information is missing – is it a place, a number, a date, etc? (<i>a place</i>). Ask them to look through the options in the word box and see which words would fit in this gap. (<i>desert/university</i>). Ask them to think which of these is the most likely (<i>desert</i>). Repeat with the next gap, then let learners work in pairs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to cover up the word box and try to complete the information from memory. If they can't remember the details from the text, ask them to think what kind of information will go in each gap, and to make logical guesses about the words needed.</li> </ol>
<p><b>Workbook page 52</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. This activity checks understanding of noun + noun collocations used in the text which are related to the topic. Ask learners to read and match the phrases.</li> <li>2. You can extend this by asking learners to work in pairs to make sentences using each of these collocations.</li> </ol> <p><b>CORE</b></p> <p><b>Answers</b></p> <p>1 e; 2 c; 3 b; 4 f; 5 d; 6 a</p>
<p><b>Workbook page 52</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Explain that this extract is from the text. Learners may find it helpful to see the written form.</li> <li>2. Ask learners to read through the words in the box and think about what part of speech they are. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box.</li> <li>3. Learners can work in pairs or individually to complete the text.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask learners to take turns to read out completed sentences from the text.</p> <p><b>Answers</b></p> <p>1 carbon-neutral; 2 clean energy; 3 carbon footprint; 4 innovations; 5 wind tower; 6 air turbulence; 7 artificial; 8 light wells</p>
<p><b>Workbook pages 52–53</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. These questions require learners to give a more critical response to the text and to think in more detail about the information it contains. They have worked through the summary and the extract, so should now have a good understanding of the material.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask learners to compare their answers in pairs, then ask each question for volunteers to answer.</p> <p><b>Answers</b></p> <p>1 Work started on Masdar City in 2008; 2 The designers of Masdar City were trying to stop using fossil fuels; 3 Some materials are banned from Masdar City because they damage the environment, or they can't be recycled. These could be some plastics, or paint with certain chemicals in. (OR learners' own answers); 4 The city combines new innovations in eco-friendly living with traditional ways of living in the heat of the desert; 5 Masdar City has shorter streets, like Cairo and Muscat, as the air turbulence of buildings at the end of the street lets cool air in; 6 The need for artificial light is reduced by having large windows and light wells.</p>

Resources	Plenary		
	1. Say false sentences about Masdar City to the class, for example <i>There is a 450-metre high wind tower</i> . Ask learners to provide 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



## Unit 5 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	1. Ask learners to remember the text about Masdar City from Lesson 1. Brainstorm ideas about why Masdar City is such an important project for the UAE, and its role in the world's understanding of eco-living.
Resources	Main activity
<b>Coursebook page 141</b> <b>Audio Track 22</b>	<p><b>Listening and speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>Review question tags with the class. Say <i>Haven't you?</i> and write it on the board. Nominate a learner to provide another question tag and write it on the board. Continue until you have at least covered <i>Aren't ... Isn't ... Don't ... Doesn't ... Hasn't ...</i></li> <li>Play the audio the first time and ask learners to identify how many times the two speakers take turns.</li> <li>Go through the <i>Speaking tip</i> with the class, and ask learners to think about where these points are used in the conversation. Play it again to check.</li> <li>Learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>1 c; 2 a; 3 b</p>
<b>Coursebook page 141</b>	<p><b>Listening and speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>Ask a learner <i>What can we do to be more eco-friendly?</i>, but before they have finished answering interrupt and say <i>I agree</i>. Then say <i>Oh, sorry!</i></li> <li>Read through the question and check understanding. Refer learners back to the conversation to think about why the first speech from B is slightly awkward (<i>The Speaker interrupts A.</i>) Ask why they think this might have happened. (<i>Speaker A asked a question, but then carried on speaking.</i>)</li> <li>Read the different ways of dealing with this which are explained in the <i>Speaking tip</i>. Role-play a few examples of this with confident learners. Point out that English speakers very often say <i>Sorry</i>, even if they weren't the one who interrupted.</li> </ol> <p><b>DESIRABLE</b></p>
<b>Coursebook page 141</b>	<p><b>Listening and speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>Put learners in pairs to act out the conversation. Remind them to swap roles when they have finished. Monitor and assist with pronunciation.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Play the audio for Activity 4 one more time as a model before putting learners in pairs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>If time allows, let learners create their own conversations using each of the turn-taking markers. Remind them that there are many different forms of question tags. They can also experiment with the different ways of managing interruptions described in the <i>Speaking tip</i>.</li> </ol>

<b>Coursebook</b> <b>page 141</b>	<p><b>Listening and speaking: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. Put learners in pairs. Read through the task and check understanding. There are quite a few different stages to the task, so it may help to write each one up on the board in list form, or ask learners to use a different sheet of paper for each point.</li> <li>2. Allow time for each pair of learners to make notes on each stage of the task.</li> <li>3. Allow sufficient time for learners to prepare an oral presentation.</li> <li>4. Ask learners to think about the best way to present their ideas. Provide poster or A4 paper in case learners wish to supplement their presentation with visual stimuli.</li> <li>5. When learners are happy with their presentation in pairs, they can present their work to the class.</li> </ol> <p><b>CORE</b></p>
<b>Workbook</b> <b>page 53</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. This activity gives more written practice to reinforce the topic of turn-taking.</li> <li>2. Learners can work in pairs or individually to complete the activity. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask learners to take turns to read out the complete sentences.</p> <p><b>Answers</b></p> <p>1 sorry; 2 was; 3 don't you; 4 What do you think; 5 things like that</p>
<b>Workbook</b> <b>page 53</b>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Discuss the pictures with the class, and elicit ideas about what learners think about each place. Try to encourage them to use a wide variety of vocabulary, and to relate this to the initial work on Masdar City and traditional desert architecture.</li> <li>2. Encourage learners to think about the topic and make notes about each of the bullet points before they start to write. Encourage them to support their ideas with information they have covered in Lessons 1 and 2.</li> <li>3. Learners work individually to write a text with their ideas.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners can swap their work with a partner to peer correct. Then, if there is time, they can read out their texts.</p>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Start a chain conversation around the class. Each learner says a sentence, and signals to the next speaker when they have finished using one of the methods from the lesson. Remind learners that they can also practise interrupting and apologising.</li> </ol>

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

## Unit 5 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 142	<ol style="list-style-type: none"> <li>1. If possible, project or draw an image of Sputnik or the International Space Station onto the board.</li> <li>2. Read the opening questions with the class.</li> <li>3. Put the class into groups of four. Allow them a few minutes to discuss and answer the questions.</li> </ol> <p><b>Feedback</b></p> <p>Elicit answers from each of the groups. Write them on the board. Take a class poll to find out which answer they all think is the correct one. Read the answers and check as a class.</p> <p><b>Answers</b></p> <p>1 Soviet Union; 2 over 2,200 but the exact number is impossible to know; 3 The International Space Station</p>
Resources	Main activity
Coursebook page 142	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Refer learners to the rubric and the options.</li> <li>2. Ask learners to cover the article with their notebooks, so that they can only see the first paragraph. Ask them to think about the vocabulary and writing style of the text as they read the paragraph.</li> <li>3. Learners complete the activity individually and discuss their answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class. Invite learners to explain how they know what type of text it is. If necessary, give clues by asking questions: <i>Is the style chatty or informative? Is the vocabulary technical or descriptive? Are there any characters? Are there any interview questions?</i></p> <p><b>Answer</b></p> <p>an information text</p>
Coursebook page 142	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Read through the questions with the class. Remind learners to read the text slowly and to try and work out the meaning of difficult vocabulary from the rest of the text.</li> <li>2. Learners complete the activity in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class. Read the questions and invite individual learners to say the answers.</p> <p><b>Answers</b></p> <p>1 any two of: mapmaking, television and telephone communication systems, global positioning systems (GPS) and information collection; 2 to support science and technology in the Emirates; 3 South Korea; 4 2018</p> <p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Reading Race</i> to provide further comprehension practice. Examples of different questions could include: <i>What was the name of the first satellite? What are the two main projects at the MBRSC? Which other Emirate state has launched satellites?</i> etc.</li> </ol> <p><b>EXTENSION</b></p>



<p><b>Coursebook</b> <b>page 142</b></p>	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. This activity could be done in pairs or small groups. Write this sentence on the board: <i>Tim Peake is looking forward to seeing his family again after spending six months on the International Space Station.</i> Ask learners what information we definitely know about Tim Peake from the sentence: <i>He's been on the International Space Station. He has a family. He has been away for six months.</i></li> <li>2. Now ask them what information can we infer that hasn't been clearly stated in the text: <i>He's an astronaut. He has a wife and children or he has parents, brothers and sisters. He's returning to Earth. He's going home.</i></li> <li>3. Refer learners to the <i>Reading strategy</i> and read the information.</li> <li>4. Before learners read the the article again, read the questions and check comprehension.</li> <li>5. In groups, learners read the article to identify the answers to the three questions. They discuss their ideas in their groups until they are all agreed on the correct answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class. Ask individual learners to answer the questions.</p> <p><b>Answers</b></p> <p>1 Because DubaiSat-1 was launched in Kazakhstan and DubaiSat-2 was launched from Russia; 2 Because KhalifaSat will be the first Emirati satellite to be built only by Emirati engineers; 3 Because it will have better technologies.</p>
<p><b>Workbook</b> <b>page 54</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Before learners do the activity, ask them what they can remember about the Mohammed bin Rashid Space Centre. Elicit some ideas but don't write them on the board.</li> <li>2. Learners complete the activity individually. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class. Read the paragraph line by line and elicit the missing words for the class to call out together.</p> <p><b>Answers</b></p> <p>1 2015; 2 founded; 3 science; 4 engineers; 5 space industry; 6 satellite technology; 7 launched; 8 2018</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow less able learners to work in pairs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the text without having access to the words in the word box. Ask them to cover the word box or provide photocopies of the text without the word box.</li> </ol>

Workbook page 54	<b>Workbook: Activity 2</b> 1. Ask learners to cover Activity 1 with their notebook. Explain that the sentences about the paragraph in Activity 1 are incorrect and they have to correct them. 2. Learners complete the activity in pairs. <b>DESIRABLE</b> <b>Feedback</b> Elicit answers and check as a class. Read the sentences in turn and invite individual learners to read the corrected sentences.			
	<b>Answers</b> 1 The Mohammed bin Rashid Space Centre (MBRSC) is in Dubai; 2 There are 68 engineers at the MBRSC; 3 One of the MBRSC's projects is a mission to Mars; 4 KhalifaSat will be the Emirates' fifth satellite; 5 Dubai and Abu Dhabi have sent satellites into space; 6 KhalifaSat is being built by Emiratis.			
	<b>Resources</b>			
	<b>Plenary</b> 1. Divide the class into four teams. Give them three minutes to think of ten satellite facts. It could be anything that they can remember from the lesson. 2. The teams share their answers with the class. The team with the most correct facts is the winner.			
<b>Learning styles catered for (✓):</b>				
Visual ✓		Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>				
Observation		Student self-assessment	Oral questioning	Peer assessment
Quiz		Student presentation	Written work and feedback	Verbal feedback

## Unit 5 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<p>1. Play a vocabulary/spelling game to reveal the word sputnik. Write seven dashes on the board: _ _ _ _ _ . Have learners suggest letters, and add correct letters to the underlined spaces. Add incorrect letters to the board. The game ends when either the word has been guessed correctly or the number of incorrect letters has reached 10, whichever comes first.</p>
Resources	Main activity
Coursebook page 143	<p><b>Vocabulary: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Give the class a few minutes to read the vocabulary items and the options silently to themselves.</li> <li>2. Model the vocabulary items for the class to repeat. Then read the definitions. You may want to point out that <i>antennae</i> is the irregular plural of <i>antenna</i>.</li> <li>3. Learners complete the activity individually in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite individual learners to read a vocabulary item and its matching definition.</p> <p><b>Answers</b></p> <p>1 e; 2 d; 3 b; 4 a; 5 c</p> <p><b>Vocabulary: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Write the five vocabulary items on the board. Model the words in turn for the class to repeat. Clap the syllables and exaggerate the stress and drill as a class pronunciation activity.</li> <li>2. Revise and reinforce pronunciation by asking learners to work in pairs and draw small and large stress dots over the syllables in each word. Encourage them to clap the syllables and exaggerate the stress as often as they need.</li> <li>3. Monitor and help as necessary.</li> <li>4. Go through the answers with the class. Invite learners to come to the board and draw the stress dots over a word.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Answers</b></p> <p>1 navigation ●●●●; 2 high-definition ●-●●●●; 3 global positioning systems ●● ●●●● ●●; 4 telecommunications ●●●●●●●●; 5 antennae ●●●</p>
Coursebook page 143	<p><b>Language focus: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Write two sentences on the board: <i>Satellites are made of metal. The satellite in this photo is called Sputnik 1.</i></li> <li>2. Ask learners if they know why the first sentence has no article and the second has the article <i>the</i>. (The first sentence refers to satellites in general. The second sentence refers to a 'specific' satellite.)</li> <li>3. Refer to the <i>Language tip</i> and read the information.</li> <li>4. Elicit more examples of when we don't use the article and write any suggestions on the board. Be prepared to explain to learners the definite article in the names of some countries: <i>The UK, The Republic of China.</i></li> <li>5. Learners complete the activity individually and check each other's work in groups of three or four.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask each group to read out one of the sentences they have found.</p>

<b>Coursebook page 143</b>	<p><b>Writing: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Refer to the <i>Writing tip</i> to remind them that a summary is a shorter version of an original text that states all the main points.</li> <li>2. Learners work in small groups, helping each other work out the key points of each paragraph and make notes.</li> <li>3. Learners complete the summary writing activity individually and in their groups check each other's work for spelling and grammar.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners read each other's summaries in their groups. Invite one or two learners to read theirs to the class.</p>
<b>Workbook page 55</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Explain to learners that in this activity, the zero article is represented by a dash.</li> <li>2. Demonstrate the activity by writing the first item on the board and eliciting and circling the answer (dash = zero article).</li> <li>3. Learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class. Invite learners to read a sentence to the class.</p> <p><b>Answers</b></p> <p>1 –; 2 the; 3 –; 4 an, –; 5 –; 6 The, –; 7 The; 8 –</p>
<b>Workbook page 55 PCM 1</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Read the first sentence to the class and elicit the correct answer (<i>telecommunications</i>).</li> <li>2. Learners read the sentences and complete the activity individually. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask individual learners to give the answer for each gapped word.</p> <p><b>Answers</b></p> <p>1 telecommunications; 2 high-definition; 3 global positioning systems; 4 antennae; 5 navigation</p> <p>3. Distribute copies of the vocabulary table (PCM 1) for learners to record new vocabulary.</p>
<b>Workbook page 55</b>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Read the rubric and give learners a few minutes to discuss their ideas with a partner.</li> <li>2. Brainstorm some ideas and write prompts and clues on the board. Don't write complete sentences.</li> <li>3. Remind learners to use some of the expressions they learned in Unit 5 to express their opinion (<i>I believe, I think, In my opinion, etc</i>)</li> <li>4. Learners complete the activity individually.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>In pairs, learners read their paragraph to their partner. Invite one or two learners to read their paragraph to the class.</p>

