



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



2021-2022

Bridge to Success

Teacher Guide

Book

8



Grade
08

Dubai Canal, UAE

UNIT 10 LESSON 1 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 184	<ol style="list-style-type: none"> 1. Introduce the unit title and check they understand the meaning of <i>expedition</i> (a long journey to a dangerous or distant place). 2. Ask learners if they like travelling. Are they travellers or do they prefer to stay near home? 3. Ask them about places they have travelled to. How did they travel? How would they feel about going on a long journey by sea?
Resources	Main activity
Coursebook page 184 Audio Track 26	<p>Reading and listening: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the class to look at the illustration and predict what the text is going to be about. Ask them if they know the name of the ship. What do they know about it? Elicit a few ideas. 2. Learners read the text about the <i>Titanic</i> and number the paragraphs in the correct order. 3. Elicit answers and discuss with the class. What helped them decide? Do not give the correct answers at this point. 4. Tell the class that they are going to listen to the audio recording of this text. They listen to check their answers. 5. Play the audio a second time if necessary. Learners check their answers. <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss answers.</p> <p>Answers</p> <p>1e; 2b; 3d; 4f; 5c; 6a</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Play the audio recording several times if necessary. Pause after each section if learners find it difficult to follow.
Coursebook page 185	<p>Reading and listening: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the class to re-read the text in the correct order. Encourage them to guess the meaning of unfamiliar words from the context. Point them to the vocabulary box if they don't know the meaning of <i>telegram</i>. 2. Tell learners to answer the questions about the text. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and discuss as a class.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 It was the biggest, fastest and most luxurious liner of its time. 2 In April 1912. 3 From Southampton in Great Britain to New York. 4 It hit an iceberg. 5 Less than three hours. 6 Because there weren't enough lifeboats. 7 It was a ship and it answered <i>Titanic's</i> call for help. 8 On Tuesday 16th April.

	<p>Differentiation activities (Support):</p> <p>1. Elicit from learners who have found the correct answers where they found the necessary information. Use this to lead those who need support to find answers.</p> <p>Differentiation activities (Stretch):</p> <p>1. See above: ask these learners to specify how and where they found the answers.</p>
<p>Workbook page 116</p>	<p>Workbook: Activity 1</p> <p>1. Learners match words with their meanings. Tell them to look back to the text to see the words in context.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss answers as a class.</p> <p>Answers</p> <p>1f; 2c; 3g; 4d; 5a; 6e; 7b</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners can write sentences of their own using the words.</p>
<p>Workbook page 116</p>	<p>Workbook: Activity 2</p> <p>1. Read through the <i>Language tip</i> about compound nouns with the class. Explain that there is no rule for determining whether compound nouns are hyphenated or become one word (or stay as two words). However the tendency is for hyphenated words to eventually become one word, for example, <i>e-mail</i> has now become <i>email</i>.</p> <p>2. Learners identify the compound nouns in the text.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit and discuss answers.</p> <p>Answers</p> <p>1 iceberg; 2 lifeboat; 3 headline; 4 newspaper</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask these learners to make a list of all the compound nouns they come across in the next week. Make time to go through the lists and discuss with the learners.</p>
<p>Workbook page 116</p>	<p>Workbook: Activity 3</p> <p>1. Introduce the explanation about prefixes. Elicit other prefixes, for example <i>un</i> and <i>dis</i> give words an opposite meaning, <i>re</i> adds the meaning of <i>again</i>.</p> <p>2. Learners identify the <i>tele</i> words. Encourage them to use a dictionary where they will find a few others.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Elicit and discuss answers.</p> <p>Answers</p> <p>1 television; 2 telephone; 3 telescope; 4 telecommunications</p>

Resources	Plenary		
	<p>1. Discuss the content of the text and encourage learners to think more deeply about the tragedy of the <i>Titanic</i>. Ask: <i>Why did so many people die? Why do you think there were so few lifeboats? Why do you think the ship was in an area where there were icebergs? (Icebergs are common in the North Atlantic.) Was it just a terrible accident or was someone to blame? Who?</i></p> <p>2. Encourage learners to do some follow-up research to find out more about the <i>Titanic</i>.</p>		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 10 LESSON 2 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Discuss with the learners some of their recent activities. If there has been a major event in the school, community or country recently, focus on that. Aim to get learners to talk about the events using a range of past tenses, for example, ask questions <i>What happened? What were you doing when ...? What had he/she/you/they done before that? What's happened since?</i></p>
Resources	Main activity
<p>Coursebook pages 184-185 PCM 8</p>	<p>Use of English: Revision of past tenses</p> <p>1. Read and discuss the Use of English box with the class. Elicit the answers to the matching activity.</p> <p>2. Ask the class to find more examples of the past tenses in the <i>Titanic</i> text.</p> <p>3. Ask learners to supply examples of their own and write them in their notebooks.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss plenty of examples with learners. Put these on the board so that learners can see the different structures.</p> <p>Answers</p> <p>a past simple; b past continuous; c past simple passive; d past perfect simple; e present perfect</p> <p>Differentiation activities (Support):</p> <p>1. Where necessary, set remedial work on any of the tenses that learners are unsure of. You can use PCM 8 for this.</p> <p>Answers</p> <p>1 travelled; 2 found; 3 gave; 4 rang; 5 went; 6 I was promised a gift; 7 The <i>Titanic</i> was sunk by an iceberg; 8 The people were told about the accident the next day; 9 They were sent a text message; 10 My father was sold a car by that man; 11 I wasn't offered a drink; 12 The climate has changed in the last fifty years; 13 She has been ill in bed since last week; 14 I think he has forgotten our names again; 15 Jassim has broken his leg so he can't walk; 16 We haven't seen your new car yet; 17 had sailed; 18 had arrived; 19 had finished; 20 had gone; 21 hadn't rained; 22 was taking off; 23 were watching; 24 was reading; 25 were sleeping; 26 weren't waiting</p>
<p>Coursebook page 185</p>	<p>Speaking: Activity 3</p> <p>1. Learners work in pairs. They use the words and phrases in Activity 2 to recount the story of the <i>Titanic</i> in their own words.</p> <p>2. Remind them to use the correct past tense. Point out to them also that the language of speaking is not exactly the same as what we write so they can alter things as they speak.</p> <p>CORE</p> <p>Feedback</p> <p>Monitor learners as they discuss and make notes of any recurring errors (particularly in the use of past tenses) for a later remedial session.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>1. Encourage learners to refer back to the questions and answers in Activity 2 to give a framework for their recounting of the story.</p>

	<p>Differentiation activities (Stretch):</p> <p>1. Fast finishers can move on to the next activity.</p>
<p>Coursebook page 185</p>	<p>Writing: Activity 4</p> <p>1. Introduce the activity and elicit a little of how the old lady's story might continue. Make it clear that, unlike with the previous activity, they should not only recount facts but also put in some personalising details and feelings.</p> <p>2. Learners write their stories.</p> <p>CORE</p> <p>Feedback</p> <p>As learners write, go around to give assistance and make a note of recurring errors (particularly in the use of past tenses) for later remedial work.</p> <p>Answers</p> <p>Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <p>1. Learners could work in pairs to support one another.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Encourage these learners to be more ambitious in their writing, in terms of length and content.</p>
<p>Workbook page 117</p>	<p>Workbook: Activity 4</p> <p>1. Learners revise the use of past tenses and choose the correct option.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 arrived; 2 had studied; 3 she wanted; 4 she left; 5 didn't go; 6 was travelling; 7 she stopped; 8 were named; 9 had ever seen; 10 was published</p>
<p>PCM 8</p>	<p>Differentiation activities (Support):</p> <p>1. Learners can work in pairs to support one another. If they find this difficult, they should do PCM 8.</p>
<p>Workbook page 117</p>	<p>Workbook: Activity 5</p> <p>1. Do some revision of past tense question forms.</p> <p>2. Learners write the questions.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Elicit and discuss answers.</p> <p>Answers</p> <p>2 Where had she studied ...?</p> <p>3 What was her plan?</p> <p>4 What did she want to study?</p> <p>5 How many different types of fish did she bring back?</p> <p>6 When was her book, <i>Travels in Africa</i>, published?</p>

Resources	Plenary		
	1. Ask the learners which travellers or explorers they can name. Discuss with them what they know about the traveller and his/her achievements. Tell them they will learn more about Ibn Majid, Ibn Jubayr and other famous Arab explorers of the past in later lessons in the unit.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 10 LESSON 3 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 186	<ol style="list-style-type: none"> 1. Look at the photo of the illustration on page 186. Elicit what is happening. 2. Elicit any stories, films or TV programmes the learners know involving the exploration of shipwrecks. 3. Introduce the lesson title, <i>Exploring the seas</i>.
Resources	Main activity
Coursebook page 186 Audio Track 27	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Focus on the title of the radio discussion: ‘Exploring the wreck of the <i>Titanic</i> – is it right or wrong?’ Ask learners to predict what they are going to hear. 2. Discuss the ideas as a class. 3. Play the audio. Were their ideas correct? <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss the predictions that were correct.</p> <p>Answers</p> <p>Learners’ own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If necessary, break up the Audio Track into more manageable lengths by pausing after each question and answer.
Coursebook page 186 Audio Track 27	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the class to read questions 1–3 carefully. 2. Ask learners to listen to the audio recording again and take notes to answer the questions. 3. Learners discuss answers in pairs (or small groups). 4. Play the audio once more. Allow time for more discussion before learners write answers. <p>CORE</p> <p>Feedback</p> <p>Discuss the answers as a class.</p> <p>Example answers</p> <ol style="list-style-type: none"> 1 Joe thinks that it’s all right to explore the wreck because it brings the story to life and helps you understand it. Tania doesn’t agree. Her great-great-grandfather died when the <i>Titanic</i> sank so the ship is his grave. Patrick thinks it’s OK because the objects can be put in a museum, kept in good condition and saved. 2 Patrick doesn’t think Adventure Tourism is necessary. He thinks it’s better to do a virtual trip on a computer. 3 Joe thinks it’s OK, so long as it doesn’t do any damage. Tania thinks it’s terrible. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If necessary, break up the Audio Track into more manageable lengths by pausing after each question and answer.

<p>Coursebook page 186</p>	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> Learners work in groups to continue the radio discussion. Tell each group to choose a presenter. Introduce the question for the presenter to ask. Point out that he/she can also ask supporting questions if the discussion stops. Remind the presenter to moderate the discussion, ensuring that all participants take turns and are respectful to each other. Groups discuss the question and give their opinions. <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor the discussions. Make notes of any recurring problems for later remedial work.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners can get support from the other members of their group. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> The more confident and able learners should be given responsibility for making sure that speakers take turns and everyone gets the opportunity to speak. They can also assist the learners that need more support.
<p>Workbook page 118</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners read the sentences, focusing on the meaning of the words in bold, and choose the correct option. <p>DESIRABLE</p> <p>Feedback</p> <p>Check and discuss as a class.</p> <p>Answers</p> <p>1b; 2c; 3c; 4a; 5b; 6a</p> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners can write sentences of their own using the words.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> Elicit some of the opinions expressed in Speaking Activity 3. Discuss as a class. Widen the discussion to consider if it is acceptable to explore other graves and tombs, for example, the Egyptian pyramids.