Resources	Plenary		
	<div>1. Read the <i>Did you know?</i> box from the Coursebook to the class. Ask learners to think of the consequences of this with a partner. Ask some questions: <i>Is space debris dangerous? What will happen to it? How could we clean it up? How could we stop creating space debris? What should we do about it?</i></div> <div>2. After a few minutes ask learners to share their ideas with the class. Write some of the best points on the board.</div>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback



## Unit 5 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 144	<ol style="list-style-type: none"> <li>1. Read the opening questions with the class. Ask each one in turn and elicit ideas. Find out what learners know about what effect cars have on the environment, and how these negative effects can be improved.</li> </ol>
Resources	Main activity
Coursebook page 144	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the photo and read the gist question first, to help them focus on the text.</li> <li>2. Allow time for learners to read through the text quietly.</li> <li>3. Learners can discuss their ideas in relation to the gist questions in pairs, then share as a class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out the gist question again and check answers (they are more flexible and are transparent).</p>
Coursebook page 144	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Model the first statement. Say <i>Cars in the future will look the same as cars now</i>. Then ask <i>Is that true?</i> Elicit <i>No</i> and then say <i>Cars in the future <b>won't</b> look the same as cars now</i> (emphasising <b>won't</b>).</li> <li>2. Refer learners briefly to the <i>Language tip</i> to remind them of the difference between <i>less</i> and <i>fewer</i>.</li> <li>3. Learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers by asking learners to read out the completed sentences.</p> <p><b>Answers</b></p> <p>1 won't; 2 more; 3 heat buildings ; 4 electrical energy; 5 might; 6 less; 7 less than a week; 8 build</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Help learners to locate the area of the text which contains the vocabulary they need. Ask them to read out each sentence twice, using both options and sense-check it – does it sound right? Would it make sense based on what they already know? This application of common sense is a useful technique if they are struggling with a text.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to try to choose the correct answers without referring back to the text. After they have noted their answers, ask them to check them against the text.</li> </ol>

<b>Workbook page 56</b>	<b>Workbook: Activity 1</b> 1. This activity tests closer understanding of the technical vocabulary in the text. Remind learners of the techniques for dealing with new vocabulary that they have covered so far. Encourage them to make a note of new words, along with an example sentence. Remind learners to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. 2. Learners complete the activity individually, then check answers in pairs. <b>CORE</b> <b>Feedback</b> Ask learners around the class to read out the completed sentences. <div><b>Answers</b> 1 Traditional; 2 hybrid; 3 Electric; 4 rechargeable; 5 solar; 6 silicon; 7 Organic; 8 paint</div>		
<b>Workbook page 56</b>	<b>Workbook: Activity 2</b> 1. These questions require a greater degree of engagement with the text. Ensure learners have time to read them thoroughly before reading through the extract again. Learners answer in short sentences. <b>DESIRABLE</b> <b>Feedback</b> Put learners in pairs to discuss their ideas, then read out each question and elicit ideas. <div><b>Possible answers</b> 1 Petrol and diesel are fossil fuels and will run out, and they also cause pollution.; 2 It would be bad for the environment to throw the batteries away when they need changing.; 3 Solar energy is clean and sustainable.; 4 No, it isn't.; 5 It will mean an existing car can be converted, rather than buying a new one.; 6 They are flexible and transparent.; 7 Using solar paint to cover cars.; 8 It encourages people to do more research and development in this area.</div>		
<b>Resources</b>	<b>Plenary</b> 1. Say a word from the text and ask learners to use it in a sentence. Focus on the items from Workbook Activity 1 first, and expand if your class finds this easy.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## Unit 5 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners to think about the text on solar cars from Lesson 5. Ask what they can remember about how the new technology is developing. Write up key ideas on the board as a visual reference.</li> </ol>
Resources	Main activity
Coursebook page 143	<p><b>Vocabulary: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Go through the words and remind learners that these are all from the text.</li> <li>2. Ask learners to match the words to the definitions. Remind them to eliminate options by matching more obvious pairs first. When they start to match the words, ask them to think about what part of speech each word is – they can then discard any definitions which aren't suitable for this part of speech.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out each word and ask the class to read out the definition.</p> <p><b>Answers</b></p> <p>1 c; 2 h; 3 a; 4 f; 5 d; 6 b; 7 e; 8 g</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to find each word in the text and underline it. Ask them to read the whole sentence and think about the meaning, and to highlight any other key words in the sentence or nearby sentence that can help them work out the meaning.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. When learners have matched the words to the definitions, ask them to write a new sentence containing each word. They can swap and compare with a partner.</li> </ol>
Coursebook page 143	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Read out the example question and answer.</li> <li>2. Read through the <i>Use of English</i> box with the class and check understanding of the concept – a defining clause gives <b>essential</b> information, and a non-defining clause gives <b>extra</b> information. Elicit which type of relative clause uses commas (<i>non-defining</i>).</li> <li>3. Ask learners to read the sentences, and point out that the relative pronoun they need is given in brackets each time.</li> <li>4. Learners can work individually, then check answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out the two initial sentences and ask the class to say the combined form.</p> <p><b>Answers</b></p> <p>1 That's my brother, whose name is Hassan; 2 He met my cousin who works in the cafe; 3 That's the train station where they filmed a movie; 4 The team from New York, whose name was Sun Racer, came third; 5 Sven Morgan, who is from Sweden, built the best car.</p>

<b>Coursebook page 143</b>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Read the task with the class. Put learners in groups. Remind them of the Abu Dhabi Solar Challenge described in the text, and explain that there is a similar challenge in Australia every year.</li> <li>2. Ask learners to find out the information listed, and anything else of interest. They should work together in groups to record their ideas.</li> <li>3. If Internet access is not available in class, distribute the articles you researched ahead of the lesson.</li> <li>4. Remind learners to think about the impact this new technology could have on the environment, and why it is so important.</li> <li>5. Let each group present their work to the class. You may want to make a class display of their work.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>You can open this up to a class discussion after the group work. Encourage as many learners as possible to contribute.</p>
<b>Workbook page 57</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. This activity reviews the different relative pronouns, as well as the different uses for defining and non-defining relative clauses.</li> <li>2. Do the first example together. Focus on how we know that 'e' is the correct answer (<i>the word 'whose' relates to a person</i>).</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to take turns to read out the opening and closing part of each sentence.</p> <p><b>Answers</b></p> <p>1 e; 2 c; 3 b; 4 a; 5 d</p>
<b>Workbook page 57</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. This is a less guided approach to using the relative pronouns, still with the support of a word box. For more challenge, you can ask learners to work with the word box covered up.</li> <li>2. Encourage learners to work individually, then compare their ideas in pairs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Answers</b></p> <p>1 which; 2 where; 3 who; 4 whose; 5 when</p>

Workbook page 57	Workbook: Activity 5		
	1. Finally, learners move on to a whole-sentence writing activity. Explain that all these items are non-defining relative clauses, so they are adding extra information to the original sentence.		
	2. Encourage learners to work individually where possible and then to compare answers in pairs.		
	<b>EXTENSION</b> <b>Feedback</b> Learners can swap their work with a partner to peer correct. Then, if there is time, they can read out their sentences.		
	Answers		
	1 This building, which uses solar power, doesn't damage the environment; 2 My parents, who drive a hybrid car, want to protect the environment; 3 My brother, who goes to university in Masdar, is researching solar paint; 4 Traditional cars, which use petrol and diesel, are bad for the environment; 5 The new car, which has organic solar cells in the sunroof, uses renewable energy.		
Resources	Plenary		
	1. Call out each of the relative pronouns and ask learners to suggest a word that it could be used to describe, for example <i>where: a hotel, a town, an island</i> . Continue as time allows.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback



## Unit 5 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
<b>Coursebook page 146</b>	<ol style="list-style-type: none"> <li>1. Write <i>Desalination</i> on the board. Ask learners if they know what it means. Teach as necessary: underline <i>sal</i> in the word and point out to readers that this is the root of <i>salt</i>; explain the prefix <i>de-</i> can mean to take away something.</li> <li>2. Ask the first two questions in open class. Elicit some ideas.</li> <li>3. Refer to the photos and invite learners to describe them for you. Help with vocabulary as necessary.</li> <li>4. In small groups, give learners a few minutes to work together as a collaborative learning strategy to discuss the questions, using the photos as prompts.</li> </ol> <p><b>Feedback</b> Elicit ideas and make notes on the board.</p>
Resources	Main activity
<b>Coursebook page 146</b> <b>Audio Track 23</b>	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Explain that learners are going to listen to the first part of a presentation. Refer to the rubric and give them time to read through the three options, checking for comprehension.</li> <li>2. Play the audio once all the way through. Repeat once more if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Invite the class to call out the correct answer (the water supply and usage in the UAE).</p>
<b>Coursebook page 146</b> <b>Audio Track 24</b> <b>PCM 1</b>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Explain that you are now going to play the whole presentation – the section they just heard, followed by the rest of it.</li> <li>2. Allow learners a few minutes to read through the words in the box and the sentences before they hear the audio.</li> <li>3. Play the audio, pausing as necessary to give learners time to listen and try and work out the meaning of the new vocabulary from the context of the audio.</li> <li>4. Learners complete the activity in pairs. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit answers and check as a class. Invite individual learners to read a complete sentence for the class.</p> <div> <p><b>Answers</b></p> <p>1 Fresh water; 2 Reverse osmosis; 3 sustainable water supply; 4 Evaporation; 5 desalination plant; 6 Solar power</p> <p>5. Distribute copies of the vocabulary table (PCM 1) for learners to record the new vocabulary.</p> </div>

<p><b>Coursebook</b> <b>page 146</b></p> <p><b>Audio Track 25</b></p>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Refer to the rubric and check learners understand the task.</li> <li>2. Refer to the table and go through the three desalination methods in the left column. Learners copy the table into their notebooks.</li> <li>3. Give learners time to read through the items in the word box.</li> <li>4. Play the audio, pausing as necessary to give learners time to identify the information and write it in the correct column. Advise them that according to the audio, each method will only have advantages or disadvantages, not both.</li> <li>5. Play the audio again so that learners can check their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class. Say a desalination method and invite individual learners to give the answers stating at the same time if it is an advantage or disadvantage.</p> <p><b>Possible answers</b></p> <p>Reverse osmosis: Advantages: none; Disadvantages: uses a lot of power; expensive; high carbon emissions; increases salt levels in sea water</p> <p>Heat evaporation: Advantages: none; Disadvantages: uses the most power</p> <p>Solar power: Advantages: no carbon emissions; cheap; Disadvantages: none</p>
<p><b>Workbook</b> <b>page 58</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Invite learners to read out an item each from the list of vocabulary. Then read through the definitions.</li> <li>2. Learners complete the activity in pairs. Remind learners to eliminate options by matching more obvious pairs first.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate a learner to read out a vocabulary item and another learner to provide the matching definition.</p> <p><b>Answers</b></p> <p>1 b; 2 d; 3 f; 4 e; 5 c; 6 a</p>
<p><b>Workbook</b> <b>page 58</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Give learners time to read the text in the <i>Did you know?</i> box and the questions silently to themselves.</li> <li>2. Nominate one learner to read the text for the class, and another two learners to read out a question each.</li> <li>3. Learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class. Invite individual learners to read their answers to the class.</p> <p><b>Answers</b></p> <p>1 thousands of years; 2 ships, desert countries</p>

Workbook page 58	<b>Workbook: Activity 3</b> 1. Refer learners to the diagram and give them a few minutes to study it. 2. Refer learners to the <i>Vocabulary</i> box and read the information. Write <i>condense</i> and <i>condensation</i> on the board. Elicit the word for the reverse process ( <i>evaporate</i> ). Write <i>evaporate</i> and <i>evaporation</i> on the board. 3. Learners complete the activity in pairs. <b>DESIRABLE</b> <b>Feedback</b> Elicit answers and check as a class. Ask individual learners to read sentences in turn in the correct order.			
	<b>Answers</b> 1 Put the sea water into the boiling section of the distillation plant; 2 Heat the sea water until it boils and turns into a gas; 3 The gas rises up into the condensing section. The salt remains in the boiling section; 4 In the condensing section, the gas cools and turns back into small drops of fresh water; 5 The small drops of fresh water run down the pipe into the tank.			
	<b>Differentiation activities (Support):</b> 1. Provide extra vocabulary labels to the diagram to act as clues, for example <i>gas</i> , <i>water drops</i> , <i>rise</i> , <i>tank</i> , <i>salt</i> , etc.			
	<b>Differentiation activities (Stretch):</b> 1. In pairs, learners play <i>Prompts</i> . They take turns to read half of each desalination step (in the correct order) for their partner to complete. Their partner cannot look at the text on the page but they can look at the diagram.			
	<b>Resources</b>			
	<b>Plenary</b> 1. Draw the diagram on the board and invite learners to come out and label. Then have learners call out the five-step process.			
<b>Learning styles catered for (✓):</b>				
Visual ✓		Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>				
Observation		Student self-assessment	Oral questioning	Peer assessment
Quiz		Student presentation	Written work and feedback	Verbal feedback

## Unit 5 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask questions to revise the information and vocabulary from the previous lesson, for example <i>What does the desalination process remove? What can you remember about reverse osmosis? What is the opposite of condensation? What do we call energy we get from the sun?</i></li> </ol>
Resources	Main activity
<b>Coursebook page 147</b> <b>Audio Track 26</b>	<p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Read the first sentence and elicit the answer. Do a quick hands-up survey to see who agrees with it.</li> <li>2. Refer learners to the <i>Language tip</i> and check for comprehension.</li> <li>3. Learners complete the activity individually and compare answers in pairs.</li> <li>4. Play each sentence of the audio, pausing for the class to check.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Say the number of each sentence for the class to call out each correct answer.</p> <p><b>Answers</b></p> <p>1 Actually; 2 Perhaps; 3 Maybe; 4 Actually; 5 Maybe; 6 Actually</p>
<b>Coursebook page 147</b>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Refer learners to the rubric. Read the questions and check comprehension.</li> <li>2. Allow learners a few minutes to think about the task and prepare their thoughts.</li> <li>3. Refer learners to the first point in the <i>Speaking tip</i>. Demonstrate by reading the following sentences at different speeds; quickly, then slowly, and then with too many pauses, in order to demonstrate how not to use pace correctly: <i>We should think of ways to save water. Maybe we could wash the car less often?</i></li> <li>4. Read the second point in the <i>Speaking tip</i> and model the expression for the class to repeat. Organise a chain. Say <i>I think camels are beautiful. What do you think?</i> Nominate a learner to reply and in turn to ask another learner what they think. Continue around the class until everyone has had a go.</li> <li>5. In small groups of three or four, learners discuss the questions.</li> <li>6. Remind learners to invite other group members to speak when they have finished speaking, and to be aware of pace when they're speaking.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite two groups to demonstrate discussing a question for the class.</p>
<b>Workbook page 59</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Give learners time to read the sentences.</li> <li>2. Learners complete the activity in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite individual learners to read a sentence and the answer to the class. Alternatively, you could have learners write <i>true</i> on one side of an A4 piece of paper (or individual whiteboard) and <i>false</i> on the other side. Introduce the activity by making statements and asking the learners to raise the appropriate side. If they answer false, ask them to correct the statement.</p> <p><b>Answers</b></p> <p>1 F. It creates a lot of carbon emissions; 2 T ; 3 T ; 4 F. It's cheap; 5 F. Reverse osmosis causes marine damage by causing increased salt levels</p>