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

UNIT 10 LESSON 4 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Ask learners if any of them have been sailing. If so, find out how big the boat was, where they went, what they did, etc. If not, find out what other boats learners have been on (for example, rowing boats, motor boats, ferries).</p>
Resources	Main activity
Coursebook page 187	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Write the words <i>navigator</i> and <i>scholar</i> on the board and ask if any of the learners can explain what they mean. 2. Ask learners to check the meaning in the dictionary entries found in the Coursebook. 3. Ask: <i>Why do you think navigation was important for travellers in the past?</i> <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss ideas in response to the question <i>Why do you think navigation was important for travellers in the past?</i></p> <p>Answers</p> <p>Because there was no satellite navigation, telephones or radios to help. They had to find their own way.</p>
Coursebook page 187	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. Learners read the first sentence of the text <i>The Lion of the Seas</i>. 2. Elicit what they know about Ibn Majid. Make notes on the board to summarise the information. Guide and support them to express what they know in English. <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss ideas.</p> <p>Answers</p> <p>Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners will know as much about the content as others, but will need more support in expressing their knowledge in English. Encourage other learners to help them.
Coursebook page 187	<p>Reading: Activity 6</p> <ol style="list-style-type: none"> 1. Learners read the text. Answer any questions they have before they read again. 2. Elicit what information is in the text that learners already knew (the notes should be on the board). What information is new? 3. Learners make notes of what they consider to be the three most important pieces of information in the text. 4. Learners work in pairs to compare the points they have noted and discuss the differences. <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor the learners' discussions. Make notes of any recurring errors for remedial work later.</p>

	<p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>1. Learners work in pairs or small groups of similar ability. Work with them to support them in expressing their ideas and opinions.</p> <p>Differentiation activities (Stretch):</p> <p>1. Fast-finishers can move on to the Workbook activities.</p>
Workbook page 119	<p>Workbook: Activity 2</p> <p>1. Learners read again to find the key vocabulary.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss with the class.</p> <p>Answers</p> <p>1 harbours; 2 coasts; 3 along with; 4 recorded his experiences; 5 published; 6 exploring; 7 astronomy; 8 verses</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners can write sentences of their own using the words or phrases.</p>
Workbook page 119	<p>Workbook: Activity 3</p> <p>1. Learners find examples of the tenses in the text. Explain to them to ignore <i>is/was/were</i> on their own (as main verbs) and focus on the other verbs.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers and discuss.</p> <p>Answers</p> <p>1 published, came from, spent, explored, kept, learned, recorded, wrote, needed 2 was known, was born, was written, was (still) used 3 was navigating 4 had (already) memorised 5 has (ever) written</p>
PCM 8	<p>Differentiation activities (Support):</p> <p>1. Remind learners to look back at the work in Lesson 2, particularly the Use of English box and PCM 8. This will help them identify the tenses and their uses.</p>
Workbook page 119	<p>Workbook: Activity 4</p> <p>1. Learners read and make notes on the key themes of the text, the balance between action and thought in Ibn Majid's life.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Elicit and discuss ideas.</p> <p>Answers</p> <p><i>Action:</i> navigated his own ship at 17; explored the Arabian Sea, the Red sea and the Indian Ocean <i>Thought:</i> studied navigation, geography, astronomy and Arabic literature; memorised the Qur'an at an early age; recorded his experiences in a series of books</p>

Resources	Plenary		
	<ol style="list-style-type: none"> 1. Tell the learners that there is a Museum and Centre of the Navigator Ahmed Bin Majid in Ras Al Khaimah. Ask if any of them have visited it. 2. Refer them back to the notes they made and discussed in Activity 6 in the Coursebook. Ask what they consider the key points about Ibn Majid's life they think should be shown at the museum. 3. Elicit and discuss ideas as a class. 		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 10 LESSON 5 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Write the word <i>Ar-rihla</i> on the board and ask learners to explain to you in English what it means. Elicit or explain that it means both a journey that you make for your faith, i.e. to deepen your knowledge of Islam, but, more generally, the term also refers to form of travel writing, based on the experiences of the travellers. 2. Ask learners if they can give you any examples of <i>rihla</i> they know about or have read themselves.
Resources	Main activity
Coursebook page 188	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Direct learners to look at the picture of Ibn Jubayr and ask if they have heard of him and know anything about him. 2. Give the class a few minutes to read the text in pairs and complete the table with the key information. <p>CORE</p> <p>Feedback</p> <p>Circulate and help with vocabulary whilst the learners are doing the reading and discussion activity. Elicit answers from the class and write them up on the board.</p> <p>Answers</p> <p>Place of birth: Valencia, Spain; Dates of journey: February 1183 to April 1185; Places visited: Egypt, Arabia, Iraq, Syria, and Sicily; Reasons why we remember him: 1 He started a literary genre, the <i>rihla</i>; 2 He made some very good accurate maps, the first of certain areas; 3 Historians still use his descriptions as an important source of information.</p>
Coursebook page 188 Dictionaries	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Read the list of words aloud with the class and ask learners to repeat after you to ensure that they know the correct intonation and word stress. 2. Give learners a few minutes to complete the matching exercise in pairs. <p>CORE</p> <p>Feedback</p> <p>Encourage learners to use dictionaries to check their answers before you elicit answers from volunteers.</p> <p>Answers</p> <p>1 caravan; 2 volcano; 3 adventurous; 4 lighthouse; 5 pilgrim</p>
Coursebook page 188 Audio Track 28	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Draw the class's attention to the map and ask them to show you where Mecca is on it and also which parts are Europe, the Middle East and North Africa. 2. Explain that they are going to listen to an account of Ibn Jubayr's travels. 3. Learners listen and follow the route on the map. Play the audio at least twice. <p>CORE</p> <p>Feedback</p> <p>Monitor learners as they listen. Ask them to use their finger to follow the route. Check that they are following correctly.</p> <p>Answers</p> <p>No answers required</p>

	Differentiation activities (Support): 1. Emphasise to learners that they are not expected to understand everything on the first listening. All they have to do at this stage is to follow the route. Play the audio a third time if necessary.		
Workbook page 120 Coursebook page 188 Audio Track 28	Listening: Activities 1–3 1. Tell learners that they are going to listen to the story of Ibn Jubayr’s travels again and answer some questions about each part. 2. Give the class time to read the questions for each part before they listen and give them the opportunity to ask you about any vocabulary they don’t understand. 3. Play each part of the story at least twice. Learners answer the questions and compare their ideas in pairs. CORE Feedback Elicit and check answers with the whole class. Answers Activity 1: 1c; 2a; 3b; 4b; 5c; 6b Activity 2: 1c; 2e; 3d; 4b; 5a Activity 3: 1 dangerous; 2 storm; 3 Muslim; problems 4 volcanoes; 5 (April) 1185		
	Differentiation activities (Support): 1. Play the audio more times, if necessary.		
	Differentiation activities (Stretch): 1. Fast finishers can move on to the Speaking activity in Lesson 6 while you continue to work with those who need more support.		
Resources	Plenary		
	1. Ask a few learners to try to recount Ibn Jubayr’s journey for the class. Ask them to talk about one part of the journey each. Encourage other learners to help when they get stuck.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 10 LESSON 6 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Ask: <i>What do you find most interesting or surprising about Ibn Jubayr's travels?</i> Discuss answers.</p>
Resources	Main activity
<p>Coursebook page 189 Workbook page 120</p>	<p>Speaking: Activity 5</p> <p>1. Explain to learners that they are going to write a summary of the information in the passage they listened to in the previous lesson. Ask them what a summary is. Elicit any answers and then ask them to read the <i>Writing tip</i> box.</p> <p>2. Tell them that they must first make notes on the key information. They can look back to their answers to the questions in the Workbook on page 120. You could also play the audio recording again if the learners want. However, if they have heard it enough, omit this.</p> <p>3. Learners work in pairs to make notes using the framework.</p> <p>CORE</p> <p>Feedback</p> <p>Circulate as pairs work to assist and monitor them. Elicit some notes made by learners and discuss. Emphasis the need to include only a few key facts.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>Join up pairs of learners who need support with pairs who need stretching. Ask them to compare and discuss notes. Ask them to try to improve their notes.</p> <p>Differentiation activities (Stretch):</p> <p>See above – these learners have the responsibility to support their peers.</p>
<p>Coursebook page 189</p>	<p>Writing: Activity 6</p> <p>1. Learners now develop their notes into sentences and paragraphs in their notebooks. Make it clear that they should write six paragraphs, but each paragraph should be short.</p> <p>CORE</p> <p>Feedback</p> <p>Circulate as learners write. Make notes of any recurring errors for use in the next step of the lesson.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>1. Give support and encouragement to learners as they write. Learners could work in pairs to support and encourage each other.</p> <p>Differentiation activities (Stretch):</p> <p>1. Fast finishers move on to the next activity.</p>

Coursebook page 189	<p>Writing: Activity 7</p> <ol style="list-style-type: none"> Learners compare and discuss their summaries. Give feedback on what you have seen of the summaries. Give pointers for improvement. If time (or for homework), learners write a second version of their summary. <p>DESIRABLE</p> <p>Feedback</p> <p>Collect the second versions for marking and evaluation.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support and Stretch):</p> <ol style="list-style-type: none"> When correcting written work, give feedback and targets of what you want learners to focus on based on their ability, i.e. some may need to focus on the basics of sentence construction while others you might want to look at ways of varying sentence structure and the use of linking phrases within paragraphs. 		
Workbook page 121 Dictionaries	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Learners complete the crossword. Tell them they can use dictionaries if they can't remember the meaning of any of the words. <p>EXTENSION</p> <p>Feedback</p> <p>Elicit and discuss answers.</p> <p>Answers</p> <p>Across: 3 route; 4 pilgrimage; 5 terrifying; 7 lighthouse; 9 sank; 10 traveller Down: 1 experience; 2 caravan; 4 pirate; 5 thieves; 6 desert; 8 sail</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> Ask learners which of the cities or countries that Ibn Jubayr went to they would most like to visit (now, not in Middle Ages), and why. Give them a few minutes to think and then elicit answers. Encourage them to give reasons. 		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 10 LESSON 7 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 190	<ol style="list-style-type: none"> 1. Explain that in the next few lessons, learners will be considering the future of space exploration. 2. Ask the class what they know about space exploration and the journeys into space from Earth that have been made so far, which planets have been visited and what the challenges of space travel are.
Resources	Main activity
Coursebook page 190	<p>Speaking: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to read the <i>Language tip</i> about spoken language. Ask them to quickly find the use of <i>though</i> and <i>as well</i> in the speech bubbles text. 2. Ask them to think of examples of their own using <i>though</i> and <i>as well</i> in spoken language. Elicit and discuss these examples. 3. Ask the class to read the three speech bubbles to find out the opinions of three learners. 4. Have a plenary discussion on which of the opinions they agree with. Encourage learners to justify their opinions. <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss the opinions and justifications with the class.</p> <p>Answers</p> <p>Learners' own opinions</p>
Coursebook page 190 Audio Track 29	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the class that they are now going to listen to a discussion about exploring space. Tell them to read the three statements before they listen. 2. Play the audio once as they listen to decide which of the statements is correct. <p>CORE</p> <p>Feedback</p> <p>Elicit the answer and check as a class.</p> <p>Answers</p> <p>1 All the learners are in favour of space exploration.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Make sure learners are clear about the task they have to do, i.e. to simply identify the general opinion of the learners in the audio. 2. Tell them not to worry about understanding the details at this stage. Play the audio a second time only if necessary.
Coursebook page 190 Audio Track 29	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Tell the class that they are going to listen to the audio again to correct the incorrect information in the summaries of the learners' opinions. 2. Give them a few minutes to read the summaries. Check they know the meaning of <i>solar system</i> (<i>the sun and all the planets that move around it</i>) and all other words. 3. Play the audio again at least twice. Learners correct the summaries. <p>CORE</p> <p>Feedback</p> <p>Elicit and check answers.</p>

	<p>Answers</p> <p>1 One day people will live on the moon Mars. 2 We should send people robots. 3 Correct 4 Correct 5 ... because Earth will get too hot there won't be enough room on Earth.</p> <p>Differentiation activities (Support):</p> <p>1. Give learners sufficient time to read and understand the summaries. To make the listening activity easier, break up the recording by pausing after each learner has given his/her opinion.</p>
<p>Coursebook page 190</p>	<p>Speaking: Activity 4</p> <p>1. Focus on the question and ask learners to discuss it in a group. Tell them to give reasons for their opinions. 2. Remind them that in a group discussion, they should make sure everyone is given the opportunity to express their views. They can assist each other and ask questions to help clarify opinions.</p> <p>CORE</p> <p>Feedback Circulate and monitor groups as they discuss. Make notes for use in later remedial sessions.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Stretch):</p> <p>1. Some learners can be given the responsibility to lead the groups and ensure everyone gets a fair opportunity to speak, and the discussion is kept focused on the question.</p>
<p>Workbook page 122 Audio Track 29</p>	<p>Workbook: Activity 1</p> <p>1. Learners read the transcript of the audio and consider which words are missing. Tell them they can make notes but that they shouldn't complete the gaps yet. 2. They listen again to check their ideas. They complete the text.</p> <p>CORE</p> <p>Feedback Elicit and discuss answers.</p> <p>Answers</p> <p>1 planets; 2 life; 3 solar system; 4 on holiday; 5 rocket; 6 space station; 7 prison ships; 8 Earth</p>
<p>Workbook page 122</p>	<p>Workbook: Activity 2</p> <p>1. Learners label the pictures.</p> <p>DESIRABLE</p> <p>Feedback Elicit and check answers.</p> <p>Answers</p> <p>1 Earth; 2 rocket; 3 solar system</p>
<p>Resources</p>	<p>Plenary</p> <p>1. Elicit some of the opinions expressed in Activity 4, the group discussion, and hold a whole-class discussion on the topic to round off the lesson.</p>

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

UNIT 10 LESSON 8 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Introduce the title of the lesson. Elicit what learners know about the topic. Make notes of any facts or dates they suggest on the board. (At this stage, focus on past events and achievements. The future of space exploration will be discussed in later lessons.)</p>
Resources	Main activity
Coursebook page 191	<p>Reading: Activity 1</p> <p>1. Ask the question in the rubric and elicit some answers. 2. Tell learners to scan the text as quickly as they can to find what happened in those three years.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit answers. Ask those that were quickest in finding the answers to explain how they did it.</p> <p>Answers</p> <p>1961: the first man in space; 1969: the first man on the moon; 1986: the first space station</p> <p>Differentiation activities (Support):</p> <p>1. Remind learners of the importance of matching their reading strategy to the purpose. When we just need to get some specific information from a text, we can scan it quickly looking for that information rather than reading every word. In this case, learners can just scan the text for the years.</p>
Coursebook page 191	<p>Reading: Activity 2</p> <p>1. Bring the learners' attention to the vocabulary box at the bottom before they read again. 2. Ask <i>How many paragraphs are there in the text?</i> Tell learners to read the text carefully and then write a brief heading for each paragraph. 3. Encourage learners to ask questions on vocabulary or general meaning as they work. 4. Elicit suggested headings for each paragraph. Put some of these on the board and ask the class to decide which they think are the best.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss answers. Point out that a good heading refers to the key information and presents it in a few words (it is a type of summary).</p> <p>Answers</p> <p>(Possible answers) 1 The beginning; 2 Moon exploration; 3 Unmanned exploration 4 Space stations; 5 The cost</p> <p>Differentiation activities (Support):</p> <p>1. After learners have had time to read the text, they can work in pairs to help each other in developing headings.</p> <p>Differentiation activities (Stretch):</p> <p>1. Fast finishers can start on the Workbook activities.</p>

<p>Coursebook page 191</p>	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> Learners read the text again to identify the key events in space exploration mentioned in the text. Ask them to discuss this in pairs. They then underline the relevant sentences identifying the scientific benefits of space exploration. (Note that this second focus of the text is important in the next lesson.) <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss answers.</p> <p>Answers</p> <p>1 1961 – the first man in space; 1966 – first spacecraft landing on the moon; 1969 – first man on the moon; unmanned visits to Mars and other planets; 1986 – the first space station</p> <p>2 Scientists were able to start studying what happens to the body when there is no gravity. / This all proved that space technology worked and allowed for more scientific research. / All this builds up our knowledge of the universe and our place in it. / The International Space Station (ISS) continues to fly above our heads today with a team of scientists busy with research.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> If necessary, work through the first paragraph with the learners. Ask <i>Is the first / second / third sentence about key events in space exploration?</i> (The answers are <i>yes, yes</i> and <i>no</i>.) For the third sentence, ask <i>What is it about then?</i> and elicit that it is about science and research. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Fast finishers can do the Workbook activities, particularly Activity 3, which is more demanding and will require some research.
<p>Workbook page 123</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners label the pictures. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit and check answers.</p> <p>Answers</p> <p>1 rocket; 2 spacecraft; 3 astronaut; 4 lunar rover; 5 space station</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners work at their own pace. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners work at their own pace. Fast finishers do Activity 3.

Workbook page 123	Workbook: Activity 2		
	1. Tell learners to look back to the text to find the words used in context. They complete the sentences.		
	DESIRABLE		
	Feedback Elicit and check answers.		
	Answers		
	1 planets; 2 unmanned; 3 knowledge; 4 gravity; 5 universe; 6 research		
	Differentiation activities (Support):		
	1. Learners work at their own pace.		
	Differentiation activities (Stretch):		
	1. Learners work at their own pace. Fast finishers do Activity 3.		
Workbook page 123	Workbook: Activity 3		
	1. Learners do some research and then write a paragraph following the model of the text.		
	EXTENSION		
	Feedback Circulate and discuss with learners as they do the research and write.		
	Answers		
	Learners' own answers		
Resources	Plenary		
	1. If they have had time to do Workbook Activity 3, ask some of the learners to read out, or tell the class, what they know about the Hubble Space Telescope. 2. Ask learners which of the key events in space exploration included in the text were the most important, i.e. <i>What has been the most important event in space exploration so far?</i> Elicit and discuss. Was it the first main in space, the first man on the moon or people living in space?		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 10 LESSON 9 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Ask learners to think about what life will be like in 100 years from now. Ask questions to make them consider various aspects (for example, where we'll live, how we'll live, what work we'll do). Monitor to see how well they're using <i>will/won't</i> and if they're using them appropriately to make predictions.</p>
Resources	Main activity
<p>Coursebook page 192 Workbook page 122</p>	<p>Speaking: Activity 4</p> <p>1. Ask the class to read the <i>Language tip</i> box and remind them of the use of <i>will</i> for the future.</p> <p>2. You could ask them to find examples of the target forms in the listening passage from the previous lesson. They can see the transcript on Workbook page 122. Elicit learners' ideas about what the picture illustrates (a space station in the future) and get them to make some other predictions using the <i>will</i> passive. Write a few on the board for learners to record in their notebooks.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit some answers from pairs. Discuss the best with the class.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>1. Remind learners that <i>will</i> and <i>won't</i> are followed by a verb in the base or infinitive form (without <i>to</i>). Put some examples of the <i>will</i> passive form (<i>will + be + past participle</i>) on the board for learners to use as a model as they work.</p> <p>Differentiation activities (Stretch):</p> <p>1. Encourage these learners to make more detailed predictions.</p>
<p>Coursebook page 192</p>	<p>Writing: Activity 5</p> <p>1. Learners read and complete the sentences to make predictions about space exploration.</p> <p>2. When they have finished, ask them to share their sentences with the class.</p> <p>CORE</p> <p>Feedback</p> <p>Monitor as learners work and check they are using the structures with <i>will</i> correctly.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Stretch):</p> <p>1. Fast-finishers should write more sentences to record the predictions they made in the previous (speaking) activity.</p>

<p>Workbook page 124</p>	<p>Workbook: Activity 4</p> <p>1. Learners complete the sentences with the correct forms.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>(Example answers) 2 You won't do; 3 we'll be; 4 It'll be; 5 I won't stay; 6 he'll do</p> <p>Differentiation activities (Support):</p> <p>1. Tell learners to re-read the <i>Language tip</i> box in the Coursebook for help.</p> <p>Differentiation activities (Stretch):</p> <p>1. Fast finishers move on to the next activity.</p>
<p>Workbook page 124</p>	<p>Workbook: Activity 5</p> <p>1. Learners complete the sentences with the correct forms of the future passive.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>2 All machines will be built by robots. 3 Electricity will be generated by solar farms and wind turbines. 4 Cars will be controlled by computers. 5 Lessons will be given over the Internet. 6 All calls will be made on mobile phones, not landlines.</p> <p>Differentiation activities (Support):</p> <p>1. Tell learners to re-read the <i>Language tip</i> box in the Coursebook for help.</p> <p>Differentiation activities (Stretch):</p> <p>1. Fast finishers move on to the next activity.</p>
<p>Workbook page 124</p>	<p>Workbook: Activity 6</p> <p>1. Learners use the cues to form questions with <i>will</i>.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>2 Will space tourism be popular? 3 Will life be found elsewhere in the universe? 4 Will other solar systems be explored soon? 5 When will people walk on the moon again? 6 Why will robots be sent to explore other planets?</p>