	<b>Differentiation activities (Support):</b> 1. Learners work in small groups of three or four to correct the false sentences.
	<b>Differentiation activities (Stretch):</b> 1. Learners write two more true / false sentences in their notebooks. In pairs, they take turns to do each other's sentences.
<b>Workbook page 59</b>	<b>Workbook: Activity 5</b> 1. Learners close their Workbooks. 2. Write the first question on the board: <i>Everyone could help save water by having a three-minute shower. Say Actually I always have a three-minute shower. I never have long showers.</i> Write it on the board. 3. Write the adverbs <i>maybe, perhaps</i> and <i>actually</i> on the board as prompts. Elicit different responses from the class using each adverb. 4. Learners complete the activity in pairs. <b>DESIRABLE</b> <b>Feedback</b> Elicit answers and write some of the opinions or suggestions on the board.
<b>Workbook page 59</b>	<b>Workbook: Activity 6</b> 1. Read through the sentences with the class and check comprehension. Elicit that these are both activities that waste water. 2. In pairs, learners think of two additional items to add to the list. Remind them to write activities that waste water. 3. In new pairs, learners compare their answers. Encourage them to help each other with spelling and to correct and improve their work. <b>DESIRABLE</b> <b>Feedback</b> Invite each pair to read their two sentences to the class. Write them on the board and see how many different sentences you can get. <b>Workbook: Activity 6</b> 1. In pairs, learners work together to turn the wasteful activities in their <i>Find someone who ...</i> quiz, into water-saving activities. 2. Write <i>washes the car every day on the board</i> , and elicit a water-saving alternative, for example <i>uses a bucket not a hose ... uses a bucket not the car wash ... washes the car once a week.</i> 3. Encourage learners to talk quietly to keep their ideas a secret until it's time to share with the class. <b>EXTENSION</b> <b>Feedback</b> Invite pairs to read their sentences to the class. Write the best ones on the board for learners to copy into their notebooks, as a new water-saving <i>Find someone who ...</i> alternative.
<b>Resources</b>	<b>Plenary</b>
	1. Do either of the <i>Find someone who ...</i> questionnaires as a class mingle activity. Each pair works together, using their list of four questions to ask around the class. Invite learners to share their findings in small groups, for example <i>Ali runs the water when he brushes his teeth.</i> Monitor and help during feedback.



<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment

## Unit 5 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 138	<ol style="list-style-type: none"> <li>Elicit the names of edible plants that learners know.</li> <li>Play <i>I went to market</i> but change it to <i>On the farm I planted ...</i> Model. Start off by saying <i>On the farm, I planted some potatoes</i>. Nominate a learner to continue and say <i>On the farm, I planted some potatoes and some tomatoes</i>. Learners take turns to remember the order and add to the list.</li> <li>In pairs, learners discuss the three first opening questions.</li> <li>Direct learners' attention to the photos. Ask them to brainstorm words to use when describing them individually in their notebooks. Encourage them to use dictionaries for new words.</li> </ol> <p><b>Feedback</b></p> <p>Write <i>hydroponics</i> in the centre of the board. Elicit ideas and write them on the board.</p>
Resources	Main activity
Coursebook page 148	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Read the rubric as a class. Tell the learners they have one minute to scan the text to find the answer to the gist question.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Stop learners and elicit the answer (because the water doesn't drain away into the ground).</p> <p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Write the following words on the board: <i>soil, scarce, crop, nutrient, essential, rack, economical, commercial</i>.</li> <li>In pairs, learners work out the meaning of these words from the context.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>If learners are unable to work out the meaning of any of the words, allow them to look them up in a dictionary.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners write sentences containing each of the words.</li> </ol>
Coursebook page 148	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>Model the first sentence. Say <i>Number one. The water used in hydroponics is high in ...</i> Elicit <i>nutrients</i>.</li> <li>Learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>1 nutrients; 2 Nitrogen; 3 less; 4 less; 5 economical</p>

<b>Coursebook</b> <b>page 148</b>	<p><b>Writing: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners identify and underline the key points in each paragraph of the text in Activity 1.</li> <li>2. Learners write their short text individually in their notebooks.</li> <li>3. Learners swap texts with a partner for peer correction.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out their text to the class.</p>
<b>Workbook</b> <b>page 60</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. This activity could be played as a game. Divide the class into two teams. Read out each sentence substituting the gap with <i>What</i>, for example <i>What are needed by plants to help them grow?</i> Teams take turns to guess the answer. They score two points if they are correct. If they can't answer or answer incorrectly, the other team has the chance to score one bonus point. Advise learners that there is a distractor in the word box. If any team chooses the distractor (<i>indoor</i>) they lose a point.</li> </ol> <p><b>CORE</b></p> <p><b>Answers</b></p> <p>1 Nutrients; 2 farming techniques; 3 outdoors; 4 Crops; 5 water management; 6 crop management</p>
<b>Workbook</b> <b>page 60</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners answer the questions with short answers.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Possible answers</b></p> <p>1 hydroponics is completely controlled whereas traditional farming isn't; 2 three of: climate, soil quality, available water, sunshine, warmth, pest and disease, weeds and nutrient levels; 3 Open answers, for example pest and disease can spread across a crop and kill it; lack of water can lead to plants dying; poor soil quality means poor level of nutrients; 4 small plants such as spinach, cabbage, mustard, lettuce, herbs and some flowering plants and slightly larger plants such as tomatoes, beans, maize and chillies.</p> <p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to close their books. Read out the text as a Dictogloss. Learners write their ideas independently first, then share with a partner, then with another pair.</li> <li>2. Invite one or two learners to share their text with the class.</li> <li>3. Learners read through the text in their workbooks and compare their ideas.</li> </ol> <p><b>EXTENSION</b></p>
<b>Workbook</b> <b>page 61</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Model the first pair. Say <i>Number 1. Open ...</i> and elicit <i>field</i>.</li> <li>2. Learners complete the activity individually. Remind them to eliminate options by matching more obvious pairs first.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class. This activity can be completed at home or during the class for fast finishers.</p> <p><b>Answers</b></p> <p>1 d; 2 e; 3 b; 4 a; 5 c</p>

Resources	Plenary		
	1. Ask learners what they have learned about hydroponics in the lesson. They discuss their ideas in pairs. Elicit some of the advantages of the farming technique.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## Unit 5 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Put learners in small groups. Give each group a sheet of paper and a marker. Tell learners they have two minutes to remember as many words as possible about hydroponics. Stop them after two minutes. Elicit some ideas.</li> <li>2. In their groups, tell them to use the words to come up with a simple definition of hydroponics.</li> </ol> <p><b>Feedback</b></p> <p>Each group shares their definition. As a class, decide which definition is the best.</p>
Resources	Main activity
<b>Coursebook</b> <b>page 149</b> <b>PCM 18</b>	<p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Refer learners to the diagram of how aquaponics works. In pairs or small groups, learners discuss how they think it works using the picture. Elicit ideas as a class.</li> <li>2. Read the rubric. Learners skim-read the text to find the answer to the gist questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>Aquaponics is aquaculture combined with hydroponics.  Hydroponics doesn't involve fish; aquaponics does.</p> <p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners close their Coursebooks. Tape sections of the split text (PCM 18) around the classroom for a running dictation.</li> <li>2. Divide class into matched ability pairs. The split texts are already differentiated so less able learners can work with shorter texts (A and B) and more able learners can work with the longer texts (C and D).</li> <li>3. Tell each pair which two texts to use. Once a pair have completed one of the texts, they swap roles and do the second.</li> <li>4. Put learners into groups made up of pairs that had a different text to them. They retell the information in their texts.</li> <li>5. Learners compare their final copy with the text in the Coursebook.</li> </ol> <p><b>EXTENSION</b></p>
<b>Coursebook</b> <b>page 149</b>	<p><b>Language focus: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Write the reporting verbs <i>asks</i>, <i>explains</i>, <i>says</i> and <i>adds</i> on the board. In pairs, learners scan the text in Activity 4 for the words and read out the piece of dialogue that the verb refers to.</li> <li>2. Refer learners to the <i>Language tip</i> and check comprehension.</li> <li>3. In pairs, learners complete the activity. Monitor that the learners identify the correct purpose implied by the verbs they choose.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate pairs to read out their sentences to the class.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>



<b>Workbook page 61</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Model the first sentence. Say <i>Number one. Perhaps we should start using hydroponics on our farm ...</i> Elicit ... <i>suggested the farmer</i>. If learners give a different answer, explain how it is not appropriate. (The clue for <i>suggests</i> is <i>Perhaps</i>.)</li> <li>2. Learners complete the activity individually.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <div style="background-color: #f2f2f2; padding: 5px; margin-top: 10px;"> <p><b>Answers</b></p> <p>1 suggested; 2 asked; 3 advised; 4 admitted; 5 announced; 6 explained</p> </div>
<b>Workbook page 61</b>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they are going to write two paragraphs summarising how hydroponics and aquaponics work.</li> <li>2. Refer learners to the <i>Writing tip</i> and read through it. Learners plan their paragraphs with their partners, making notes of which linking adverbials will be useful.</li> <li>3. Learners write their summary individually. This activity can be completed at home.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>If completed in class, learners swap their summaries with their partner to check for punctuation and correct use of linking adverbials. Invite some learners to read out their summaries to the class.</p>
<b>Coursebook page 149</b>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. On the left of the board write <i>hydroponics and aquaponics</i>; on the right, write <i>traditional farming</i>. Write <i>compare = similar</i> and <i>contrast = different</i> underneath.</li> <li>2. Read out the rubric. Ensure learners understand that they are not comparing/contrasting hydroponics and aquaponics with each other, but with traditional farming.</li> <li>3. Ask learners to brainstorm key points about each type of farming under the different headings in their notebooks individually.</li> <li>4. In pairs, learners discuss the similarities and differences, referring to their notes. Monitor and assist.</li> </ol> <p><b>CORE</b></p>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Noughts and crosses</i>. Divide the class into two teams: Os and Xs.</li> <li>2. Each team takes turns to answer a question (use the ones below or learners can write questions on strips of paper and give them to you to read out). Draw a simple 3 x 3 box grid on the board. If learners answer correctly, they can choose where to put their O or X. <ul style="list-style-type: none"> <li>• Do plants grown in hydroponics need soil? (no)</li> <li>• Name a mineral essential to plants. (nitrogen)</li> <li>• What farming technique uses fish? (aquaponics)</li> <li>• Name one vegetable mentioned in the texts that can be grown using hydroponics. (one of: spinach, cabbage, mustard, lettuce, herbs, tomatoes, beans, maize and chillies)</li> <li>• Name two environmental factors that can be controlled in hydroponics. (climate, soil quality, available water, sunlight, warmth, pests and disease, weeds and nutrient levels)</li> <li>• What does <i>toxic</i> mean? (poisonous)</li> </ul> </li> </ol>

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

## Unit 5 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 150	<ol style="list-style-type: none"> <li>1. Write <i>zebra</i> on the board. Elicit what its distinctive feature is (<i>stripes</i>). Review the names of different wild animals and any distinctive features.</li> <li>2. Play a quick game of <i>Pictionary</i>. Start to draw a picture of an animal (giraffe) on the board. Invite the class to call out the animal as soon as they think they recognise it.</li> <li>3. Invite a few learners to come to the board and draw other animals for the class to guess.</li> <li>4. Refer learners to the opening questions and discuss them in relation to the photos. Remind them to use phrases such as: <i>I think ... Maybe ... Perhaps ...</i>, etc.</li> </ol> <p><b>Feedback</b> Elicit ideas and make notes on the board.</p>
Resources	Main activity
Coursebook page 150	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners complete the matching activity. Remind them to eliminate options by matching more obvious pairs first. Allow learners to look up words in a dictionary if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>1 d; 2 f; 3 b; 4 g; 5 h; 6 a; 7 e; 8 c</p>
Coursebook page 150 Audio Track 27	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Write <i>extinction</i> on the board. Ask learners what they know about extinction. Ask them which animals are already extinct and which animals are in danger of extinction. Learners discuss their ideas in groups of three or four. Elicit ideas.</li> <li>2. Ask learners to discuss what they know about the situation of tigers in the wild, using the new vocabulary they have learned.</li> <li>3. Tell them they are going to listen to a recording about tigers. Read the rubric as a class. Play the whole track once for them to listen for the answer to the gist question.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit the answer (tigers sometimes kill domestic livestock as a substitute their natural prey).</p>

<p><b>Coursebook</b> page 150</p> <p><b>Audio Track 27</b> <b>PCM 19</b></p>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners copy the table in their notebooks.</li> <li>2. Organise a jigsaw listening. Distribute a section of the split table (PCM 19) to each pair of learners (try to ensure a pair of able learners has the section containing 'Other information').</li> <li>3. Play the audio. Each pair listens for their allotted information and writes it in the table. Remember, the goal is for the learners to find out information rather than testing them.</li> <li>4. Learners compare their answers with another pair who had the same section of the table.</li> <li>5. Regroup the class so that there is at least one pair of learners per section of the table in the new group. Learners work together to complete the whole table in their notebook.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Play the audio again, pausing after each section that contains the information asked for in each row of the table. Elicit answers as a class.</p>
<p><b>Workbook</b> page 62</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ensure learners understand the activity – they need to match up parts of words to form complete ones. Some words have two parts and some have three. Draw learners' attention to the jagged edges which give a clue where words should join.</li> <li>2. This activity can be completed at home.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Nominate learners to call out a complete word until all words are completed.</p> <p><b>Answers</b></p> <p>thr-eat; pre-ser-vation; ex-tinc-tion; con-ser-vation; habit-tat; camou-flage; terri-tory; poa-ching</p>
<p><b>Workbook</b> page 62</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Workbooks closed. Write the following words from the text on the board: <i>illegal</i>, <i>fashion industry</i>, <i>traditional medicine</i> and <i>ten years</i>. In pairs or small groups, learners discuss how these phrases might relate to the theme of tigers.</li> <li>2. Elicit ideas and follow up with questions as appropriate.</li> <li>3. Learners read the text and find out if their ideas were similar.</li> <li>4. Learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Possible answers</b></p> <p>1 Killing animals illegally; 2 The skin is very fashionable; 3 A law banning the trade of fur; 4 They use tiger bones in the preparation of some medicine; 5 Less than ten years; 6 Open answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners complete questions 1 to 5 only.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners complete questions 1 to 6.</li> </ol>