Resources	Plenary		
	<p>To round off the lesson with some fun, you can use this discussion activity which requires the use of <i>will/won't</i>.</p> <ol style="list-style-type: none"> 1. Ask learners to imagine that they are going to spend six months on the International Space Station. What personal items will they take with them? 2. Learners work in pairs to discuss and think of three items they will take. 3. Join up pairs to make groups of four. They compare their lists and agree on three items between them. They will need to justify their own lists. 4. In a plenary, elicit the items groups have chosen. Ask them why they want or will need their items. 		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 10 LESSON 10 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners about any science-fiction stories or films they know, for example <i>Star Wars</i>. Find out which are their favourites. 2. Discuss the creatures in the stories/films. Introduce the word <i>alien</i>. Elicit descriptions of a few alien characters.
Resources	Main activity
Coursebook page 193	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the picture. Elicit where they think it is. Do they think there is life there? 2. Introduce the question before learners read. 3. Learners read to see if the author has given an opinion or shown any bias. <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss the answer. Point out that it is useful to understand the opinion of the author of a text so that we can make up our own minds about an issue.</p> <p>Answers</p> <p>(c) doesn't give an opinion</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If learners find this difficult, elicit and discuss statements that an author could make to show an opinion one way or the other. Then ask if there are such statements in the text.
Coursebook page 193	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Learners read again and write answers to the questions. <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss answers. For the first question they need to recognise that the phrase 'major space nations' refers back to the previous sentence (although that lists nationalities not countries). For the second, they need to combine information from two separate paragraphs.</p> <p>Answers</p> <p>1 America, European nations, India, China, UAE.</p> <p>2 (example answer) Because on Earth there is life where there is water so it may be the same on other planets. There used to water on Mars so there might still be some underground. There is water underground on Europa.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Demonstrate how the answers can be found (or get more-able learners to help, see below). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to explain how they got their answers to the class.

<p>Coursebook page 193</p>	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Learners work in groups of about four. Remind them of the conduct of group activities, i.e. everyone must get the opportunity to give their opinion, and they should help each other to express those opinions. 2. Introduce the questions. Tell learners they will need to report back on what they discuss so they can make notes. 3. Learners discuss and prepare to report back (which will be done in the plenary session). <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor as learners discuss. Make notes of any recurring errors for a remedial session at the end.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If you use mixed-ability groups, the more confident and articulate learners can support the others. Monitor groups to check that this is happening. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners should take responsibility for leading the groups and supporting others.
<p>Workbook page 125</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners match words with their meanings. Tell them to look back to the text to see the words in context. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit and discuss answers with the class.</p> <p>Answers</p> <p>1e; 2d; 3a; 4f; 5b; 6c</p>
<p>Workbook page 125</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners complete the sentences with the words from the previous activity to reinforce their meaning and use. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit and discuss answers with the class.</p> <p>Answers</p> <p>1 depart; 2 survive; 3 surface; 4 major; 5 distant; 6 underground</p> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Fast finishers move on to the next (Extension) activity.

Workbook page 125	Workbook: Activity 3 1. Introduce the activity. Warn learners that it is not as easy as it looks. It is not just a question of looking at the tense of the verb. 2. They either work in pairs or work individually and then check and discuss in pairs. EXTENSION Feedback Elicit and discuss answers. This prepares for the work in the next lesson on the various ways of talking about the future (including the use of both the present simple and present continuous tenses). <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> 1 (c) future; 2 (b) present; 3 (b) present; 4 (a) past; 5 (c) future; 6 (c) future; 7 (b) present; 8 (c) future		
Resources	Plenary 1. Elicit from the groups some of the ideas they discussed and noted down in Speaking Activity 3 about alien life. Hold a whole-class discussion on the topic.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 10 LESSON 11 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 194	<ol style="list-style-type: none"> 1. Ask the questions about reports in the bullet point at the top of the page. Discuss what is found in any reports learners can think of, for example, newspaper reports, police reports, science lab reports. Elicit any general features of these, for example, they deal with facts.
Resources	Main activity
Coursebook page 194	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners they are going to write a report. Introduce the task (check they understand the meaning of <i>benefits</i>). 2. Learners work in pairs to choose the correct alternative in the document and, by doing so, identify the features of a report. Before they start, make sure they understand the meaning of <i>purpose</i> and <i>recommendation</i>. (Finding the correct alternative is not meant to be challenging but to help learners identify the correct features for use in the next activities.) <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss the answers.</p> <p>Answers</p> <p>The first option is correct in each case.</p>
Coursebook page 194	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> 1. Learners work in pairs or small groups to plan and prepare the outline of their report. 2. Together they write a first paragraph of one or two sentences to introduce the report. Refer them back to the phrases to use in the previous activity. 3. Learners think of headings for each section of the main body of the report. Refer them back to the text and the headings they wrote in the previous lesson. They can use the same headings or modify them as they wish. 4. Learners discuss and note what their final recommendation will be. <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss some examples at each stage.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. This preparation stage is vitally important for learners needing more support. If they understand and can use the structure, then the next writing stage will be straightforward. So give them the time and support they need. Elicit and discuss examples. Put the best on the board to serve as models. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners who successfully complete this stage move on to the next activity – the writing of the report.

<p>Coursebook page 194</p>	<p>Writing: Activity 6</p> <ol style="list-style-type: none"> Learners apply what they have learned about reports to complete their report on science and space exploration. Most of the content can be taken from the text in Lessons 9–11 but encourage learners to include any other information they know. Learners write independently. Check they are employing the features and structure of a report. <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor learners as they write. Make notes for later remedial work. Decide which learners should continue to focus on this report, and which need to be challenged by moving on to the report in the Workbook.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners can work in pairs to compare their reports. Work with them to help identify any problems they have. Ask them to correct and write a final version of their report. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners move on to the Workbook activity.
<p>Workbook page 126</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Introduce the topic. Remind learners to use the same report structure. <p>EXTENSION</p> <p>Feedback</p> <p>Circulate and monitor learners as they write. Make notes for later remedial work.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> Ask a few learners to read out their recommendations from their space exploration reports. Tell them they will discuss this topic further in the next lesson. If any learners have completed the report on Arab explorers, ask a few to read out their final suggestions. Discuss who they think was the most important of the explorers.

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

UNIT 10 LESSON 12 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners what they are doing next weekend. Ask a range of questions and follow-up questions using different structures, for example, <i>What are you going to do on Friday? What will happen in the evening? What time are you meeting your friend?</i> 2. Elicit answers and write a few on the board which illustrate the different structures that can be used to talk about the future in English. Use these to introduce the lesson.
Resources	Main activity
Coursebook page 195	<p>Use of English/Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Read and discuss the Use of English box with the class. Elicit the answers to the matching activity. 2. Learners work in pairs to read the conversation in Activity 1 and identify the uses. 3. Elicit the answers and discuss with the class. 4. Ask learners to look again at the conversation to find examples of some of the different structures used for talking about the future. <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss plenty of examples of each type with learners. Put these on the board so that learners can see the different structures.</p> <p>Answers</p> <p>Use of English: a <i>will</i> + verb for prediction; b <i>may/might/could</i> + verb for possibility; c <i>going to</i> + verb for plans; d present continuous for arrangements; e present simple for fixed plans/arrangements</p> <p>Reading 1: (a) Adnan; (b) Butti; (c) Khalid, Hamad, Faisal; (d) Nabeel, Faisal</p>
PCM 9	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Where necessary, give remedial work in any of the tenses or structures that learners are unsure of. You can use PCM 9 for this. <p>Answers</p> <p>1 I'll turn on; 2 I'll go; 3 will do; 4 won't watch/see/go to; 5 I'll close; 6 won't see; 7 won't have/need; 8 Jamila's going to play tennis; 9 Fatima's going to write her blog; 10 Laila's going to help her family paint their house; 11 Huda, Mouza and Salama are going to have a party; 12 I'm going to go to the party in the evening; 13 Eman's not going to do anything because she's ill; 14 he's revising; 15 he's writing; 16 He's doing; 17 He's not having; 18 are preparing; 19 he's not running; 20 The film starts at 19:00; 21 School finishes early tomorrow; 22 Our exams are next month; 23 The bank closes at 15:00 this afternoon; 24 The plane doesn't arrive at 20:00; 25 We don't have a meeting in May. I'm on holiday.</p> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write examples of their own.

<p>Coursebook page 195</p>	<p>Writing: Activity 2</p> <p>1. Introduce the table and elicit a few sentences before learners write their sentences. Make it clear that they are writing about their own arrangements, plans, predictions, etc.</p> <p>CORE</p> <p>Feedback</p> <p>Monitor learners as they write. Check they are using the tenses and structures correctly and appropriately.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>PCM 9</p>	<p>Differentiation activities (Support):</p> <p>1. If learners are having problems with any of the tenses or structures, refer them to PCM 9 or a grammar workbook for remedial work.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners can write more sentences for each category in their notebooks.</p>
<p>Coursebook page 195</p>	<p>Speaking: Activity 3</p> <p>1. Look at the example questions with the class, and elicit others, before they start discussing.</p> <p>2. Learners work in pairs to talk about the next week.</p> <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor pairs as they work. Take notes of any recurring errors for remedial work at the end of the activity.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Stretch):</p> <p>1. Fast finishers can move on to the Workbook activities.</p>
<p>Workbook page 127</p>	<p>Workbook: Activity 1</p> <p>1. Learners read and match to reinforce the information in the Use of English box.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss answers.</p> <p>Answers</p> <p>1b; 2e; 3c; 4d; 5a</p>
<p>Workbook page 127</p>	<p>Workbook: Activity 2</p> <p>1. Learners read and order the sentences according to how certain the speaker thinks the event is to happen.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit and discuss answers.</p> <p>Answers</p> <p>2 – 4 – 3 – 1 – 5</p>

Workbook page 127	<p>Workbook: Activity 3</p> <p>1. Learners read and select the best alternative to complete the sentences.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Elicit and discuss answers. Note that all of the choices are grammatically correct but the best choice depends on the context which helps to show the attitude of the speaker/writer.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>1 will travel; 2 does; 3 are you going to; 4 will be; leaves; 5 are having; 6 finishes</p>
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Resources	Plenary
	<p>1. Introduce an important event or celebration that is coming up in the school, community or country that learners are excited about. Elicit some questions that will help find out what others are doing at or for the event.</p> <p>2. Tell learners to ask these questions to others across the classroom so that all learners can hear the conversations. Encourage other learners to ask follow-up questions to enlarge the conversations to a class discussion of various plans, arrangements, etc.</p>

Learning styles catered for (✓):

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

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

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UNIT 11 LESSON 1 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 196	<ol style="list-style-type: none"> 1. Discuss the questions as a class. 2. Elicit what sports learners already play or would like to learn and write them on the board. 3. Invite individual learners to briefly tell the class where and how often they play/train and what they enjoy about it.
Resources	Main activity
Coursebook pages 196-197	<p>Speaking: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look through the pictures on pages 196 and 197. Drill the names of the sports and sports equipment for correct pronunciation. 2. Tell learners to work in pairs. 3. Ask learners to take it in turns to define and describe a sports player or an item of sports equipment in the pictures. Their partner has to guess the word. <p>CORE</p> <p>Feedback</p> <p>Feedback as a class by nominating a learner to describe and the class to guess.</p> <p>Answers</p> <p>Learners' own answers</p>
Coursebook pages 196-197	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to work with a partner. 2. Tell them to look at the pictures for 30 seconds. 3. Then ask learners to close their books and try to remember all the words associated with each sport. Ask learners write them in a list. <p>CORE</p> <p>Feedback</p> <p>Ask each pair to read out the words on their list. The other pairs cancel any word they hear called out. Each pair scores a point for any correct word they think of that the others don't have. The pairs with the most points wins.</p> <p>Answers</p> <p>Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to work in groups and pair weaker learners with stronger learners. 2. Write some equipment vocabulary on the board and ask learners to name the related sport.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to work alone. 2. Write some sports on the board and ask learners to write any related equipment vocabulary.