Resources	Plenary		
	1. Play <i>Backs to the board</i> , using the target vocabulary from the lesson. Learners take turns to choose one of the words and write it on the board. The learner with their back to the board asks <i>Yes/No</i> questions to guess the word.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## Unit 5 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<p>1. Divide the class into two teams. Play a definitions game. Say one of the words from last lesson, for example <i>extinction</i>. Tell each team they have to work together to come up with a good definition. Teams can either take turns to come up with the definitions, or can write them on the board at the same time. The best definition scores one point. Repeat with <i>conservation</i> and <i>poaching</i>.</p>
Resources	Main activity
<p><b>Workbook</b> page 63</p>	<p><b>Workbook: Activity 3</b></p> <p>1. This is a review activity from the previous class. Divide the class into two teams. Read out each sentence and say <i>What</i> where the gaps are, for example <i>A tiger's preferred what includes rainforest and mangrove swamps</i>. Teams take turns to guess the missing word. If they are correct, they score two points. If they are incorrect, the other team has a chance to answer and if they are correct they score one bonus point. Advise teams that there is a distractor in the word box. If any team chooses the distractor (<i>research</i>) they lose a point.</p> <p>2. Alternatively, the activity can be completed individually at home.</p> <p><b>DESIRABLE</b></p> <p><b>Answers</b></p> <p>1 habitat; 2 territory; 3 extinction; 4 predator; 5 threat; 6 conservation; 7 camouflages; 8 poached</p>
<p><b>Coursebook</b> page 151</p>	<p><b>Reading: Activity 4</b></p> <p>1. Refer learners to the photos. In small groups, they describe what they can see in the photos and discuss what they think the people are doing. Monitor and provide any vocabulary needed, for example <i>binoculars</i>, <i>monocular</i>.</p> <p>2. Elicit ideas as a class.</p> <p>3. Learners complete the activity individually.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class. Ask learners to read out the portion of text that gives the answer. Alternatively, you could have learners write <i>true</i> on one side of an A4 piece of paper (or individual whiteboard) and <i>false</i> on the other side. Introduce the activity by making statements and asking the learners to raise the appropriate side. If they answer <i>false</i>, ask them to correct the statement.</p> <p><b>Answers</b></p> <p>1 F; 2 T; 3 F; 4 T; 5 NG; 6 F</p>

<b>Coursebook page 151</b>	<p><b>Reading: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Read through the <i>Use of English</i> box. Have three learners read out the example sentences – these are extracted from the listening in the previous lesson.</li> <li>2. To check comprehension, have learners close their books, and say <i>Who can give me an example of a linking adverbial that gives more information?</i> Elicit <i>in addition</i> or <i>besides</i>. Or say <i>What information does the linking adverbial ‘unfortunately’ give us?</i> Elicit <i>the writer or speaker’s attitude</i>.</li> <li>3. Learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>Paragraph 1: furthermore; Paragraph 2: However; Paragraph 3: As a result; Paragraph 4: In addition, hopefully</p>
<b>Workbook page 63</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the table individually. Remind them to eliminate options by filling in more obvious answers first.</li> </ol> <p><b>CORE</b></p> <p><b>Answers</b></p> <p>Addition: furthermore, in addition, moreover</p> <p>Contrast: however, on the other hand, in contrast</p> <p>Cause and effect: accordingly, as a result, consequently</p> <p>Attitude: unfortunately, thankfully, hopefully</p>
<b>Workbook page 63</b>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Play a chain game: say a linking adverbial, for example <i>Firstly</i> and nominate another learner to say a different one – these can be linking adverbials of logical progression, or the ones covered in this lesson. Continue around the class until every learner has provided one, trying not to repeat any.</li> <li>2. In pairs, learners review the main threats to tigers (habitat loss, poaching for the fashion industry, poaching for Chinese medicine) and then discuss solutions – those included in the texts and any other solutions they can think of.</li> <li>3. Learners copy the table into their notebooks and use it to record their ideas.</li> <li>4. Learners prepare a draft text in their notebooks and complete it at home.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Pairs of learners share their tables with another pair for them to read and make suggestions of what to add/change, etc.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. In mixed pairs, learners write about only one threat.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners use a range of linking adverbials in their texts, which should be at least three paragraphs long.</li> </ol>



Resources	Plenary		
	<p>1. Play a game. Use this adaptation of the text in Activity 4 of the Coursebook for a <i>Liar</i> text – say the text in bold; the text in capitals is the correct word: <i>In <b>Japan</b> (INDIA), conservation bodies are working together with <b>doctors</b> (SCIENTISTS) to study the behaviour of <b>elephants</b> (TIGERS) in order to understand them better. It is hoped that this will help us find and <b>sell</b> (PROTECT) areas where tiger populations live. However, the difficulty is that tigers usually live and hunt <b>in pairs</b> (ALONE) and each tiger’s territory can be <b>very small</b> (ENORMOUS). One measure that is being taken is to fit tigers with satellite <b>coats</b> (COLLARS). These collars allow scientists to track the <b>colour</b> (MOVEMENTS) of the tiger so they can see the extent of their territory and then, hopefully, protect them.</i></p> <p>2. As you read the text slowly, learners listen and call out ‘No!’ or ‘Liar!’, if they think the information is incorrect. Then they give the correct information.</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## Unit 5 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 152	<ol style="list-style-type: none"> <li>Write on the board a situation that requires you to follow a process, for example making coffee. Say <i>First, I switch on the kettle, then I put coffee in a cup. Next, I wait for the water to boil. After that ...</i></li> <li>In pairs ask one or two learners to think of a process that they could describe, for example how to boil an egg, how to brush their teeth. Ask them to explain the process using sequential linking adverbials.</li> <li>Allow learners a minute or two to think about the opening question and think of the step-by-step process that is involved in aquaponics.</li> </ol> <p><b>Feedback</b></p> <p>Invite a few learners to articulate the aquaponic process using sequential linking adverbials.</p>
Resources	Main activity
Coursebook page 152	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Explain the activity – learners are not going to answer the exam task – they are going to read it and then answer the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>1 c; 2 d; 3 The diagram explains an aquaponics system for growing plants; 4 The process includes a number of stages, during which fish in a tank are fed food and produce waste which contains chemicals that are bad for fish but good for plants</p>
Coursebook page 152	<p><b>Language focus: Activity 2</b></p> <ol style="list-style-type: none"> <li>Refer learners to the <i>Language tip</i> box and check comprehension.</li> <li>Learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>First, Then, Next, In addition, Finally, Then</p>
Workbook page 64	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>On the board, write <i>beginning</i>, <i>middle</i> and <i>end</i>. Say <i>Finally</i>. Let your pen hover over <i>beginning</i> and then <i>middle</i>, and then write <i>finally</i> underneath <i>end</i>.</li> <li>Learners complete the table in their notebooks individually and compare answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>Beginning: In the first stage, ... First of all, ... Firstly, ...</p> <p>Middle: After that, ... Following that, ... In the second stage, ... Then, ... Next, ... At the same time, ...</p> <p>End: In the final stage, ... Finally, ...</p>

<b>Workbook page 64</b>	<b>Workbook: Activity 2</b> 1. Read the instructions and go through each stage of the process with the learners. Explain any unfamiliar words just to give them a general idea of the meaning ( <i>boiling chamber = container; condensation = when water vapour/gas turns into water; compartment = area; forced = pushed/channelled into; trap door = an area that increases access to something</i> ). 2. Learners complete the activity individually and compare answers in pairs. Monitor learners and assist where necessary. <b>CORE</b> <b>Feedback</b> Elicit answers and check as a class.  <b>Answers</b>  1 In the boiling chamber; 2 Heated water rises; 3 By cooling the water; 4 It falls and is channelled through a trap door; 5 It comes from a trap door; 6 The water is free of salt.		
<b>Workbook page 64</b>	<b>Workbook: Activity 3</b> 1. Learners complete the activity individually and check their answers in pairs. <b>CORE</b> <b>Feedback</b> Elicit answers and check as a class.  <b>Possible answers</b>  1 heated; 2 rises; 3 cool; 4 formed; 5 forced; 6 collected  <b>Differentiation activities (Support):</b> 1. Allow less able learners to work in pairs.  <b>Differentiation activities (Stretch):</b> 1. Ask more able learners to repeat the desalination process orally from memory.		
<b>Resources</b>	<b>Plenary</b>  1. Draw a kettle, a cup and a jar of coffee on the board and ask learners to create a topic sentence and an overview for making a cup of coffee.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## Unit 6 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 153	<ol style="list-style-type: none"> <li>Learners answer questions and discuss the two areas in their groups.</li> <li>Refer learners to the <i>Did you know?</i> box.</li> <li>Have a quick whole class discussion. Allow learners to express their opinions and compare their thoughts.</li> </ol>
Resources	Main activity
Coursebook page 153 Audio Track 28	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners listen to the introduction and answer the questions.</li> </ol> <p><b>Feedback</b></p> <p>Learners compare their answers with a partner.</p> <p><b>Answers</b></p> <p>1 2010; 2 in the store and online</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Consider starting with the vocabulary before listening. Allow learners to listen multiple times.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Strong learners write their answers on whiteboard. Learners make predictions before listening.</li> </ol>
Coursebook page 152 Audio Track 29	<p><b>Listen: Activity 2</b></p> <ol style="list-style-type: none"> <li>Discuss the <i>Listening strategy</i> box with learners. Ask learners to read the questions before listening. Play the audio. Learners answer the questions.</li> <li>If necessary, allow learners to listen again.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers with a partner.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>The weren't enough clothes (stores/shops) available offering suitable clothes for a businesswoman from The Gulf;</li> <li>They saw Career Lady as a store that was excited – not just exciting;</li> <li>Career Lady sells high-end designs and every piece in the store is really special;</li> <li>Educated, elegant, highly professional and smart. She's not like all the others. She's special!</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>For weaker listeners, pause the audio frequently.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Stronger learners write their answers in full sentences.</li> </ol>

<b>Coursebook</b> <b>page 154</b> <b>Audio Track 30</b>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Play the extracts from the text and pause briefly after each one.</li> <li>2. Ask learners why they think these words are stressed.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners practise saying the sentences a–c with the correct stress.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Model the sentences for weaker learners.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with the audioscript and have them underline other words they think are stressed.</li> </ol>
<b>Workbook</b> <b>page 65</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners: <i>How can you understand the meaning of a new word?</i> Elicit ideas and praise.</li> <li>2. Tell learners: <i>Look at the words that come before and after the new word. Look at the sentence as a whole and try to work out the meaning.</i></li> <li>3. Show learners how with the first word <i>boutique</i>.</li> <li>4. Learners work in groups to work out the meaning of the underlined words from context.</li> <li>5. Monitor and provide support as needed.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Encourage learners to write definitions and/or example sentences of their own in English.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give weaker learners dictionaries.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Strong learners write words in sentences of their own.</li> </ol>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Ask learners if they would like to be entrepreneurs or start their own business one day. If so, in what?</li> <li>2. Prompt learners to think about the advantages of having your own business and the challenges as well.</li> <li>3. Highlight key points from the discussion.</li> </ol>

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	Verbal feedback

## Unit 6 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners if they like to watch or listen to interviews. Why do they like them? Would they like to be a TV or Radio reporter one day?</li> <li>2. Have a quick discussion, allow learners to express their opinions and compare their thoughts.</li> </ol>
Resources	Main activity
Workbook page 66	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Clarify the task for learners; make sure they understand the questions.</li> <li>2. Learners answer the questions in groups.</li> <li>3. Monitor and guide learners while they are thinking about their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Encourage learners to justify their answers and extend their thinking through looking deeper at the sentences.</p> <p><b>Answers</b></p> <p>1 a clause; 2 no; 3 yes</p>
Workbook page 66	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners work together to put the relative pronouns in the correct place. Advise them that there are two distractors in the word box.</li> <li>2. Remind learners why we use these types of clauses; to provide extra information about something or someone, and remind them that 'who' is for people, 'which' is for objects, 'when' is for time, 'where' is for place.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the answers from learners.</p> <p><b>Answers</b></p> <p>1 when; 2 which; 3 who; 4 where</p> <p><b>Differentiation activities (support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with a table showing that where = place, which = object, who = person when = time.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write their own gapped sentences and ask a partner to complete the gap with the correct relative pronoun.</li> </ol>



<b>Coursebook page 154</b>	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Divide class into A and B learners; A = an entrepreneur B = the interviewer.</li> <li>2. All together, learners decide on three famous Arab entrepreneurs.</li> <li>3. Group the As together to produce interview questions. Group the Bs together, or use three groups depending on how many famous entrepreneurs were chosen. These learners should research the entrepreneur so they can answer the interview questions.</li> <li>4. Monitor; provide help with vocabulary and grammar, make sure suitable questions are being written, and that Bs are researching the correct information.</li> <li>5. Highlight the <i>Speaking tip</i> box. Learners conduct interviews and the teacher monitors and takes notes of any errors or outstanding work.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Praise learners and provide content and language feedback.</p> <p><b>Differentiation activities (support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with gapped interview questions.</li> </ol> <p><b>Differentiation activities (stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write out the interview as it would appear in a magazine or newspaper.</li> </ol>
<b>Coursebook page 154</b>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Highlight the <i>Language tip</i> box. Learners work in small groups, making assumptions about the entrepreneurs' lives and prepare notes for whole class discussion. Model and encourage the use of speculative language such as <i>I wonder if they have high salaries. I imagine (that) they don't take many holidays.</i></li> <li>2. Learners engage in full class discussion and teacher moderates.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Highlight key points from discussion and praise learners' performance.</p>
<b>Workbook page 66</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners think about what they have heard and discussed. Elicit a few ideas about advantages and disadvantages and write these on the board.</li> <li>2. Have learners <i>expand</i> these ideas and write a paragraph expressing their opinion.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Monitor, support and correct as needed.</p>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Ask learners whether their ideas about being an entrepreneur have changed.</li> <li>2. Discuss as a class.</li> </ol>

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

## Unit 6 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners what they would like to do as a future career. Elicit a few responses. Add them to the whiteboard as mind map.</li> <li>2. Ask them what qualifications they think they will need and what personal qualities.</li> <li>3. Give them time to think and discuss, then feedback.</li> </ol>
Resources	Main activity
Coursebook page 155	<b>Reading: Activity 1</b> <ol style="list-style-type: none"> <li>1. Ask learners to look at the image of the Forum setting and the title of the text. What clues does it give them about the subject matter of the article?</li> <li>2. Invite feedback. Write a few predictions on the board.</li> <li>3. Learners read quickly for gist.</li> </ol> <b>CORE</b> <b>Feedback</b> Ask learners: <i>Did you guess correctly?</i>
	<b>Differentiation activities (Support):</b> <ol style="list-style-type: none"> <li>1. Encourage learners to focus on key words in the title and text.</li> </ol>
	<b>Differentiation activities (Stretch):</b> <ol style="list-style-type: none"> <li>1. Learners write their guesses and say why they were right or wrong.</li> </ol>
Coursebook page 156	<b>Reading: Activity 2</b> <ol style="list-style-type: none"> <li>1. Encourage learners to underline key words in the questions. Tell them to look out for these while they are reading.</li> <li>2. Learners read the text again more carefully and decide whether the statements are true or false.</li> <li>3. Monitor and help learners with new vocabulary.</li> </ol> <b>CORE</b> <b>Feedback</b> Learners check answers in pairs before whole-class feedback.
	<b>Answers</b> 1F; 2F; 3T; 4F; 5T
	<b>Differentiation activities (Support):</b> <ol style="list-style-type: none"> <li>1. Encourage learners to highlight or underline the key information in the text.</li> </ol>
	<b>Differentiation activities (Stretch):</b> <ol style="list-style-type: none"> <li>1. Learners explain why an answer is true or false.</li> </ol>
Coursebook page 156	<b>Read: Activity 3</b> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the words in bold. Encourage learners to work out the meaning from context.</li> <li>2. Learners match the words with their definitions then compare with a partner.</li> </ol> <b>CORE</b> <b>Feedback</b> Whole class.
	<b>Answers</b> 1c; 2e; 3a; 4b; 5d

	<b>Differentiation activities (Support):</b> 1. Learners read the text again and underline any other words or phrases that they could not understand from the context.		
	<b>Differentiation activities (Stretch):</b> 1. Learners write definitions for the new vocabulary items and test each other.		
<b>Workbook page 67</b>	<b>Workbook: Activity 1</b> 1. Remind learners that the words can be found in the reading text. 2. Learners complete the crossword in pairs. Provide support. <b>DESIRABLE</b> <b>Feedback</b> Encourage learners to record new vocabulary items and write definitions, translations or draw pictures to help them retain the new words.  <b>Answers</b> Across: 1 optimism; 3 vocational; 4 sector; 7 inspiring; Down: 1 opportunity; 2 transition; 5 renewable; 6 forum  <b>Differentiation activities (Support):</b> 1. Learners use Arabic translations or pictures only if they find writing English synonyms too challenging.  <b>Differentiation activities (Stretch):</b> 1. Learners write full sentences to illustrate the meaning of new vocabulary items.		
<b>Resources</b>	<b>Plenary</b>		
	1. Ask learners if they would be interested in attending a forum about jobs and careers for young people like them. 2. Ask learners if they think such a forum would be useful for them. How should they prepare to attend such a forum? 3. Inform learners that there are many forums for different careers and different age groups. Tell them to look on the Internet for youth forums if they are interested.		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## Unit 6 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners if they know what their parents and older siblings wanted to be when they were young. Did they go into the field they wanted as children? Why not?</li> <li>2. Ask learners what they think should be the reason for their career choice: Enjoyment? Money? Ease or difficulty?</li> <li>3. Learners discuss these questions in groups and then in an open class discussion.</li> </ol>
Resources	Main activity
Workbook page 68	<b>Workbook: Activity 2</b> <ol style="list-style-type: none"> <li>1. Allow learners to choose the words they will use in sentences.</li> <li>2. Monitor and support as needed. Check correct spelling and use of vocabulary items, and grammar.</li> </ol> <b>CORE</b>
	<b>Differentiation activities (Support):</b> <ol style="list-style-type: none"> <li>1. Learners read out their sentences.</li> </ol>
	<b>Differentiation activities (Stretch):</b> <ol style="list-style-type: none"> <li>1. Learners write gapped sentences for each other.</li> </ol>
Coursebook page 156	<b>Reading: Activity 4</b> <ol style="list-style-type: none"> <li>1. Ask learners to think back to the previous lesson when they discussed the qualifications and qualities needed for different careers.</li> <li>2. Explain that they're going to do a quiz, and their answers will tell them what type of career would suit them.</li> <li>3. Learners answer the questions. They add up their score and check which career they are suited for based on their experience.</li> <li>4. Monitor and assist with any unknown vocabulary.</li> </ol> <b>CORE</b> <b>Feedback</b> <p>Are any learners surprised by their result? Draw learners' attention to the <i>Use of English</i> box.</p>
	<b>Differentiation activities (Support):</b> <ol style="list-style-type: none"> <li>1. Learners compare their answers in groups.</li> </ol>
	<b>Differentiation activities (Stretch):</b> <ol style="list-style-type: none"> <li>1. Learners explain whether they agree or disagree with the quiz result and why.</li> </ol>
Workbook page 68	<b>Workbook: Activity 3</b> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the model question from the quiz and the example answer.</li> <li>2. Explain that learners should use the prompts to write complete questions and then give answers true for themselves in complete sentences.</li> </ol> <b>CORE</b> <b>Feedback</b> <p>Remind learners that the auxiliary and subject are inverted in the question form. Write answers on the board.</p>

	<b>Differentiation activities (Support):</b> 1. Learners work in pairs and help each other with their answers to the questions.		
	<b>Differentiation activities (Stretch):</b> 1. Learners write more questions of their own.		
<b>Resources</b>	<b>Plenary</b>		
	1. Learners ask each other the questions they wrote in Workbook Activity 3 and compare answers. 2. Conclude by getting some learners to feed back on their partners' answers and ideal careers.		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## Unit 6 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 157	1. Read the opening questions with the class. Ask each one in turn and elicit ideas.
Resources	Main activity
Coursebook page 157 Audio Track 31	<b>Listening: Activity 1</b> 1. Learners complete Activity 1. <b>CORE</b> <b>Feedback</b> Learners compare with partners how many items they got correct. Highlight the <i>Language tip</i> box.
	<b>Differentiation activities (Support):</b> 1. Consider starting with the vocabulary before listening.
	<b>Differentiation activities (Stretch):</b> 1. Strong learners write their answers on whiteboard.
Coursebook page 157 Audio Track 31	<b>Listening: Activity 2</b> 1. Ask learners to read the statements before listening. 2. Play audio and monitor learners. Play audio again if necessary. <b>CORE</b> <b>Feedback</b> Ask learners to compare their answers with a partner.
	<b>Answers</b> 1F; 2T; 3NI; 4T
	<b>Differentiation activities (Support):</b> 1. If you have nervous listeners, pause between every few lines of the audio.
	<b>Differentiation activities (Stretch):</b> 1. Stronger learners to correct F sentences.
Workbook page 69	<b>Workbook: Activity 1</b> 1. Have learners work together to discover the meaning of the words and phrases. Learners help each other, use dictionaries and refer back to audioscript. 2. Learners add the word and phrases to the correct category. <b>CORE</b> <b>Feedback</b> Monitor learners and help them make associations for easy retrieval.
	<b>Answers</b> Words used to describe people: <i>strict, confident, innocent, proud</i> ; Words used to talk about work and jobs: <i>underestimate, tutor, pros/cons, a typical day, rewarding, advantages and disadvantages</i>
	<b>Differentiation activities (Support):</b> 1. Provide weaker learners with dictionaries.
	<b>Differentiation activities (Stretch):</b> 1. Have strong learners write definitions in English.

<b>Workbook</b> <b>page 69</b>	<b>Workbook: Activity 2</b> 1. Learners complete Activity 2. 2. Monitor and help with vocabulary and grammar. <b>DESIRABLE</b>		
<b>Coursebook</b> <b>page 157</b>	<b>Writing and speaking: Activity 3</b> 1. Learners work alone to write notes in their notebooks. 2. Learners have discussions in pairs using their notes. 3. Monitor this and take notes of any key issues with pronunciation or grammar. <b>CORE</b>		
	<b>Differentiation activities (support):</b> 1. Provide learners with skeleton sentences, for example: <i>I like my (subject) teacher because he / she (reason).</i>		
	<b>Differentiation activities (stretch):</b> 1. Stronger learners write full sentences explaining why they liked or disliked their teacher.		
<b>Resources</b>	<b>Plenary</b>		
	In pairs, learners discuss their ideas from Coursebook Activity 3. <b>Feedback</b> An open class discussion.		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work	Verbal feedback



## Unit 6 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners if they remember any teachers from when they were very young at school.</li> <li>2. Ask learners why they remember them. <i>Did they have a good or bad experience with these teachers?</i></li> <li>3. Learners discuss the topic in groups.</li> </ol>
Resources	Main activity
Workbook page 70	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the <i>Language tip</i> on page 12 of the Coursebook.</li> <li>2. Learners complete Activity 3.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers with another student.</p> <p><b>Answers</b></p> <p>1 monthly; 2 weekly; 3 annually; 4 daily; 5 every other week</p>
Workbook page 70	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners complete Activity 4.</li> <li>2. Monitor and help learners with vocabulary and grammar.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners compare sentences with other pairs and then nominate a few pairs to write their sentences on the whiteboard. Provide learners with feedback and error correction, focusing on the position of the time expression.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners only write three sentences.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners try to link these sentences together to create a paragraph.</li> </ol>
Coursebook page 158	<p><b>Reading and writing: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners read the text and underline the key points.</li> <li>2. If necessary, guide learners towards the key points by giving them markers.</li> <li>3. After reading, learners work in pairs on creating two-line summaries. Tell learners to focus on key numbers and information. For example, 75 000 teachers; gap in education sector, etc.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their summaries. Ask learners: <i>Is this a problem? How can we get more teachers?</i> Elicit, hiring teachers from abroad and encouraging more Emiratis to become teachers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to simply identify and underline key information in the text if they find summarising too challenging.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Stronger learners write full sentences explaining their solutions to the problem.</li> </ol>

Coursebook page 158	<b>Writing: Activity 5</b> 1. Learners work in groups to make notes on their choice of topic. Allow learners to use the Internet or reference books to research information about teachers and teaching in the UAE. 2. Monitor and help learners in the process, you can provide them with information you are aware of about the industry. <b>CORE</b> <b>Feedback</b> Learners compare notes. Learners can use these notes in Project lessons 16 and 17.		
	<b>Resources</b>		
	<b>Plenary</b>		
	1. Whole class discussion on what they found out in Activity 5.		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work	Verbal feedback

## Unit 6 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 159	<ol style="list-style-type: none"> <li>Learners answer introductory questions and discuss them in groups.</li> <li>Have a quick whole class feedback session.</li> </ol>
Resources	Main activity
Coursebook page 159	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners compete in teams to create the longest lists (relevant items).</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners come to the whiteboard and write their lists in different sections. Mark correct items and praise as appropriate.</p> <p>Make sure that all the following words are included, if not, elicit them by using visuals or giving clues, these are essential to the lesson;  <i>surgeon, dentist, orthodontist, physiotherapist, nutritionist, nurse, treat, prescribe, diagnose, medication, symptoms.</i></p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Allow learners to look at the lessons in the book and scan for lexical items.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>For strong learners, insist on correct spelling (they can look words up).</li> </ol>
Workbook page 71	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners match the beginnings and endings of the sentences in pairs.</li> <li>Monitor and support learners with any challenging items.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>1 h; 2 k; 3 j; 4 i; 5 a; 6 c; 7 e; 8 b; 9 d; 10 g; 11 f</p>
Workbook page 71	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Learners practise saying the words to themselves, stop and repeat if you hear any wrong pronunciation that limits understanding (pay attention to silent /p/ in symptoms).</li> <li>Learners mark the stressed syllables in their groups.</li> <li>Monitor the process and provide support as needed.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Have the words written on the whiteboard and ask learners to come up and underline the stressed syllables.</p> <p><b>Answers</b></p> <p><u>dentist</u>; <u>orthodontist</u>; <u>physiotherapist</u>; <u>nutritionist</u>; <u>prescribe</u>; <u>diagnose</u>; <u>medication</u>; <u>symptoms</u></p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Encourage learners to clap or tap the desk to mark the stressed syllable.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners write word families and notice if/how the stress pattern changes, for example: <i>medication, medicine, medical.</i></li> </ol>

Coursebook page 159 Audio Track 32	<b>Listening: Activity 2</b> 1. Remind learners that they are not listening for details at this point. Play audio once. 2. Learners compare their answers with a partner before feedback. <b>CORE</b> <b>Feedback</b> Provide the answers and ask learners to tell you how they chose.			
	<b>Answers</b> b) an experienced doctor			
Coursebook page 159 Audio Track 32	<b>Listening: Activity 3</b> 1. Encourage learners to use their own words and not to worry about spelling. 2. Monitor learners to make sure they are on task. 3. If the learners only have very limited answers, play the audio again. <b>CORE</b> <b>Feedback</b> Have a brief open class discussion and check answers together.			
	<b>Answers</b> Advantages: rewarding, you get to help people; Disadvantages: tiring, huge responsibility, demanding, stressful			
	<b>Differentiation activities (Support):</b> 1. Allow learners to read the audioscript at the same time.			
	<b>Differentiation activities (Stretch):</b> 1. Learners discuss whether they agree with the speaker.			
Resources	<b>Plenary</b>			
	1. Learners quiz each other on the spelling of the vocabulary items introduced. 2. Elicit the spelling of the most problematic words on the whiteboard.			
<b>Learning styles catered for (✓):</b>				
Visual ✓		Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>				
Observation		Student self-assessment	Oral questioning	Peer assessment
Quiz		Student presentation	Written work and feedback	Verbal feedback

## Unit 6 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<p>1. Give an example of a formulaic phrase from the lesson used to self-repair or as a conversational signal, for example <i>Sorry, what was that?</i>.</p> <p><b>Feedback</b></p> <p>Elicit some examples and tell learners they're going to learn about these types of phrases in English, in order to make their speaking more natural and understandable.</p>
Resources	Main activity
Coursebook page 160	<p><b>Listening: Activity 4</b></p> <p>1. Draw learners' attention to the <i>Language tip</i> box.</p> <p>2. Learners complete Activity 4.</p> <p>3. Allow learners to work with a partner to work out the use of <i>can</i>.</p> <p>4. Monitor and guide them in their discussions.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the answer and ask learners why they think that.</p> <p><b>Answers</b></p> <p>a</p>
Workbook page 72	<p><b>Workbook: Activity 3</b></p> <p>1. Learners complete Activity 3.</p> <p>2. Monitor and provide support and clarification.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Allow learners to compare their answers, then check as a class.</p> <p><b>Answers</b></p> <p>1 b; 2 a; 3 b; 4 c; 5 c; 6 a; 7 b; 8 d; 9 c; 10 c; 11 a; 12 d; 13 a; 14 a; 15 d</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Do the first two or three as a class.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. In pairs, learners add more phrases to each category.</p>
Coursebook page 160	<p><b>Speaking: Activity 5</b></p> <p>1. Draw learners' attention to the <i>Speaking tip</i> box and the use of <i>can</i> in the examples.</p> <p>2. Learners complete Activity 5. Encourage them to use the phrases from Workbook Activity 3 and <i>can</i>.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor the conversations and take notes for feedback later.</p>