Workbook page 128	<p>Workbook: Activity 1</p> <p>1. Ask learners to work with a partner to complete the crossword.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Call out the references, for example, ‘four across’, and invited different learners to come to the front of the class and write the answer on the board.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>Across: 4 tennis; 6 cricket; 8 baseball; 10 golf; 11 skiing; 13 rollerblading; 14 football</p> <p>Down: 2 athletics; 3 basketball; 5 swimming; 6 cycling; 7 snowboarding; 9 volleyball; 11 skateboarding; 12 rugby</p>
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Resources	Plenary
Coursebook pages 196-197	<ol style="list-style-type: none"> 1. Ask learners to play a game of Snowman. 2. Demonstrate the rules of the game by choosing a sport or item and drawing the same number of spaces on the board as letters in the word. 3. Nominate learners to shout out a letter. If correct, write it in the space. If wrong, draw the head of a snowman. 4. Continue like this until either the learners have guessed the word, or you have completed the snowman drawing (head, body, face, arms, legs). 5. If time, learners continue the game as a class or in small groups.

Learning styles catered for (✓):

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

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

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UNIT 11 LESSON 2 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none">1. Ask learners to work in small groups.2. Ask learner to mime a sport that they remember from the previous lesson. Other learners have to guess the sport.3. Finish this activity by inviting individual learners to perform their mime for the whole class.
Resources	Main activity
Coursebook page 197 Audio Track 30	<p>Listening: Activity 3</p> <ol style="list-style-type: none">1. Tell the learners they are going to listen to the commentaries and they must identify the sport.2. Play the audio twice and ask learners to listen and identify the sport. <p>CORE</p> <p>Feedback</p> <p>Play the audio again. Pause after each description and elicit the answer. Ask learners what words helped them decide. You may play the audio once again and ask the class to write the words associated with each sport on the board.</p> <p>Answers</p> <p>1 cricket; 2 tennis; 3 rugby; 4 volleyball; 5 golf; 6 football/soccer; 7 baseball; 8 American football; 9 basketball; 10 cycling</p>
Coursebook page 197	<p>Use of English: Activity 4</p> <ol style="list-style-type: none">1. Go through the Use of English box with the learners. Elicit another example and write it on the board.2. Then ask learners to look through the pictures and vocabulary to find other examples.3. Ask learners to work with a partner to ask and answer the questions. <p>CORE</p> <p>Feedback</p> <p>Ask pairs to feed back with another pair then discuss answers as a class. Draw learners' attention to the fact that some compound nouns are joined together, for example, basketball. Others are written as two words (with or without a hyphen) for example, ice-skating / ice skating.</p> <p>Answers</p> <p>1 20; 2 high jump, fast lane; 3 Learners' own answers</p>
Workbook page 129	<p>Workbook: Activity 2</p> <ol style="list-style-type: none">1. Ask learners to complete the descriptions of the sports and then name them. <p>EXTENSION</p> <p>Feedback</p> <p>Go around the class, nominating learners to give an answer.</p> <p>Answers</p> <p>1 reins, rider: horse riding; 2 skates: ice-skating; 3 knee pads, helmet: skateboarding; 4 lane, cap: swimming; 5 goggles: skiing; 6 puck: ice hockey; 7 javelin: athletics; 8 stumps: cricket</p>

Workbook page 129	<p>Workbook: Activity 3</p> <p>1. Ask learners to use the words from the box to make compound nouns. Then label the pictures.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Invite individual learners to come up to the board to write an answer.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>1 high jump; 2 elbow pad; 3 knee pad; 4 horse riding; 5 ice-skating; 6 goal post; 7 tennis racket</p>
Resources	Plenary
Coursebook page 197	<p>Speaking: Activity 5</p> <p>1. Ask learners to work in pairs to ask and answer the questions in the quiz.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>2 He/She tries to stop the other team's ball going in the net and scoring a goal. 3 He/She carries the golf clubs for a golf player. 4 The pitcher throws the ball and the batter tries to hit it. 5 The bowler throws the ball and the batsman tries to hit it. 6 By throwing the ball and getting it into the basket. 7 The net divides the court into half and gives something for the players to hit the ball over. 8 Because in order to score points the players have to hit the stumps with the ball.</p>

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

UNIT 11 LESSON 3 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 198	<ol style="list-style-type: none"> 1. Write the following question on the board: <i>What do you need to be a top athlete or sportsperson?</i> 2. Ask learners to work in small groups to discuss their ideas. 3. Feedback as a class and elicit ideas from the learners. Write any abstract nouns/ qualities they suggest on the board.
Resources	Main activity
Coursebook page 198	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the Did you know? box. Check that they understand the different sports events mentioned. Illustrate with pictures on the board if necessary. Elicit answers to the questions from learners. 2. Ask learners to look at the questions and then read the article to locate the answers. <p>CORE</p> <p>Feedback</p> <p>Ask learners to underline the evidence for their answers. Feedback as a class by nominating learners to give and explain their answers.</p> <p>Answers</p> <p>Jessica Ennis-Hill, started athletics at age ten / Li Xiaoxia, dreamed of being an Olympic athlete since she was a little girl</p>
Coursebook page 199	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the table with learners and elicit the meaning of the adjectives. Ask them to explain each adjective by giving an example. 2. Ask learners to read the article to find the nouns that relate to these adjectives and complete the table. <p>CORE</p> <p>Feedback</p> <p>Nominate learners from around the class to give an answer. Elicit what an abstract noun is. Ask learners whether they can see/taste/touch/taste/hear these things (no). Ask learners whether they can feel or be these things (yes).</p> <p>Answers</p> <p>strength; agility, coordination; determination; competitiveness</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to look up the nouns in a dictionary or translate them into their own language. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to suggest some other abstract nouns to describe qualities that are useful for athletes and sportspeople. 2. Elicit the related adjectives. 3. Ask learners to write an example sentence using the noun in context.

Coursebook page 199	<p>Use of English: Activities 3 and 4</p> <ol style="list-style-type: none"> 1. Go through the Use of English box with the learners. 2. Elicit example sentences like the one given for the other nouns and write them on the board. 3. Ask learners to complete the sentences with a word from the table. 4. Then ask learners to write context sentences for the other three nouns. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to give answers and ask some of them to write their sentences on the board.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>3 2 strength; 3 coordination; 4 determination; 5 agility 4 Learners' own answers.</p>
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Workbook page 130	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the text and complete the multiple choice activity. <p>EXTENSION</p> <p>Feedback</p> <p>Ask learners to compare their answers with a partner then feedback as a class by asking learners to give an answer.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>1a; 2c; 3c; 4b; 5c</p>
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Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Call out the names of some sports and ask learners to shout out an abstract noun to match, for example, golf – coordination; shot put – strength; running – speed 2. Call out abstract nouns and ask learners to write the adjective form.
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Learning styles catered for (✓):

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

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

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UNIT 11 LESSON 4 TASKS/ACTIVITIES

Resources	Starter
	With the class, brainstorm what learners remember about Jessica Ennis-Hill and Li Xiaoxia (don't allow them to look at the article). Elicit what sports they practise and what skills and abilities they have that make them exceptional.
Resources	Main activity
Coursebook page 199	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to go through the activity and try to guess what question is missing. 2. Ask learners to read the article again and write full questions to match with the answers given. Refer them to the <i>Language tip</i> box for help with question formation. <p>CORE</p> <p>Feedback</p> <p>Nominate a learner from each group to give an answer to each question.</p> <p>Example answers</p> <ol style="list-style-type: none"> 2 What did her coach say when he first met her? 3 What qualities/skills does table tennis require? 4 Who is Li Xiaoxia? 5 What had she dreamed of since she was a little girl? <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Do this activity as a class, question by question, eliciting from learners what information in the article they can use to formulate a question, then write the questions on the board. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to add two more of their own answers and swap with a partner who must formulate the question.
Coursebook page 199	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Ask learners to work in small groups to discuss their responses to the questions. <p>CORE</p> <p>Feedback</p> <p>Discuss as a class and nominate learners to report back what their group discussed.</p> <p>Answers</p> <p>Learners' own answers</p>
Workbook page 131	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to match words from the two columns to make collocations related to sport. 2. Then ask them to check their answers in the text. <p>CORE</p> <p>Feedback</p> <p>Invite learners to give an answer.</p> <p>Answers</p> <p>1 hand – eye coordination; 2 powers of concentration; 3 steely determination; 4 team spirit; 5 natural talent</p>

Workbook page 131	Workbook: Activity 3 1. Ask learners to think about a sport they play, what part they are good at and what part they need to work on. 2. Ask learners to tell their partner then write a sentence to summarise. EXTENSION Feedback Invite learners to read out their sentences to the class. Answers Learners' own answers		
Workbook page 131	Workbook: Activities 4 and 5 1. Go through the Study Skills box with learners then drill the words in the wordbank. 2. Ask learners to complete the sentences using abstract nouns. Remind them to add <i>the</i> where necessary. 3. Ask learners to underline the stressed syllable in the words in Activity 5 then practise saying them aloud. CORE Feedback Nominate learners to give an answer. Answers 1 2 the ambition; 3 flexibility; 4 speed; 5 the ability; 6 the determination 1 agility; 2 activity; 3 creativity; 4 imagination; 5 participation; 6 competition		
Resources	Plenary 1. Revise the vocabulary as a class by giving a definition then asking learners to shout out the word. 2. Extend the game by asking learners to work in groups and giving them a word. Ask them to shout out or write down a definition. 3. Give points for correct spelling and pronunciation/stress.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 11 LESSON 5 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 200-201	<ol style="list-style-type: none"> 1. Show the picture of the golf player and flyboarder to the class and elicit from the learners what these sports are and whether they existed in ancient times. 2. Write on the board PAST and PRESENT. Elicit from the learners any knowledge they have about sports which existed in the past, but are no longer practised today and vice versa. Write any new vocabulary on the board. 3. Ask learners to open their Coursebooks and read the Did you know? box with the learners and ask their opinion about the saying. Do they agree?
Resources	Main activity
Coursebook page 200	<p>Speaking: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs or small groups to discuss and answer the quiz questions. <p>CORE</p> <p>Feedback</p> <p>Ask learners to check their answers through the following reading activity in the Coursebook.</p>
Coursebook page 200	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the text to find the answers to the quiz. 2. Encourage learners to use reading strategies (for example, scanning the text for key words) when they are checking their answers and to highlight the answers in the text when they locate them, for later reference. <p>CORE</p> <p>Feedback</p> <p>Nominate learners from around the class to give an answer.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 F There were only 10 sports. 2 T 3 F Some people say that some of today's sports aren't really sports at all. 4 F Hawk-eye is the name of a computer and camera system used in sport. 5 F It can slow down the game. 6 T
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to collaborate with a partner to complete the quiz and reading activities. One learner can do the reading, while the other checks and corrects answers.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to complete the quiz and the reading activities alone. When completed, have them check their answers with a partner.

Coursebook page 200

Reading: Activity 3

1. Ask learners to scan the text and find the names of the sports mentioned.
2. After checking the answers, have a pyramid discussion on whether these can all be considered sports.

DESIRABLE

Feedback

Nominate learners for the names of the sports in text and write them on the board. Following the pyramid discussion, elicit a few opinions on why they might or might not be considered sports.

Answers

gymnastics, volleyball, golf, bowling, cricket, tennis

Coursebook page 200

Vocabulary: Activity 4

1. Write the following sentences one underneath the other on the board: *I play football with my friends. I do yoga after school. Let's go horse riding on the beach!* Circle or underline the verbs (*play, do, go*) and the sport/activity (*football, yoga, horse riding*). Ask learners if they can work out the difference between the structures.
2. Refer learners to the *Language tip* box and ask learners for more examples.
3. Learners complete Activity 3 alone.

CORE

Feedback

Draw the table on the board and nominate learners to write one answer each in the correct column.

Answers

PLAY	DO	GO
tennis	judo	snowboarding
badminton	archery	cycling
volleyball	gymnastics	
golf		
ice hockey		

Workbook page 132

Workbook: Activity 1

1. Ask learners to look at the pictures.
2. Learners close their Coursebooks and write notes on the spidergram.

EXTENSION

Feedback

Ask learners to work in pairs. One learner reads aloud the notes on their spidergram and their partner checks the text to see if their information is correct.

Answers

Learners' own answers

Workbook page 132	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to match the drawings with the names of different sports in the box. 2. Ask them work individually to start with, but compare their answers with a partner. 3. Ask learners to compare their information from Activity 1 with their answers in this activity. <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate learners to give an answer.</p> <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> <p>1 archery; 2 cycling; 3 gymnastics; 4 golf; 5 ice hockey; 6 snowboarding; 7 judo; 8 badminton; 9 volleyball; 10 tennis</p>
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Resources	Plenary
	<ol style="list-style-type: none"> 1. Divide the class into two teams. In turn, one person from each team stands in front of their team. 2. Write one of the sports from today's lesson on a piece of paper and show this word to the learners standing. 3. The learners must mime the sport for their team. The first team to guess the sports wins a point. 4. Teams score an extra point if they can spell the sport correctly. Teams score an added point if they can say which verb goes with the sport (<i>play, do, go</i>).

Learning styles catered for (✓):

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

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

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UNIT 11 LESSON 6 TASKS/ACTIVITIES

Resources Starter

Coursebook page 201

1. Discuss the questions with the class and write any of the learners' suggestions on the board.
2. Concept check the meaning of *equipment* by asking learners examples of equipment needed for popular sports like football (*a ball*), skiing (*skis, ski boots*), etc ...

Resources Main activity

Coursebook page 201

Reading: Activity 5

1. Ask learners to work in groups of three. Each learner reads one of the three texts and completes the table with their information.
2. Then ask the learners to convey their information to their partners so that they can complete the missing information.
3. Write the key vocabulary on the board and ask the learners to highlight it in their texts. Elicit the meaning from context.

CORE

Feedback

Nominate one learner from each group to give an answer to each question.

Answers

	Text 1	Text 2	Text 3
What's the name of the sport?	flyboarding	bossaball	sandboarding
Where do you do/ play the sport?	on water	on a beach	in the desert
What equipment do you need?	a board and a long hose	a ball and a bouncy trampoline court	a board
When was it introduced in the UAE?	2013	2009	not given
Any other information?	participants jump in and out of the water like dolphins	the UAE has hosted international tournaments	it's free and easy

Picture 1 sandboarding; Picture 2 flyboarding; Picture 3 bossaball

Differentiation activities (Support):

1. Ask learners to work with a partner to read their text and check answers before re-grouping into threes.

Differentiation activities (Stretch):

1. Ask learners to work alone to read all three paragraphs and complete the table before checking answers with a partner.

<p>Workbook page 132-133</p>	<p>Workbook: Activity 3</p> <p>1. Ask learners to write questions for the answers.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Ask learners to compare answers with a partner then feedback as a class by nominating learners to give an answer.</p> <p>Example answers</p> <p>1 Why does 'flyboarding' have this name? 2 How high can a flyboarder fly? 3 Where was flyboarding invented? 4 How many sports does bossaball mix? 5 Where do you play bossaball? 6 When was bossaball created? 7 Where can you go sandboarding? 8 How do sandboarders get to the top of the dunes?</p>
<p>Coursebook page 201 Workbook page 133</p>	<p>Workbook: Activity 4</p> <p>1. Remind/explain to learners that once they know the 'root' of a word, they can expand their vocabulary by word-building in other parts of speech and that there are various verb-noun and noun-adjective, etc. patterns they can become familiar with.</p> <p>2. Focus attention on the table and elicit the first two answers from the class as examples.</p> <p>3. Ask learners to work in pairs to complete the table. Encourage them to use dictionaries to check their answers.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate learners to give an answer.</p> <p>Answers</p> <p>1 delegation; 2 participation; 3 competitor; 4 competition; 5 compete; 6 winner; 8 win</p>
<p>Workbook page 133</p>	<p>Workbook: Activity 5</p> <p>1. Ask learners to complete the sentences with one of the verbs from the table in an appropriate form.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Ask early finishers to write the answers on the board.</p> <p>Answers</p> <p>1 competitive; 2 delegation; 3 winner; 4 participate; 5 competition</p> <p>Differentiation activities (Support):</p> <p>1. Ask learners to work together to complete the task.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to work alone to complete the task.</p>
<p>Resources</p>	<p>Plenary</p> <p>1. With their Coursebooks closed, go around the class and ask each learner to tell the class one thing that he/she remembers about anything discussed in this lesson.</p>

Learning styles catered for (✓):

Visual ✓

Auditory

Read/Write ✓

Kinaesthetic

Assessment for learning opportunities (✓):

Observation

Learner self-assessment

Oral questioning

Peer assessment

Quiz

Student presentation

Written work and
feedback

Verbal feedback

UNIT 11 LESSON 7 TASKS/ACTIVITIES

Resources

Starter

Coursebook
page 202

1. Write this question on the board and elicit answers from learners: *What personal qualities do you need to have to be a top athlete or sportsperson?*
2. Ask learners to look at the photograph of Alana Nichols and try to guess what is different about her compared to regular athletes. Elicit suggestions from learners about what her disability might be (she is paralysed from the waist down after a snowboarding accident).

Resources

Main activity

Coursebook
page 202

Reading: Activity 1

1. Ask learners to read the profile and match the headings with the information.

CORE

Feedback

Nominate learners to give an answer.

Answers

Sport	Basketball, skiing, surfing, kayaking
Country	USA
Gender	Female
Year of birth	1983
Place of birth	Farmington, New Mexico
Disability	Paralysed from the waist down after breaking her back in a snowboarding accident aged 17
Personal qualities	Speed-loving, hard-working, fearless
First Paralympic Games	Athens Summer Olympics, 2004 (reserve player on basketball team)
Started these sports	Basketball in 2002 at the University of Arizona Skiing in 2008 after watching the winter Paralympics Surfing and kayaking in 2014 on holiday in Hawaii
Training regime	At least four hours per day, usually beginning with two hours' kayaking at 6.00 am
Gold medals	Gold medal in basketball at the 2008 Paralympic Games in Beijing, two gold medals in skiing at the Vancouver 2010 Paralympics
Injuries	Many injuries, including breaking both ankles and dislocating a shoulder
Special achievement	First American woman to win gold medals in both the summer and the winter Olympic Games
Personal motto	"Do what you can with what you have, where you're at."

<p>Coursebook page 202</p>	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the Speaking tip box with learners. 2. Then ask learners to work with a partner to ask and answer questions based on what they saw and read about Alana. Encourage them to give full answers. <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate pairs to ask and answer questions for the class.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to write some full questions before they begin speaking. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to cover the profile and do the activity from memory.
<p>Workbook page 134</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to correct the sentences about Alana Nichols. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to give an answer.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 She is from New Mexico, USA. 2 She is paralysed from the waist down due to a snowboarding accident. 3 She is the first American woman to win gold medals in both the summer and winter Olympic Games. 4 Her first Paralympic competition was in 2004 in Athens. 5 She has injured herself many times.
<p>Workbook page 134</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to imagine they are an athlete in the Paralympics. Tell them to think about where they are from, what kind of disability they have, what events they complete in and which medals they have won recently. 2. Ask learners to write some notes about their athlete identity to use to help them in the role-play. <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor, checking learners are managing to write legible and brief notes (key words only) and helping with ideas.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Workbook page 134</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to now they imagine they are journalists and they have the opportunity to interview a famous Paralympic athlete. What questions do they want to ask him/her? 2. Ask learners to work in pairs to prepare 6–10 questions for their interview. <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor and help learners with question formation.</p>

Workbook page 134	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Learners use the questions they have prepared and the information in the profile to role play an interview. When each pair has finished, have them swap roles and work with another partner to do the same. <p>CORE</p> <p>Feedback</p> <p>Invite a pair of learners to perform their role play for the class.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>Learners' own answers</p>
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Resources	Plenary
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Workbook page 134	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Ask learners to write up their interview as a short article and illustrate it with images from the Internet. Encourage them to use their imagination to add information and their own ideas. In the next lesson, learners present a profile of their (imaginary) Paralympic athlete to the class, including his/her philosophy, attitude and achievements.
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Learning styles catered for (✓):

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

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

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UNIT 11 LESSON 8 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Write the words Arctic and Antarctic on the board and ask learners if they know where they are. Elicit from learners what the environment (climate and terrain) is like in both places. 2. Ask learners to imagine what it would be like to experience these places and what you would need to survive there.
Resources	Main activity
Coursebook page 203	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the photographs and title on page 203, then read the Did you know? box. 2. Ask learners if they have heard about Nabil Al Busaidi or if they know anything about him. Can they guess? 3. Ask learners to read the text and complete the fact file. <p>CORE</p> <p>Feedback</p> <p>Copy the table on to the board and invite learners to complete sections.</p> <p>Answers</p> <p><u>One:</u> When: April 2009; What: walk to the magnetic North Pole; Where: Arctic; Details: pulled a sledge weighing up to 50 kg, for 650 km, in temperatures as low as minus 40 degrees Celsius</p> <p><u>Two:</u> When: August 2009; What: he pushed his friend in a wheelchair; Where: from south to north of UK; Details: 1,450 km in 8.5 days to raise money for charity</p> <p><u>Three:</u> When: December 2009; What: climbed Mount Kilimanjaro; Where: in Africa; Details: with his brother</p> <p><u>Four:</u> When: April 2010; What: climb Mount Everest; Where: Mount Everest is in Nepal; Details: broke both ankles</p> <p><u>Five:</u> When: March 2011; What/where: rowed across Atlantic Ocean; Details: part of a team, boat called <i>Britannia III</i>, crossed 4,600 km in 43 days</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to work in groups of six. 2. Each learner completes one column of the fact file then they feed back to the other members of the group. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to work alone to complete the fact file then compare answers with a partner.