Resources	Plenary		
	<div>1. From your notes, write some of the learner errors from Activity 5 on the whiteboard. Do not say who made the error. Ask learners if they can see what is wrong.</div> <div>2. Ask the student Bs from Activity 5 whether they managed to convince their partner.</div>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## Unit 6 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 161	<p>1. Learners skim-read the introductory questions, then discuss their ideas in groups.</p> <p><b>Feedback</b></p> <p>Quick discussion, allow learners to express their opinions.</p>
Resources	Main activity
Workbook page 73	<p><b>Workbook: Activity 1</b></p> <p>1. In groups, learners work out the meanings of the words and match them to the meanings.</p> <p>2. Monitor and help learners. Provide dictionaries if necessary.</p> <p>3. Learners compare with partners.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Whole class.</p> <p><b>Answers</b></p> <p>1 h; 2 d; 3 e; 4 c; 5 a; 6 f; 7 b; 8 g</p>
Workbook page 73	<p><b>Workbook: Activity 2</b></p> <p>1. Learners mark stress in pairs or groups.</p> <p>2. Learners repeat words to themselves. Monitor and correct if you hear incorrect pronunciation.</p> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Write the words on the whiteboard and ask learners to say the word and come to the board to underline the stressed syllable.</p> <p><b>Answers</b></p> <p>sightseeing; connecting flights; itinerary; multi-stop trip; destination; travel agent; tourist</p>
Coursebook page 161	<p><b>Reading: Activity 1</b></p> <p>1. Draw learners' attention to the <i>Reading strategy</i>.</p> <p>2. Learner's complete Activity 1. Set a short time limit.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answer as a class. Ask them why they came to this conclusion.</p> <p><b>Answers</b></p> <p>b</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Learners skip the first and last paragraph.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners choose three key phrases to support answers.</p>

Coursebook page 162	Reading: Activity 2		
	1. Learners complete Activity 2.		
	2. Learners compare answers in small groups or pairs.		
	CORE		
	Feedback		
	Elicit answers from the class.		
	Answers		
	1 Because many people use the Internet to arrange trips; 2 All-inclusive, world cruises and adventure holidays; 3 No, travel agents find packages you can't find online, or that might be difficult to find; 4 A small fee; 5 From hotels and tours		
	Differentiation activities (Support):		
	1. Learners only answer the first three questions.		
	Differentiation activities (Stretch):		
	1. Write a short summary of the text.		
Resources	Plenary		
	1. Ask learners if they can think of any other jobs that seem unnecessary nowadays. Give examples; <i>file clerks since everything is saved on computers.</i>		
	2. Ask learners to discuss in groups why they think these jobs are no longer needed.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback



## Unit 6 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners how they think liking your job affects your performance at work. Do they think it's important? Can they give examples?</li> <li>2. Open class discussion about the topic.</li> </ol>
Resources	Main activity
<b>Workbook page 73</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners complete Activity 3.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare answers and justify their choice.</p> <p><b>Answers</b></p> <p>He likes his job.</p>
<b>Workbook page 74</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners complete Activity 4.</li> <li>2. Guide learners in answering the questions in pairs or groups.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a brief open class discussion.</p> <p><b>Answers</b></p> <p>1 Someone repeating what he said; 2 Indirect; 3 They all have said and all use past tense.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Do a substitution of form (comparing direct and indirect version) on the whiteboard.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask individual learners to write the direct speech on the whiteboard.</li> </ol>
<b>Workbook page 74</b>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Learners complete Activity 5.</li> <li>2. Monitor and provide support.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers then feedback as a class.</p> <p><b>Answers</b></p> <p>1 Ali said he loved travelling.; 2 Sara said she couldn't stand looking at different websites for hotels; 3 Ahmad said he worked at the travel agency in the mall.; 4 Hind said she met new clients; 5 Rashid said he didn't travel a lot</p>

Coursebook page 162	<b>Writing: Activity 3</b> 1. Learners work in groups to think about the different advantages of the jobs. 2. Encourage learners to create a spider gram and map as much information as possible. <b>DESIRABLE</b> <b>Feedback</b> Learners compare their ideas with other groups.		
Coursebook page 162	<b>Writing: Activity 4</b> 1. Groups choose three jobs. Remind learners that these sentences will be used later in Lessons 16 and 17, so an accurate production will save time and effort later. 2. Go through the model with learners and monitor and support as needed. Highlight the <i>Writing tip</i> box. 3. Remind learners to start with a sentence that describes a general advantage of the job then provide more details. 4. Remind learners to explain their ideas (cause and result) to make the text coherent and easy to follow and understand for readers. <b>CORE</b> <b>Feedback</b> Learners compare sentences and can borrow sentences they liked and add them to their lists for future use.		
Resources	<b>Plenary</b>		
	1. Ask learners: <i>After thinking about the advantages of each job in Activity 4, which job do you think you would enjoy?</i> 2. Discussion.		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## Unit 6 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 163	<ol style="list-style-type: none"> <li>Learners discuss the introductory questions in groups.</li> <li>Have an open class discussion.</li> </ol>
Resources	Main activity
Workbook page 75	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners complete Activity 1.</li> <li>Monitor and provide support. Supply dictionaries if needed.</li> <li>Learners compare answers with other pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>As a class.</p> <p><b>Answers</b></p> <p>1 f; 2 a; 3 e; 4 b; 5 d; 6 g; 7 c</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Allow use of dictionaries.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Strong learners write synonyms.</li> </ol>
Workbook page 75	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Learners complete Activity 2.</li> <li>Monitor and support as needed, correcting incorrect pronunciation.</li> <li>Highlight or elicit that suffixes are never stressed.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Write the words on the whiteboard. Ask individual learners to say the word and come up to the board to underline the stressed syllable.</p> <p><b>Answers</b></p> <p>realistic; achievable; jobseeker; accomplish; challenge; lifestyle</p>
Coursebook page 163	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Draw learners' attention to the <i>Vocabulary</i> box.</li> <li>Learners skim-read the choices for the main topic then read the text, set a short time limit for this.</li> <li>Learners compare their answers in pairs or groups.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answer and ask learners to justify their choice.</p> <p><b>Answers</b></p> <p>b</p>

Coursebook page 163	<b>Reading: Activity 2</b> 1. Draw learners’ attention to the <i>Reading strategy</i> box. 2. Remind learners to read the questions first. Learners complete Activity 2. 3. Monitor and provide support. <b>CORE</b> <b>Feedback</b> Learners compare answers in pairs then have open class discussion.		
	<b>Answers</b> 1 Realistic goals and objectives, and internal and external challenges; 2 Because it helps you decide if a job is suitable for you; 3 Because it may tell you what jobs you do or don’t enjoy; 4 To be realistic and prepare yourself for the job		
	<b>Differentiation activities (Support):</b> 1. Highlight to learners the relevant section of the text for each question.		
	<b>Differentiation activities (Stretch):</b> 1. Strong learners support weaker learners when they have finished.		
	<b>Resources</b>		
	<b>Plenary</b> 1. Ask learners: <i>After reading about the steps to choose and plan for a career, do you still think you want the career/job you talked about at the beginning of the lesson?</i> 2. Have learners discuss the topic in groups and pairs and encourage them to justify their choices of keeping/changing their ideas. 3. Encourage learners to reflect on the steps (analysing their personalities, analysing their lifestyles, etc.).		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## Unit 6 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners to recall the topic of the previous lesson. Elicit the topic of careers advice.</li> <li>2. Write the following expressions on the board from the Reading text featuring Dr Grey. Ask learners to recall the missing words. <ol style="list-style-type: none"> <li>a Have r_____ goals and objectives.</li> <li>b Think about your d_____ job.</li> <li>c The final step is developing a plan for a_____ your goal.</li> </ol> </li> </ol> <p><b>Feedback</b> Have learners come up to the whiteboard and complete the sentences.</p> <p><b>Answers</b> a realistic; b dream; c achieving</p>
Resources	Main activity
<b>Coursebook page 164</b> <b>Audio Track 33</b>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Have learners read through the text first and think about what kind of words they need to listen for.</li> <li>2. Play audio. Repeat if necessary.</li> <li>3. Have learners compare their answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Whole class.</p> <p><b>Answers</b> 1 probably; 2 plan; 3 research; 4 tiring; 5 negative; 6 qualifications; 7 advantage</p> <p><b>Differentiation activities (Support):</b> 1. Allow learners to listen again.</p> <p><b>Differentiation activities (Stretch):</b> 1. Learners must use correct spelling.</p>
<b>Coursebook page 164</b>	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they're going to roleplay a meeting with a career counsellor. Divide class in half (one side A and one side B).</li> <li>2. Together, you will need to decide which careers to ask advice about. The whole class could focus on one career, or split the class again and have them focus on two or three different careers. Each group, both As and Bs, should know what career they are doing.</li> <li>3. Bs work together to think about the advice they can give and As work on the questions they want to ask.</li> <li>4. Monitor and support learners in this. Make sure everyone is writing notes because they won't be able to share sheets later.</li> <li>5. Pair up As and Bs and have learners start the meeting.</li> <li>6. Monitor and takes notes of any spoken errors.</li> <li>7. Praise performance and highlight strong sentences.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Focus on issues noted.</p>

	<b>Differentiation activities (Support):</b> 1. Provide learners with prompts.		
	<b>Differentiation activities (Stretch):</b> 1. Learners improvise without notes.		
<b>Coursebook page 164</b>	<b>Writing: Activity 5</b> 1. In groups of 3-4, learners work together to choose a job then create a plan. 2. Learners assign roles within the team for collaborative work. 3. Monitor and help learners with vocabulary and grammar. <b>DESIRABLE</b> <b>Feedback</b> Learners exchange plans and discuss differences and similarities.		
<b>Workbook page 76</b>	<b>Workbook: Activity 3</b> 1. Opening question: Learners look at the sentences. Prompt and guide them to remember the use of the structures. 2. Question 1: Guide learners to notice the difference and elicit the reason. 3. Question 2: Learners work together on sentences. Monitor and make sure learners are changing the form of <i>can</i> . <b>EXTENSION</b> <b>Feedback</b> 1 He said finding the perfect job could take a lot of time; 2 She said lifestyle could be an important element in making career choices; 3 He said jobs that include a lot of travelling could be exhausting; 4 He said career plans could be made as early as high school; 5 She said career plans could change many times		
<b>Resources</b>	<b>Plenary</b>		
	1. Ask learners to think about which piece of advice they feel is the most important when planning their career. 2. Discuss as a class.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## Unit 7 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 9).

Resources	Starter
Coursebook page 165	<ol style="list-style-type: none"> <li>1. Focus learners on the introductory questions and photo.</li> <li>2. Learners discuss questions and the ideas in groups.</li> <li>3. Quick class discussion, allow learners to exchange their ideas.</li> </ol>
Resources	Main activity
Workbook page 77	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners work together to work out the meanings of the words and match with definitions.</li> <li>2. Monitor learners and help them to work out the meanings.</li> <li>3. Learners compare with partners.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> As a class.</p> <p><b>Answers</b></p> <p>1 f; 2 h; 3 d; 4 a; 5 e; 6 c; 7 g; 8 b</p>
Workbook page 77	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners mark stress in pairs or groups.</li> <li>2. Learners practise saying the words to themselves. Correct them if you hear incorrect pronunciation.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b> As a class.</p> <p><b>Answers</b></p> <p>Role model; medals; bodybuilding; weightlifting; cross-fit training; open-minded; humbleness</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Start by syllabising words.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners quiz each other on stress.</li> </ol>
Coursebook page 165 Audio Track 34	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners read the topics, then listen to choose the correct one.</li> <li>2. Learners compare answers in pairs or groups.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Class discussion</p> <p><b>Answers</b></p> <p>b</p>

Coursebook page 165 Audio Track 34	<b>Listening: Activity 2</b> 1. Draw learners’ attention to the <i>Listening strategy</i> box. 2. Learners read questions then listen again to interview. 3. Monitor and if you find many learners missing answers, repeat audio again. 4. Learners compare answers in groups or pairs. <b>CORE</b> <b>Feedback</b> As a class.		
	<b>Answers</b> 1 By being the first female weightlifter in her country to compete internationally; 2 Her decision to fight her unhealthy habits; 3 Cross-fit team; 4 The Olympics; 5 2000		
	<b>Differentiation activities (Support):</b> 1. Repeat audio as necessary.		
	<b>Differentiation activities (Stretch):</b> 1. Write key words for next stage.		
Coursebook page 166 Internet access	<b>Writing: Activity 3</b> 1. Learners choose which athlete to write about. Allow learners to use the Internet to find information and let them choose any other athletes they are interested in. 2. Encourage learners to write a summary in pairs of the information they find, focusing on the athletes’ roles as role models. 3. Monitor and support with idea organisation and vocabulary. <b>CORE</b> <b>Feedback</b> Learners compare their summaries.		
	<b>Plenary</b>		
	1. Ask learners: If they could take part in the Olympics: what sports would they play? Why would they like to take part? What are the advantages and disadvantages of taking part? 2. Have learners discuss the questions in small groups. 3. An open class discussion about the topic.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback



## Unit 7 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners if they know any sports channels. Do they like to watch any?</li> <li>2. Ask learners if they've ever seen a sports interview. Can they tell each other what information sports figures share during those interviews?</li> <li>3. Learners compare their ideas in groups or pairs.</li> <li>4. Tell learners they're going to conduct an interview at the end of the lesson.</li> </ol> <p><b>Feedback</b> An open class discussion on the topic.</p>
Resources	Main activity
<b>Workbook page 78</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Provide support as learners decide which part of speech the words are; draw their attention to the compound aspect of these adjectives.</li> <li>2. Help learners put them in the different categories.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> As a class.</p> <p><b>Answers</b></p> <p>(adjective + adjective) open-minded; (noun + adjective) world-famous, country-wide; (adjective + noun) full-scale, part-time</p>
<b>Workbook page 78</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners work in groups or pairs to create compound adjectives.</li> <li>2. Monitor and provide support.</li> <li>3. Learners compare their answers.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Elicit answers and write them on the whiteboard.</p>
<b>Coursebook page 166</b>	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Guide learners to discover that we use these words in speaking to move from ideas and extend our conversation.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Ask learners whether they can give any more examples.</p>
<b>Coursebook page 166</b>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Learners think of famous athletes (these should be different to the ones in Activity 3) and work in pairs on gathering information and creating questions.</li> <li>2. Monitor and help with vocabulary and grammar in the question structures.</li> <li>3. Learners practise the interview in closed pairs, monitor and support. Encourage learners to use the discourse markers discussed in Activity 4.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Monitor and provide guidance and correction when needed.</p>

Coursebook page 166	<b>Speaking: Activity 6</b> 1. Learners conduct their interviews in front of other pairs to allow maximum engagement in the classroom. 2. Monitor and take notes for feedback. <b>CORE</b> <b>Feedback</b> Error correction.		
	<b>Plenary</b>		
	1. In open discussion, ask learners to share some interesting information they learned about athletes and praise their performance.		
	<b>Learning styles catered for (✓):</b>		
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## Unit 7 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners to work in pairs and write a list of all the sports they think are dangerous. Help them with any vocabulary they may need.</li> <li>2. Tell learners to show their lists to a new partner and explain why some people enjoy doing dangerous sports.</li> <li>3. Ask if any of the class watch or take part in dangerous sports.</li> <li>4. Ask one or two learners who like dangerous sports to tell the class why.</li> </ol>
Resources	Main activity
Coursebook page 167	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to <i>Grand Prix</i> in the lesson title and reading title. Explain that it stems from the French for 'great or chief prize'. Drill pronunciation /grān 'pri:/ (the ā sound is pronounced as the first syllable of chanson)</li> <li>2. Ask learners to look at the photographs and the title of the text. <i>What clues does it give them about the subject matter of the article?</i></li> <li>3. Invite feedback. Write a few predictions on the board.</li> <li>4. Ask learners where they would find an article like this one.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Tell learners to skim the article to see if their predictions were correct.</p> <p><b>Answers</b></p> <p>1 Content of article is about The Grand Prix; 2 Article would be found in a sports magazine</p>
Coursebook page 168	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Read the rubric and the five statements with the class.</li> <li>2. Draw learners' attention to the <i>Reading strategy</i>.</li> <li>3. Ask learners to underline the key words in the statements. Explain that they need to find the information in the text and decide if the statements are true or false.</li> <li>4. The learners read the text silently and write T or F next to each statement.</li> <li>5. Learners check answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from the whole class.</p> <p><b>Answers</b></p> <p>1 F; 2 F; 3 T; 4 T; 5 F</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give learners only one or two questions to answer. Learners then share their answers.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners find additional numbers in the text and ask or write questions for them.</li> </ol>

Coursebook page 168	<b>Reading: Activity 3</b>		
	1. Ask learners' to read the questions in Activity 3 and tell them that they need to answer with complete sentences.		
	2. Learners read the article again more slowly and answer the questions.		
	3. Monitor and help with any new vocabulary.		
	4. Learners check answers in pairs.		
	<b>CORE</b>		
	<b>Feedback</b>		
	Go through the answers with the class.		
	<b>Answers</b>		
	1 It's a difficult track and it's a very glamorous circuit; 2 It has an underground pit lane; 3 The world's first day-night race; 4 Ferrari, Williams and Mercedes; 5 It's an international sport, circuits are on every continent and drivers and teams are from many countries		
	<b>Differentiation activities (Support):</b>		
	1. Learners read the text again and underline any words or phrases that they could not understand from the context.		
	<b>Differentiation activities (Stretch):</b>		
	1. Learners give reasons for their answers.		
Resources	<b>Plenary</b>		
	1. Ask learners what other racing sports people enjoy watching. Why do they think they are popular? How easy is it to take part in these kinds of sports?		
	2. Have learners discuss the questions in small groups.		
	<b>Feedback</b>		
	Open class discussion about the topic.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## Unit 7 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Have a mini-quiz on the Grand Prix to see what learners can remember. Use the questions that learners answered in Lesson 3 or ask your own. Make sure their books are closed. Go through any of the answers that learners cannot remember.</li> </ol>
Resources	Main activity
Coursebook page 168	<p><b>Vocabulary: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners read the words in the box and complete the sentences.</li> <li>2. Remind them that all the words are in the text. Encourage them to find the words to help them work out the meaning from context. Advise them that there's a distractor in the word box.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through the answers with the class.</p> <p><b>Answers</b></p> <p>1 spectator; 2 day-pass; 3 circuit; 4 team; 5 pit area</p>
Workbook page 79	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners read the text in the Coursebook again and match the words with the definitions.</li> <li>2. Monitor and support as needed.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check the answers with the whole class.</p> <p><b>Answers</b></p> <p>1 h; 2 f; 3 d; 4 g; 5 i; 6 e; 7 c; 8 j; 9 b; 10 a</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs or use a dictionary.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners choose five words from the table and write sentences using those words.</li> </ol>
Coursebook page 168	<p><b>Use of English: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Write the example sentence on the board and highlight the verb form <i>have</i> + past participle.</li> <li>2. Ask learners to read through the text and find and underline all the examples they can.</li> <li>3. Monitor and assist where needed.</li> <li>4. Ask learners to read out all the examples of the present perfect they have found.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Discuss why this tense is used. Refer learners to the <i>Use of English</i>.</p> <p><b>Answers</b></p> <p>Present perfect is used when something has happened in the past but is still connected to the present</p>

<b>Workbook pages 79-80</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write complete sentences in the present perfect, using the prompts.</li> <li>2. Do the first sentence as an example with the whole class. Then ask learners to work alone. Remind them to use the past participle.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through answers with the class. Check learners' use of the present perfect.</p> <p><b>Answers</b></p> <p>1 Ten teams have taken part in the Grand Prix; 2 Famous people have always watched the Grand Prix in Monaco; 3 Schumacher has won a lot of money driving Formula 1 cars 4 Hamilton hasn't crashed his car in a big race; 5 Many countries have hosted the Grand Prix, including Britain, Italy and Dubai; 6 Some people have spent a lot of money watching the Grand Prix; 7 Formula 1 races have happened at twilight; 8 There hasn't been a Grand Prix in Oman</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Review with learners the past participles for regular and irregular verbs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write their own sentences using the present perfect.</li> </ol>
<b>Workbook page 80</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the diagram of the <i>Yas Marina</i> circuit. Explain that they have to read the text and then label the diagram.</li> <li>2. Learners complete Activity 3.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners check their answers in pairs. Elicit answers from the class.</p> <p><b>Answers</b></p> <p>1 speed trap; 2 pit lane; 3 North Grandstand; 4 start/finish lines</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write additional sentences about the circuit based on the diagram.</li> </ol>
<b>Workbook page 80</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work in pairs to brainstorm ideas about popular sports events in the UAE.</li> <li>2. Elicit some ideas and write them on the board.</li> <li>3. Ask learners to write notes using the bullet points before writing their description.</li> <li>4. Learners write a short paragraph (100 words) about a popular sports event. Encourage them to use the present perfect if possible.</li> <li>5. Monitor and help with grammar and vocabulary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask one or two volunteers to read out their paragraphs to the class.</p>

	<b>Differentiation activities (Support):</b> 1. Give learners useful vocabulary to include. Learners write five individual sentences.		
	<b>Differentiation activities (Stretch):</b> 1. Tell learners to use a variety of different linkers, not just <i>and</i> , <i>but</i> , etc. and to write more than 100 words.		
<b>Resources</b>	<b>Plenary</b>  1. Learners discuss the importance of the sporting events they wrote about in Activity 4. <i>Why are they important? Do they encourage tourism? Do they help the economy?</i> <b>Feedback</b> Open class discussion about the topic.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## Unit 7 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 30	<ol style="list-style-type: none"> <li>1. Focus on the introductory questions and have learners discuss them in groups.</li> <li>2. Monitor the discussion.</li> <li>3. Have a quick class discussion, allow learners to express their opinions.</li> </ol>
Resources	Main activity
Coursebook page 169 Audio Track 35	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they're going to listen to a sports presenter.</li> <li>2. Tell them to read the topic options.</li> <li>3. Play the recording once.</li> <li>4. Allow learners to compare their answer with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask for ideas.</p> <p><b>Answers</b></p> <p>a</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Consider starting with the Workbook vocabulary activity before listening.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners summarise what they heard.</li> </ol>
Coursebook page 169 Audio Track 35	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the sentences and see if they can complete them from memory.</li> <li>2. Play audio and monitor learners. If many have missed more than half of the answers, allow learners to listen again.</li> <li>3. Ask learners to compare their answers with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>As a class.</p> <p><b>Answers</b></p> <p>1 Qatar; 2 1980; 3 Italy; 4 Sheikh Zayed; 5 Ali Mahdi; 6 5th; 7 1996; 8 Australia; 9 2019</p>
Workbook page 81 Audioscript	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Have learners work together to discover the meanings of the words.</li> <li>2. Monitor and assist learners with this activity.</li> <li>3. Consider supplying dictionaries or copies of the audioscript. Learners may read for and record any other unknown words.</li> <li>4. Help learners make associations for easy retrieval.</li> </ol> <p><b>CORE</b></p>



<b>Workbook page 81</b>	<b>Workbook: Activity 2</b> 1. Learners work in pairs to complete the sentences. 2. Monitor and support learners 3. Learners compare answer. <b>CORE</b> <b>Feedback</b> As a class.  <b>Answers</b> 1 tie; 2 host a match; 3 stadium; 4 semi-final; 5 close match		
<b>Coursebook page 169</b>	<b>Speaking: Activity 3</b> 1. In groups, learners discuss the questions. 2. Monitor and make a note of any grammatical errors. <b>CORE</b> <b>Feedback</b> Learners tell the class about any interesting information.		
<b>Resources</b>	<b>Plenary</b>		
	1. Using your notes from the previous activity, do a quick error correction on the whiteboard.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## Unit 7 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Brainstorm vocabulary from the previous lesson and add it to the whiteboard.</li> <li>2. In pairs, learners give oral clues to a word and their partner guesses the word or phrase.</li> </ol>
Resources	Main activity
Coursebook page 170	<p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the <i>Vocabulary</i> box.</li> <li>2. Ask them to look at the headline and then match it with what they think the text will be about.</li> <li>3. Learners compare their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask for learners' ideas.</p> <p><b>Answers</b></p> <p>c</p>
Coursebook page 170	<p><b>Reading: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the statements.</li> <li>2. Learners complete the activity. Set a time limit.</li> <li>3. Learners compare their answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>As a class.</p> <p><b>Answers</b></p> <p>1 T; 2 F; 3 F; 4 F</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners underline where the information can be found in the text.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners justify their choices.</li> </ol>
Workbook page 81	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they must read the text and decide which word correctly fills each gap. They must choose from three options for each gap.</li> <li>2. Learners complete the activity.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have the text displayed on the whiteboard. Ask individual learners to write their answers on the board.</p> <p><b>Answers</b></p> <p>1 b; 2 a; 3 b; 4 a; 5 c</p>

Workbook pages 81–82	<b>Workbook: Activity 4</b> 1. Learners think of their favourite sports team (not necessarily football) and gather ideas similar to ones presented in the reading and listening. Allow them to do quick research on the Internet, or in reference books. 2. Learners work alone on writing a paragraph incorporating some of the vocabulary covered. <b>CORE</b> <b>Feedback</b> Remind learners that you can offer help with vocabulary and grammar. Encourage them to use connectors.		
	<b>Differentiation activities (Support):</b> 1. Learners write in pairs.		
	<b>Differentiation activities (Stretch):</b> 1. Learners peer correct their paragraphs.		
Resources	Plenary		
	1. Learners tell the rest of the class, or smaller groups, about their sports team.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## Unit 7 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 171	<ol style="list-style-type: none"> <li>1. Ask learners to look at the photos. Elicit the name of the sports.</li> <li>2. Drill any difficult pronunciation, for example <i>capoeira</i> /kæpəueɪrə/.</li> <li>3. Ask learners to match the names of the sports to the photos. Ask learners if they think these sports are common (done by many people in the UAE).</li> </ol>
Coursebook page 171	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Focus learners on the three questions. Advise them that there's a distractor in the word box. Elicit reason for their opinions on question 3.</li> <li>2. Establish the meaning of <i>to be a fit and healthy person</i>.</li> <li>3. Ask learners to complete the sentences using the words provided in the box.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>As a class.</p> <p><b>Answers</b></p> <p>1 stamina; 2 reflexes; 3 Endurance; 4 cardio;</p>
Resources	Main activity
Coursebook page 171 Audio Track 36	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Establish the idea of a radio interviewer asking questions to people in the street. Tell learners to listen to the radio interview and identify which three unusual sports are discussed.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare answers. Then elicit and write on the board.</p> <p><b>Answers</b></p> <p>Speaker A: Fencing; Speaker B: Nordic Walking; Speaker C: Capoeira</p>
Coursebook page 171 Audio Track 36	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read through questions 1-7. Tell learners to listen and identify which statement refers to each speaker. Warn students that some statements may be true for more than one speaker.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from individual learners and add them to board.</p> <p><b>Answers</b></p> <p>1 Saif (Capoeira); 2 Fencing (Mansoor), Capoeira (Saif); 3 Mansoor (fencing), Ali (Nordic Walking); 4 Ali (Nordic Walking); 5 Fencing (Mansoor), Capoeira (Saif); 6 Saif (Capoeira); 7 Ali (Nordic Walking)</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give learners two options for each statement. <i>Is the answer Speaker A or Speaker B?</i></li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to recall specific words or phrases from the listening text that allowed them to get the answer. Clarify meaning and drill pronunciation as necessary.</li> </ol>

<b>Coursebook page 172</b>	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Establish the meaning of the four categories of sports. Ask learners if they have ever seen, done or know where you can do these sports in UAE.</li> <li>2. In small groups, ask learners to brainstorm possible benefits for each kind of sport to both mind and body.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask learners to write their ideas in a mind map and share with the class.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Show photos or You Tube clips to establish the type of activity each category can include.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to also brainstorm any potential dangers to health from doing these sports.</li> </ol>
<b>PCM 23</b>	<p><b>Speaking: PCM 23</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that in the previous task, they were justifying opinions, exchanging opinions, and agreeing and disagreeing with each other. Read out some examples of exchanges you heard between students.</li> <li>2. Tell learners that in English there are some fixed expressions you can use to help you state your opinion, agree/disagree with someone else and invite someone to give their opinion.</li> <li>3. Ask learners to complete the chart (PCM 23) using the expressions in the box provided.</li> <li>4. Drill the pronunciation of these expressions as necessary.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback:</b></p> <p>Have the table displayed on the whiteboard and have learners come up individually to write in their answer.</p> <p><b>Answers</b></p> <p>Stating your opinion: I think that ... ; Justifying your opinion: One reason why is ... and that's the reason why ... And I say this because ... One of the reason I say this is because; Agreeing with someone else: There no doubt about that I completely agree with you. That's a good point; Disagreeing with someone else: I'm afraid I don't agree. I wouldn't say that. But what about ... ?; Inviting someone to give an opinion: What about you ... ? What are your thoughts on this? What's your view on this? Have you got an opinion on this?</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Divide learners into four groups and ask each group to focus on just one category. Then hold a plenary.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to suggest further expressions for each category. Correct as necessary.</li> </ol>
	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Ask learners if they have ever done any of these sports or seen them being practised in their area. Discuss.</li> </ol>