Workbook page 135	<p>Workbook: Activities 1 and 2</p> <ol style="list-style-type: none"> 1. Draw a timeline on the board and write ‘1970’ and ‘now’ at either end. Elicit from learners what happened in 1970 (Nabil was born) and elicit what he is doing now (visiting schools and giving talks). Write both under the timeline. 2. Ask learners to open their workbooks and copy the timeline from Activity 1 into their notebooks and complete it with the missing information. 3. Then ask learners to work with a partner to ask and answer questions about the information on the timeline. <p>EXTENSION</p> <p>Feedback</p> <p>Ask learners to compare answers with a partner or small group. Then move on to the speaking activity. Feedback as a class by nominating pairs of learners to ask and answer questions.</p> <p>Answers</p> <p>What was he doing in April 2009? He was walking to the North Pole. What was he doing in August 2009? He was pushing his friend in a wheelchair from the south to the north of the UK. What was he doing in December 2009? He was climbing Mount Kilimanjaro and Mount Vinson. What was he doing in April 2010? He was trying to climb Mount Everest. What was he doing in March 2011? He was rowing across the Atlantic Ocean.</p>
Workbook page 135	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to imagine that Nabil is visiting their school to give a talk to the students. Ask learners what information they would like to know about him and write some prompts on the board. 2. Ask learners to work in groups to discuss then write some questions for Nabil based on the bullet points. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to offer their suggestions. Write the most interesting questions on the board.</p> <p>Answers</p> <p>Learners’ own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Do this activity as a class. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write some of their own questions based on their own ideas.
Coursebook page 203	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to work in small groups to discuss their personal responses to the questions. <p>EXTENSION</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Have a class discussion based on the questions they discussed in the speaking activity and invite learners to share their ideas. 2. Encourage them to elaborate on their opinions and justify their answers.

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

UNIT 11 LESSON 9 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 204	<ol style="list-style-type: none"> 1. Ask learners to tell a partner what they remember about Nabil Al Busaidi, his expeditions and his world records. 2. Ask learners to read the Did you know? box and ask them what kind of things they think he wrote in his diary. 3. Elicit some of the interview questions that learners wrote in the previous lesson and write them on the board.
Resources	Main activity
Coursebook page 204 Audio Track 31	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners they are going to listen to an interview with Nabil Al Busaidi and that they have to try to complete the six questions that the interviewer asks him. 2. Give learners a moment to look at the question prompts before playing the recording through the first time. Stop after each question to give learners time to write. <p>CORE</p> <p>Feedback</p> <p>Ask learners to compare their work, then feed back as a class by nominating learners to give an answer. Ask if they have any comments about what they heard.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Where did you get the idea to walk to the North Pole? 2 Why did you decide to become a full-time adventurer? 3 How do you choose which expeditions to go on? 4 How much time do you spend training and preparing? 5 What have been your worst and best experiences? 6 Do you have any words of advice for young people? <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give the learners the questions on strips of paper for them to reorder as they listen. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to listen with their coursebooks closed and write answers in their notebooks.

<p>Coursebook page 204 Audio Track 31</p>	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Give learners some time to write notes on what they can remember of Nabil's answers to the questions from listening to the recording to the first time. This will help them to clarify what they need to listen for the second time you play the audio. 2. Play the audio again for learners to check their answers and complete any missing information. 3. Put the class into pairs to share their information and compose a one-sentence summary of Nabil's answer to each question. <p>CORE</p> <p>Feedback</p> <p>Elicit different answers for each question from several pairs and write the different versions up on the board. With the class, agree on a 'best' version – the most factually accurate and grammatically correct – for each one.</p> <p>Example answers</p> <ol style="list-style-type: none"> 1 He got the idea from a friend who told him that very few people had walked to a Pole and no Arab had done it. 2 He didn't decide. It happened by accident because people kept asking him to go on new adventures. 3 He chooses expeditions where he can be the first Arab to do something. 4 He starts training and preparing as soon as he has decided to go on an expedition. 5 The hardest experience was rowing across the Atlantic; the best was when he returned from the North Pole and went back to visit the children in a primary school in Bahrain. They cheered him and gave him a big reception. 6 Dream big and work hard.
<p>Workbook page 136</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to look at Nabil's diary entry for the North Pole expedition. Elicit which day the diary entry is from and how he must be feeling. 2. Ask learners to read the diary entry and discuss the answers with a partner. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask pairs to join with another pair to compare and discuss their ideas further then discuss as a class.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Workbook page 136</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to choose either the best or worst experience he describes and to try and imagine it in detail. 2. Go through the <i>Writing Tip</i> box on Coursebook page 204. 3. Then ask learners what details they would want to record if they had to write a diary entry. Ask them to brainstorm notes and vocabulary on the mindmap in preparation for the writing activity to follow. They should use the prompts to guide them. <p>EXTENSION</p> <p>Feedback</p> <p>Ask learners to join in small groups to talk through their notes with other learners.</p> <p>Answers</p> <p>Learners' own answers</p>

Workbook page 136	<p>Workbook: Activity 6</p> <ol style="list-style-type: none"> 1. Ask learners to write a diary entry based on one of Nabil’s experiences and the notes they wrote in Activity 5. 2. When they have finished, ask learners to swap paragraphs with a partner to peer-correct. 3. This activity can be completed for homework if there is not enough time in class. <p>EXTENSION</p> <p>Feedback</p> <p>Pin each diary entry up on the wall for other learners to walk around and read.</p> <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> <p>Learners’ own answers</p>
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Resources	Plenary
Coursebook page 204	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to work in groups to discuss their responses to the questions. 2. Invite learners to share their ideas as a class. 3. Show learners Nabil’s website: www.arabadventurer.com 4. Show them the different links on it. Look at the Gallery and discuss some of the photos on there. 5. Encourage learners to access his website at home to read his real diary entries.

Learning styles catered for (✓):

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

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

UNIT 11 LESSON 10 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 205	<ol style="list-style-type: none"> 1. Write the word <i>hobby</i> on the board and elicit the meaning and some examples. Write them on the board. 2. Ask the learners what hobbies they have and write them on the board too. 3. Find out if any learners share the same hobby, which is the most popular hobby and which is the most unusual.
Resources	Main activity
Coursebook page 205	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the children's quotes and match the activities with the photos at the top of the page. 2. Ask learners if they share any of the same hobbies or if they like the idea of any. <p>CORE</p> <p>Feedback</p> <p>Ask learners to discuss their ideas in pairs and then invite learners to report back to the class about their partner.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>Learners' own answers</p>
Coursebook page 205	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs to highlight all the hobbies mentioned in Activity 1. 2. Ask learners to classify the hobbies in lists under the given headings. 3. Ask them to add any of their own or from the list on the board. <p>CORE</p> <p>Feedback</p> <p>Write the four headings on the board and invite learners to write an answer in a list.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>Sports/martial arts: trampolining, karate, judo, cycling Collecting things: sweets, pencil cases, coins, leaves, shells, beads, jewellery, posters, stamps Performing: juggling, acting Art and other creative activities: reading, making model planes, drawing, making bookmarks, writing stories, photography</p>
Workbook page 137	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to match the hobbies in the box to the pictures. 2. Then draw learners' attention to the key phrases – <i>He/She likes/enjoys</i>, etc. Drill some example sentences. 3. Invite learners to describe the pictures to the class using the key phrases. 4. Then ask learners to write a caption for each picture using the key phrases. <p>CORE</p> <p>Feedback</p> <p>At stage 3, invite learners to describe the pictures to the class using the key phrases.</p>

	Answers		
	1 taking photographs; 2 trampolining; 3 cycling; 4 collecting stamps; 5 doing karate; 6 collecting coins; 7 juggling; 8 making jewellery; 9 writing stories		
	Differentiation activities (Support):		
	1. Ask learners to work in small groups to complete the activity.		
	Differentiation activities (Stretch):		
	1. Ask learners to cover the word bank and complete the exercise from memory.		
Resources	Plenary		
	1. Ask learners to work in small groups to tell each other about their hobbies. 2. Circulate and monitor, encouraging them to use the key phrases. 3. Feed back as a class by inviting a learner from each group to tell the class what the other learners enjoy/are keen on/are into, etc.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 11 LESSON 11 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Write the fractions $\frac{1}{3}$, $\frac{1}{2}$, $\frac{1}{4}$ on the board. 2. Ask learners to count how many people there are in the class. 3. Ask learners work out how many people = $\frac{1}{3}$, $\frac{1}{2}$, $\frac{1}{4}$
Resources	Main activity
Coursebook page 206	<p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to count how many quotes there are on page 205. 2. Ask learners to work out how many children = $\frac{1}{3}$, $\frac{1}{2}$, $\frac{1}{4}$ (for example, There are 12 children, so $\frac{1}{3} = 4$) 3. Ask learners to work in small groups to make true sentences about the children and their hobbies. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to give an answer.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 e All of them have at least one hobby. 2 a A third of them collect things. 3 c A quarter of them do sports/martial arts. 4 f Two of them make things. 5 d One of them enjoys art. 6 b None of them collects stamps. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If necessary, do the maths part of the activity on the board with the class 2. Then ask learners to write the sentences alone. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to work alone.
Coursebook page 206	<p>Vocabulary: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to write a short web forum post about their hobbies (80–100 words). They should say what their hobbies are, why they enjoy them and where and when they spend time on their hobbies. <p>CORE</p> <p>Feedback</p> <p>Learners exchange their text with a partner who checks the grammar, vocabulary and spelling and gives peer feedback. Take feedback from the class by asking individual learners to tell the group about their partner’s hobbies.</p>

	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Go through the Use of English box with the learners. Write the examples on the board and drill them. Elicit other examples from learners and write them on the board and drill them. 2. Ask learners to take turns with a partner to ask and answers the questions. <p>CORE</p> <p>Feedback</p> <p>Write the form <i>he/she has been</i> on the board. Then feed back as a class and invite learners to tell the class about another learner from the group.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to write their answers first then tell their partner orally. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write two sentences about their brother's/sister's hobbies, using the form <i>he/she has been ...</i>
<p>Workbook page 138</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the <i>Language tip</i> box with learners. Draw a timeline on the board and write the examples on it. 2. Draw other timelines on the board and elicit examples from the learners. 3. Ask learners to write the questions and answers for the prompts. <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate pairs of learners to give an answer.</p> <p>Answers</p> <ol style="list-style-type: none"> 2 How long have you been horse riding? Since I was ten years old. 3 How long has your brother been making model cars? For five years. 4 How long has your sister been writing stories? Since she was seven years old. 5 How long have you been doing karate? For two years.
<p>Workbook page 138</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to complete the sentences using a verb in the present perfect continuous form. <p>EXTENSION</p> <p>Feedback</p> <p>Nominate learners to give an answer.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 I've been doing; 2 I've been playing; 3 've been collecting; 4 has been writing; 5 've been waiting; 6 's been learning

Coursebook page 206	Speaking: Activity 5 1. Ask learners to read the questions and think about their hobby. Tell them to write some notes if necessary. 2. When they are ready, ask them to tell their partner. 3. Then ask their partner to tell another pair of learners. 4. Remind learners to use the two grammar structures on the board, <i>I have been ...</i> and <i>he/she has been ...</i> . 5. Circulate and monitor.		
Resources	Plenary		
Coursebook page 206	Writing: Activity 6 1. Ask learners to design and write flyers for an after-school club or activity for homework. 2. At the beginning of the next lesson, put learners into small groups and ask them to present their ideas to the group. The group asks questions and votes on which is the best idea for a new after-school club.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 11 LESSON 12 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners what games they play at home or with their family. 2. Ask them if they know any board games. Can they explain briefly how you play them?
Resources	Main activity
Coursebook page 207	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the Did you know? box and elicit what they know about this game. Write their suggestions on the board. 2. Ask learners to read the text and compare the information with their predictions on the board. 3. Ask learners to read the text again and match the headings with the paragraphs. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to give an answer.</p> <p>Answers</p> <p>1 Description; 2 History; 3 Rules</p>
Coursebook page 207	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs. One learner closes the Coursebook and answers the questions that the partner asks. 2. Ask learners to swap partners and swap roles so that each learner has a go at asking and answering the questions. <p>CORE</p> <p>Feedback</p> <p>Feed back as a class by having one learner ask another learner.</p> <p>Suggested Answers</p> <ul style="list-style-type: none"> • a wooden box with 24 triangles • 30 black and white checkers and a pair of dice • move all your checkers off the board • Turkey, Greece and throughout the Arab world • because of ancient pictures and documents, even old dice made from bone <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to read and answer the questions first, before doing this as a speaking activity. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to think of two extra questions they could ask their partner.

Workbook page 139	<p>Workbook: Activity 1</p> <p>Go through the Did you know? box with learners. Ask learners if anyone knows how to play checkers.</p> <p>1. Tell learners to look at the instructions and complete them with the words in the box. Ask them to check their answers with a partner.</p> <p>CORE</p> <p>Feedback</p> <p>Take feedback from the class.</p> <p>Answers</p> <p>a colour; b King; c black; d space; e opponent; f jump</p>
Workbook page 139	<p>Workbook: Activity 2</p> <p>1. Explain that the instructions, although now complete, are still in the wrong order.</p> <p>2. Then have learners read the Reading tip box in the Coursebook on page 207 and work in small groups to put the instructions in the correct order. Encourage them to look at the ‘sequencing words’ in each instruction to help them to do this. Point out that the first step and the fifth step have already been numbered.</p> <p>CORE</p> <p>Feedback</p> <p>Go around the class nominating learners to read out a sentence each.</p> <p>Answers</p> <p>1 First, take 12 checkers of the same colour.</p> <p>2 Then, place them on all of the dark squares in front of you, as shown on the board.</p> <p>3 To begin the game, the player with the black checkers moves first.</p> <p>4 Checkers may only move one diagonal space forward (toward your opponent’s checkers) in the beginning of the game. Remember that checkers must stay on the dark squares.</p> <p>5 You can take your opponent’s checker by jumping over it.</p> <p>6 If the new position you land in gives you an opportunity to take another checker, then you can keep going until you can’t jump any more.</p> <p>7 When your checker reaches your opponent’s side, take back your captured checkers and place them on top. You now have a King checker! Your King checker can move forwards and backwards!</p> <p>8 Finally, once you have captured all of your opponent’s checkers, you have won the game.</p>
Resources	<p>Plenary</p> <p>1. With books closed, go around the class and invite learners to tell you consecutive steps from the instructions to play the game.</p>

Learning styles catered for (✓):

Visual ✓

Auditory ✓

Read/Write ✓

Kinaesthetic ✓

Assessment for learning opportunities (✓):

Observation

Learner self-assessment

Oral questioning

Peer assessment

Quiz

Student presentation

Written work and
feedback

Verbal feedback

PCM 8 Past tense review

A Past simple (active)

Use: to describe a completed action in the past

Formation: the verb ends in *-ed* for regular verbs; irregular verbs have alternative endings:

*Only 700 passengers survived **ed** when the Titanic **sank** in April 1912.*

Complete the sentences with the verb in the past simple.

- 1 People _____ from all over to see the *Titanic*. (travel)
- 2 I _____ a book. Is it yours? (find)
- 3 My father _____ me some money yesterday. (give)
- 4 The bell _____ to warn of the danger. (ring)
- 5 They all _____ to the airport yesterday. (go)

B Past simple (passive)

Use: to describe a completed action in the past when the person who did the action is not known or is less important than the action

Formation: *was/were* + past participle

*The lifeboats **were used** but there weren't enough.*

Make sentences. Use the past simple passive.

- 6 I / promise / a gift. I was promised a gift.
- 7 The *Titanic* / sink / by an iceberg _____
- 8 The people / tell / about the accident the next day _____
- 9 They / send / a text message _____
- 10 My father / sell / a car by that man _____
- 11 I / not offer / a drink _____

C Present perfect

Use: to describe an action that started in the past and is still continuing in the present, or has a result in the present

Formation: *has/have* + past participle

*The seamen **have been** away for six months.*

Make sentences. Use the present perfect.

12 The climate / change / in the last fifty years _____

13 She / be / ill in bed since last week _____

14 I think he / forget / our names again _____

15 Jassim / break / his leg so he can't walk _____

16 We / not see / your new car yet _____

D Past perfect

Use: to describe an event that happened before another event in the past

Formation: *had* + past participle

*The Titanic **had sunk** before any help arrived.*

Complete the sentences with the verb in the past perfect.

17 The *Titanic* _____ for five days when it sunk. (sail)

18 They _____ two hours before us. (arrive)

19 We _____ all our work so the teacher was happy. (finish)

20 When I arrived home, my parents _____ out. (go)

21 The plants were dead because it _____ for three months. (not rain)

E Past continuous

Use: to describe an action that was continuing at a certain time in the past

Formation: *was/were + verb+ing*

The ship **was sailing** across the Atlantic when it hit an iceberg.

Complete the sentences with the verb in the past continuous.

22 The plane crashed while it _____ (take off)

23 When I left home, they _____ television. (watch)

24 I _____ a newspaper when I saw your picture. (read)

25 My father arrived home while we _____. (sleep)

26 You _____ for me at six o'clock as you promised. (not wait)

PCM 9 Future forms

A will future

Use: for predicting events we expect will happen and for sudden decisions, often with the expression *I think*

Formation: *will/won't* + verb

*We'll **send** people to the moon again soon.*

*I think I'll **watch** television.*

Complete with *will/won't* and a suitable verb.

- 1 *It's getting dark. I think I'll turn on a light.*
- 2 *I'm feeling really tired. I think I _____ to bed.*
- 3 *Robots _____ most of the jobs in the house one day soon.*
- 4 *I didn't enjoy that film. I _____ any more by that film maker.*
- 5 *I _____ the window because I think there's going to be a rainstorm.*
- 6 *We're moving to Europe. I _____ you again.*
- 7 *Cars _____ drivers in the future. They'll drive themselves.*

B going to future

Use: for plans and for future events we have evidence for

Formation: *am/is/are + going to + verb*

*We're **going to swim** tomorrow. It's **going to rain**.*

Write sentences about the plans you and your friends have made for the weekend.

8 I / buy / some new shoes *I'm going to buy some new shoes.*

9 Jamila / play / tennis

10 Fatima / write / her blog

11 Laila / help / her family paint their house

12 Huda, Mouza and Salama / have / a party

13 I / go / to the party in the evening

14 Eman / not do / anything because she's ill

C Present continuous

Use: for agreed arrangements

Formation: *am/is/are + verb+ing*

*We're **meeting** at ten o'clock tomorrow.*

Saif has made some plans in his diary. Complete the sentences.

SUNDAY
evening – revise for test
MONDAY
11.00 – write maths test
evening – do English homework
TUESDAY
school sports day – no lessons!
am – prepare school & field
pm – run 100m

- 15 On Sunday evening he _____ for a test.
- 16 At 11.00 on Monday he _____ a maths test.
- 17 He _____ his English homework on Monday evening.
- 18 On Tuesday it's sports day at school. He _____ any lessons.
- 19 In the morning, the students _____ the school and field.
- 20 In the afternoon, he _____ in the 400m race as he prefers the 100m.

D Present simple

Use: for fixed plans or fixed arrangements (often with times or dates)

Formation: infinitive of verb (without *to*); third person singular forms end in -s

*The bus **leaves** at eight o'clock every day next week.*

Make sentences. Use the present simple.

21 The film / start / at 19.00

22 School / finish / early tomorrow

23 Our exams / be / next month

24 The bank / close / at 15.00 this afternoon

25 The time has changed! The plane / (not) arrive / at 20.00

26 We / (not) have / a meeting in May. I'm on holiday.

Class group: _____

Name of film: _____

Please give marks out of 5 for each of the sections below.

Your feedback should remain anonymous.

1 Clarity of presentation: _____

How easy did you find it to understand what the group were saying?

2 Resources used for the presentation: _____

Did the group provide interesting photos or internet material to illustrate their presentation?

3 Was the group's presentation interesting to listen to? _____

4 Did the group reach a logical and understandable conclusion? _____

5 Final overall mark = _____