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

## Unit 7 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
<b>Board</b>	<ol style="list-style-type: none"> <li>1. Ask learners to complete sentence stems on the board from what they remember about the previous lesson: Fencing is good for you because ... . The benefits of Nordic Walking are ... . Capoeira will help you ...</li> </ol>
Resources	Main activity
<b>Workbook page 83</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the concept of 'odd one out' by talking learners through the first line. For example, stamina and endurance have a similar meaning and are connected to fitness. Fear does not, therefore fear is the odd one out.</li> <li>2. Ask learners to work in pairs and find the words that are the odd one out in each line.</li> </ol> <p><b>DESIRABLE</b></p> <p><u><b>Feedback</b></u></p> <p>Whole class.</p> <p><b>Answers</b></p> <p>1. Fear (not connected to fitness); 2. Biceps (refers to arm muscles not leg muscles); 3 To be skinny (has negative connotations of being too thin); 4 Teacher (a general term not associated with fitness); 5 Feeble (meaning weak)</p>
<b>Coursebook page 172 PCM 23</b>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work in groups of three.</li> <li>2. Teach/Revise some functional language for justifying and discussing opinions (see PCM 23 in Lesson 9).</li> <li>3. Tell learners to discuss their opinions about the questions and exchange ideas. Remind them to use the phrases from the functional language section and draw their attention to the <i>Speaking tip</i> box.</li> </ol> <p><b>CORE</b></p> <p><u><b>Feedback</b></u></p> <p>Monitor and encourage use of correct language.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to focus on less questions.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Expand discussion about how the UAE government could encourage more participation in healthy sporting activities.</li> </ol>

<b>Coursebook</b> <b>page 172</b>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>Books closed. Read out the sentence from Coursebook Activity 6 <i>fencing can be dangerous ...</i> and ask learners to notice if certain words are stressed.</li> <li>Ask them to recall the words and write them on the board. Ask them to fill in the gaps so that the sentence is grammatically correct. Tell learners to open books and check with original sentence.</li> <li>Tell learners that the important content words are usually stressed but that the grammatical words (auxiliary verbs, pronouns, prepositions, articles) are not. Tell learners that sentence stress is important because it helps the listener understand what we are saying.</li> <li>Ask them to try saying the next two sentences using the stress pattern shown. Monitor and correct as necessary.</li> </ol> <p><b>DESIRABLE</b></p>
<b>Workbook</b> <b>page 83</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Ask learners individually to connect the two parts of each sentence together.</li> </ol> <p><b>Answers</b></p> <p>a 1c; 2e; 3d; 4a; 5b</p> <ol style="list-style-type: none"> <li>Invite learners to tell you common expression in each sentence ( ... that's the reason why ... ). Ask learners to read question b.</li> </ol> <p><b>Answers</b></p> <p>b ii</p> <ol style="list-style-type: none"> <li>Remind learners that they heard and learned this expression ... <i>that's the reason why ...</i> in the previous lesson.</li> <li>Tell learners to form groups of three. Ask them to go through the remaining questions. Help clarify using the board and concept checking questions if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Whole class.</p> <p><b>Answers</b></p> <p>c No; d No. Other combinations with 'why' from the box are not possible; e Yes; f Yes. 'Why' can be dropped without changing the meaning; g Yes.; h Yes. The words 'the reason' can also be dropped if we retain the word 'why'. This does not change the meaning. NB: Speakers will often use short cuts in language if it does not change the meaning.</p>



<b>Workbook page 84</b>	<b>Workbook: Activity 3</b> 1. Tell learners to read through the sentences and identify which ones are incorrect. You can help students by telling them that there are four incorrect sentences in total, one for each sport. 2. Ask learners to re-write these sentences. <b>DESIRABLE</b> <b>Feedback</b> Whole class.  <b>Answers</b> Sentences 2, 4, 6 and 8 are grammatically incorrect: 2 Fencing requires good reflexes, that's the reason why you have to practice a lot; 4 The sport started in Finland, that's the reason why it's called Nordic Walking; 6 I've been doing it for three years now, that's the reason why I feel much healthier; 8. There are some complicated moves, that's the reason why it improves your balance and flexibility
<b>Workbook page 84</b>	<b>Workbook: Activity 4</b> 1. Ask learners to use the expression ... <i>that's the reason why</i> ... by writing three sentences about their own lives. <b>EXTENSION</b>
	<b>Plenary</b>
	1. Tell learners to read out their sentences and ask the other learners to ask follow-up questions to get more details.
<b>Learning styles catered for (✓):</b>	
Visual ✓	Auditory ✓
	Read/Write ✓
	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>	
Observation	Student self-assessment
	Oral questioning
	Peer assessment
Quiz	Student presentation
	Written work and feedback
	Verbal feedback

## Unit 7 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 173	<ol style="list-style-type: none"> <li>Learners discuss the first two questions in groups.</li> <li>Lead an open class discussion. Get learners to compare their UAE / Olympic Games knowledge.</li> <li>Learners work in groups to predict the information for question three.</li> <li>Make sure each learner writes down the answers in their own notebooks.</li> <li>Learners compare different predictions.</li> </ol>
Resources	Main activity
Coursebook page 173	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Tell learners to read the text to check their predictions.</li> <li>Learners compare accuracy of guesses with partners.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and write them on the whiteboard.</p> <p><b>Answers</b></p> <p>a Every four years; b Yes, summer and winter Olympics; c Yes, in 1916, 1940 and 1944; d From the ancient Greek games; e The unity of the five inhabited continents</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Consider starting with the vocabulary stage before reading.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners give their answers as full answers.</li> </ol>
Workbook page 85	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners match the words to their meanings in pairs.</li> <li>Monitor and support learners with any unclear lexical items.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answer and feedback.</p> <p><b>Answers</b></p> <p>1 b; 2 e; 3 a; 4 d; 5 c</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Provide dictionaries.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners quiz each other by hiding the meanings and describing the words to each other.</li> </ol>

Workbook page 85	<b>Workbook: Activity 2</b> 1. Help learners mark the stress by modelling the first word. 2. Learners compare the stress they marked. 3. Learners practise saying the words to themselves. <b>EXTENSION</b> <b>Feedback</b> Teacher monitors and marks, and highlights any mispronounced words.  <b>Answers</b> Inspired <u>by</u> ; competi <u>ti</u> ons; <u>host</u> country; in <u>hab</u> ited; <u>mas</u> cot		
Workbook page 85	<b>Workbook: Activity 3</b> 1. Learners complete Activity 3. 2. Monitor and support when needed. <b>CORE</b> <b>Feedback</b> Have sentence displayed on the whiteboard. Learners come out and write in their answers. Discuss as a class.  <b>Answers</b> 1 inspired by; 2 inhabited; 3 mascot; 4 host country; 5 competitions		
	<b>Differentiation activities (Support):</b> 1. Pair weaker learners with a stronger partner.		
	<b>Differentiation activities (Stretch):</b> 1. Learners construct their own sentences using the new vocabulary.		
Resources	<b>Plenary</b>		
	1. Display the following questions on the whiteboard: <ul style="list-style-type: none"><li>Do you think it's good to participate in group competitions? Why?</li><li>Do you think sports are important for a country's unity?</li><li>Are there any negative sides to participating in and watching sports competitions?</li></ul> 2. Monitor and prompt learners to keep the discussion going. Remind them about <i>the long turn</i> from Lessons 7-8. 3. Take notes of any points worth highlighting in feedback. 4. Facilitate an open class discussions and bring up interesting ideas that you took notes of.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## Unit 7 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> <li>Books closed. Ask learners in groups to write three key points they remember from the text.</li> <li>Ask learners to go back to the text to see if they were correct.</li> </ol>
Resources	Main activity
Coursebook page 174	<p><b>Writing: Activity 2</b></p> <ol style="list-style-type: none"> <li>Ask learners to discuss the first two questions in their groups</li> <li>Monitor the discussion and guide learners towards the idea that these ideas help <i>connect</i> the parts of the text together.</li> <li>Have learners do question 3 in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers.</p> <p><b>Answers</b></p> <p>a for instance; b however; c therefore; d alternatively; e in addition; f mainly</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Learners only need to add one word to each category.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners add a minimum of two words to each category.</li> </ol>
Workbook pages 85–86	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>Learners complete Activity 4 in pairs.</li> <li>Monitor and support learners with any difficulties.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit and correct answers.</p> <p><b>Answers</b></p> <p>1 furthermore; 2 mainly; 3 hence; 4 on the other hand; 5 although; 6 namely</p>
Coursebook page 174	<p><b>Writing: Activity 3</b></p> <ol style="list-style-type: none"> <li>Ask learners if they've ever watched the Olympic Games. Do they have anyone in their family that watches all of the games?</li> <li>Learners choose a year and allocate roles to research different topics.</li> <li>Allow learners to access reference books from the library, or the Internet. If Internet access is limited, set small groups to use it at a time.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor this and set a time limit. Encourage learners to develop a mind map or a spider diagram with key ideas.</p>

	<b>Differentiation activities (Support):</b> 1. Provide learners with some basic information and they build research around it (year, host, one main event).		
	<b>Differentiation activities (Stretch):</b> 1. Learners research winter and summer games from the same cycle and prepare their writing about both.		
<b>Coursebook page 174</b>	<b>Writing Activity 4</b> 1. Learners work together to write. They divide roles among them (writer, idea organiser, spell checker, timekeeper, etc.) Make sure everyone is occupied. 2. Tell learners that in paragraph one they should include information on which Olympic games it is, where it was held and who the major Arabic winners were. In paragraph 2 include any special information and which country won the most medals, etc. 3. Draw learners’ attention to the <i>Writing tip</i> and encourage learners to use the cohesive devices they have learned. <b>CORE</b> <b>Feedback</b> Inform learners that you can provide help in lexis and grammar as needed. Set a time limit. Monitor and make a note of any problem areas, for example particular grammar structures.		
	<b>Differentiation activities (Support):</b> 1. Learners’ don’t need to write more than five lines.		
	<b>Differentiation activities (Stretch):</b> 1. Learners include details about both summer and winter Olympics.		
<b>Resources</b>	<b>Plenary</b>		
	1. Groups exchange and read writing texts. <b>Feedback</b> Highlight any problem areas you noticed on the whiteboard. Praise general skills and highlight examples of good writing.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## Unit 7 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 175	<p>1. Ask learners the questions and have them discuss them in groups.</p> <p>2. Make sure learners write three points individually.</p> <p><b>Feedback</b></p> <p>Have a quick discussion, allow learners to compare lists.</p>
Resources	Main activity
Coursebook page 175	<p><b>Reading: Activity 1</b></p> <p>1. Learners read the text to check if any of their three items are correct.</p> <p>2. Allow limited time for this and then compare their answers.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare the results in pairs and groups.</p>
Coursebook page 176	<p><b>Reading: Activity 2</b></p> <p>1. Together, read the <i>Reading strategy</i> box.</p> <p>2. Learners read statements first to know what information to look for.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to compare their answers with a partner, then provide key.</p> <p><b>Answers</b></p> <p>1 a Belgian living in Spain; 2 Romania, Singapore and Saudi Arabia; 3 doesn't count; 4 180</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Provide weaker learners with choices.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to write a three-line summary.</p>
Workbook page 87	<p><b>Workbook: Activity 1</b></p> <p>1. Learners look for the words in the text and try to understand the meaning from the words around it.</p> <p>2. Monitor the process and help learners (for example, for trampoline ask them to look at 'makes you jump in the air' as a hint).</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Allow learners to check their answers with a partner/group.</p> <p><b>Answers</b></p> <p>1 c; 2 f; 3 d; 4 b; 5 e; 6 a</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Give learners dictionaries.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Strong learners write sentences with the words.</p>

<b>Workbook</b> <b>page 87</b>	<b>Workbook: Activity 2</b>  1. Learners mark the stressed words, monitor and support as needed. 2. Learners repeat the words to themselves. <b>DESIRABLE</b> <b>Feedback</b> Stop and repeat if you hear any wrong pronunciation that hinders understanding.  <b>Answers</b>  <u>tr</u> ampoline; in <u>fl</u> atable; <u>vol</u> leyball; acro <u>b</u> atic		
	<b>Plenary</b>		
	1. Ask learners to invent a new sport. Encourage them to quickly brainstorm a fun new game, it can be funny and unrealistic. 2. Learners compare their sport/game ideas.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

## Unit 7 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners if they want to get more information about Bossaball.</li> <li>2. Ask learners who they would interview about the sport.</li> </ol> <p><b>Feedback</b> Discuss as a class.</p>
Resources	Main activity
<b>Coursebook</b> <b>page 176</b> <b>PCM 24</b>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they're going to role-play interviews. Divide class in half (one side A and one side B).</li> <li>2. Provide learners with role cards (in PCM 24) and have As work together on interview questions and Bs work on answers.</li> <li>3. Monitor and support learners in this, make sure everyone is writing notes because they won't be able to share sheets later.</li> <li>4. Pair up As and Bs and have learners start the interview.</li> <li>5. Monitor and takes notes of any strong or weak speech.</li> </ol> <p><b>CORE</b> <u>Feedback</u> Praise performance and highlight strong sentences. Focus on issues noted.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide more detailed prompts for weaker learners.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage strong learners not to use notes while the interview is taking place.</li> </ol>
<b>Coursebook</b> <b>page 176</b> <b>Audio Track 37</b>	<p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they're going to listen to an interview about Bossaball.</li> <li>2. Learners read the questions first then listen and answer.</li> <li>3. Monitor initially to make sure learners are on task.</li> </ol> <p><b>CORE</b> <b>Feedback</b> Have learners compare their answers in pairs then provide a key.</p>
	<p><b>Answers</b></p> <p>Suggested answers: 1 He saw it being set up on the beach and asked about it; 2 You can only play volleyball with your hands, Bossaball with your feet and head; 3 No, the size can be bigger or smaller than 50 yards in length; 4 The UAE have Bossaball competitions; 5 Because he feels motivated being part of a global association</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Repeat the listening text for weaker learners.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have strong learners think about the interview and how different it was from the one they conducted.</li> </ol>



Workbook page 87	<b>Workbook: Activity 3</b> 1. Help learners find the common forms in the sentences. <b>DESIRABLE</b> <b>Feedback</b> Guide learners towards the audioscript to find the use. <div>Answers</div> a		
Workbook page 88	<b>Workbook: Activity 4</b> 1. In pairs, learners work together on matching sentence parts. 2. Monitor learners and provide support. Remind them to look at the previous activity to remember when/why we use <i>can also</i> . <b>DESIRABLE</b> <b>Feedback</b> Learners compare answers with other pairs then conduct open class feedback. <div>Answers</div> 1 c; 2 a; 3 b 1. Learners work on creating sentences using the form. Monitor and help learners create these within the <i>sports</i> theme. <b>Feedback</b> Learners compare answers with other pairs. Take notes of strong sentences and put them on the whiteboard and praise their work.		
Coursebook page 176	<b>Writing: Activity 5</b> 1. In groups of three to four, learners work together to gather information. 2. Learners assign roles within the team for collaborative work. <b>CORE</b> <b>Feedback</b> Monitor and help learners with vocabulary and grammar.		
Resources	<b>Plenary</b> <b>Feedback for Activity 5.</b> 1. Learners exchange summaries to learn about different sports.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback