

## UNIT 1 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
<b>Coursebook page 1</b>	<ol style="list-style-type: none"> <li>Put learners into small groups. Have them discuss the starter questions. Ask: <i>What sort of trade did the people of the UAE do in the past?</i> (For example, pearling, fishing, seafaring, oil drilling began in the 1930s.) <i>How did the dhows help with trade?</i> (By transporting goods by sea and for pearling.) <i>Which countries do you think the UAE does most of its trade with nowadays?</i> (India is the UAEs biggest trading partner – trade is in excess of AED 275 billion – other top trading partners are Saudi Arabia, Oman, Switzerland, the US, Japan, China and Germany.)</li> <li>Ask: <i>What types of transportation are used by businesses in the UAE?</i> Write answers on the board. In their groups, learners choose at least three form of transport. Ask: <i>What types of goods are transported using these?</i></li> <li>Use the photos to pre-teach/ elicit <i>cargo ship, cargo, port, crane.</i></li> </ol>
Resources	Main Activity
<b>Coursebook page 1</b> <b>Audio Track 1</b>	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>Write the following words on the board: trade route, communication highway, trader, offshore, infrastructure.</li> <li>In small groups, learners discuss the meaning of the words.</li> <li>Elicit learners ideas and prompt them to discover the meaning of these words.</li> <li>Read aloud the instructions in the Coursebook.</li> <li>Learners listen and then discuss their ideas for a title for the interview.</li> </ol> <p><b>CORE Feedback</b> Elicit answers and write them on the board. If you wish, have a class vote for the best title.</p> <p style="background-color: #e0e0e0; padding: 2px;"><b>Answers</b></p> <p>Learners' own answers</p>
<b>Coursebook page 2</b> <b>Audio Track 2</b>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>Tell learners they are going to listen to part of the interview again.</li> <li>Give learners time to read the sentences and to check any unknown words. Encourage learners to guess the answers based on what they remember from the first time they listened to the interview.</li> <li>Explain that they must listen and for each sentence circle T if the sentence is true, F if the sentence is false. Point out that the audio may not give them the answer and in this case they should circle NI for no information.</li> <li>Play the audio. Learners listen and circle. If you wish, play the audio again.</li> <li>In pairs, learners check their answers.</li> </ol> <p><b>CORE Feedback</b> Elicit answers and check as a class.</p> <p style="background-color: #e0e0e0; padding: 2px;"><b>Answers</b></p> <ol style="list-style-type: none"> <li>F (Dhows were anchored offshore; it was a slow process moving cargo to the port until a crane was brought from Scotland.)</li> <li>F (Transport infrastructure was very poor, only donkey carts or pick ups on sand tracks through the desert.)</li> <li>T</li> </ol>

	<p>4. NG (The UAE has an amazing network of communication highways connecting emirates with each other and other GCC countries, but it doesn't say whether it's the best in the world.)</p> <p><b>Differentiation activities (Support):</b> 1. Learners can listen along with the audioscript.</p> <p><b>Differentiation activities (Stretch):</b> 1. Encourage learners to be able to explain why statements are false.</p>
<p><b>Workbook page 1</b></p>	<p><b>Workbook: Activity 1</b> 1. Learners write sentences using the words given. They work individually. 2. Learners work in small groups discussing their answers.</p> <p><b>EXTENSION</b> <b>Feedback</b> 1. Encourage peer feedback for this activity. Monitor learners and check their answers as you go around the room.</p> <p><b>Answers</b> Learners' own answers</p>
	<p><b>Differentiation activities (Support):</b> 1. Put learners into mixed ability pairs or learners requiring support can work together.</p>
	<p><b>Differentiation activities (Stretch):</b> 1. Learners produce sentences with two or more key words/phrases. This could also be extended to paragraphs depending on the ability of the learners. For instance, a sentence using more than one target phrase: 'It is important to ensure trade routes have good infrastructure so that goods can be transported quickly and easily.'</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p>
	<p>1. Ask learners: <i>What is the future is for trade in the UAE?</i> Learners work in small groups and feedback, or have a whole class discussion. Possible ideas: Learners may be aware that the UAE is diversifying its economy so that it is not reliant on oil or natural gas. Tourism, for instance, is a major source of income now for the UAE. Ask: <i>How else could the UAE move forward?</i> Prompt/explain that there is a big focus on innovation, science, maths, engineering and the arts. Ask: <i>What could this mean for the UAE?</i></p> <p><b>Feedback</b> Groups report back to the class and compare their answers. Write some examples on the board.</p>

## UNIT 1 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Brainstorm the new vocabulary from the previous lesson.</li> <li>2. Play 'Backs to the Board' to practice the new lexis from the last lesson.</li> </ol>
Resources	Main Activity
<p><b>Coursebook page 2</b></p> <p><b>Audio Track 1</b></p>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Read the rubric with the class.</li> <li>2. Refer learners to the <i>Listening strategy</i> box and the graphic organiser on the page.</li> <li>3. Elicit how learners would prefer to organise their notes.</li> <li>4. Learners listen and complete the activity individually.</li> <li>5. Play the audio twice.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check that learners have written in each column and that all have detected some important information. Play audio again if learners' notes are insufficient.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Organise the learners into groups. Replay the listening several times to support learners, or add some prompts into the table for them.</li> <li>2. Encourage learners to check each other's notes.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Give the learners a target number of key points to listen for. Then ask them to add more if they can.</li> <li>2. Make it a competition to encourage intensive listening.</li> </ol>
<p><b>Coursebook page 2</b></p>	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners compare their notes from the previous activity.</li> <li>2. Remind learners there is no correct way of organising notes and it is whatever works best for the individual.</li> <li>3. Ask learners to think about what they can learn from each other's notes.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Encourage and support peer feedback.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

<p><b>Workbook page 1</b></p>	<p><b>Workbook: Language tip</b></p> <ol style="list-style-type: none"> <li>1. Read through the <i>Language tip</i> box as a class. Look particularly at the example given and the target structure.</li> <li>2. Give (or elicit) some more examples, for example <i>Mohammed ate his breakfast after I had eaten mine</i>. Write them on the board. Introduce learners to the use of contractions, for example <i>Mohammed ate his breakfast after I'd eaten mine</i>.</li> <li>3. Ask learners to read the audioscript in the back of their Coursebooks (Track 8) and to underline any other examples of the past perfect tense.</li> <li>4. In pairs, learners compare the sentences they underlined.</li> <li>5. Elicit some examples from the class. Write them on the board. Highlight the past perfect tense.</li> </ol> <p><b>CORE</b></p>
<p><b>Workbook pages 1-2</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Explain that this activity requires learners to decide whether the grammar and meaning of the sentences is correct or incorrect. They read the first sentence and then decide if the sentence below matches it in meaning and uses the correct grammar.</li> <li>2. Do the first as an example with the class.</li> <li>3. Learners complete the activity individually.</li> <li>4. In pairs, learners check their answers.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Nominate a learner to lead whole class feedback.</p> <p>Ask learners to identify which two sentences did not match and to say why. Write the correct sentences on the board.</p> <p><b>Answers</b></p> <p>1 correct; 2 wrong, because the sentence is missing 'been'; 3 correct; 4 wrong because 'had' is missing</p>
<p><b>Workbook page 2</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners combine and rewrite the sentences using the past perfect tense.</li> <li>2. Tell learners to refer to the <i>Language tip</i> box for guidance. Tell learners to use the same format as for the previous activity.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Have learners peer check their work in pairs or small groups. Then have whole class feedback. Write the answers on the board.</p> <p><b>Answers</b></p> <p>a I had been to the BBQ before I went to the cinema; b She had eaten breakfast when the phone rang; c Ahmed had studied English at school before he went to college in the US; d I had left my phone at home so I couldn't ring my friend.</p>
<p><b>Workbook page 2</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to refer to the notes they made for Coursebook Activity 3.</li> <li>2. Have learners choose one of the themes from the listening.</li> <li>3. They write a summary in the space provided.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Collect Workbooks and write individual targeted feedback.</p> <p><b>Answers</b></p> <p>Accept all reasonable answers.</p>

Resources	Plenary
	<ol style="list-style-type: none"><li data-bbox="392 197 1471 264">1. Learners work in small groups discussing what new vocabulary they have learnt this lesson. They make a list.</li><li data-bbox="392 271 970 304">2. Groups check their lists with another group.</li><li data-bbox="392 311 1463 385">3. Teacher uses these words to play a vocab game, for example back to the board. (See page 7 for how to play the game.)</li></ol>

## UNIT 1 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 3	<ol style="list-style-type: none"> <li>Learners look at the picture of henna and discuss what they see. Elicit as much prior knowledge of the subject/related vocabulary as possible. Write the words on the board. Take the opportunity to pre-teach/ elicit some of the key vocabulary.</li> <li>Learners look at the starter questions in the Coursebook and discuss the questions in small groups: <i>On what occasions do women use henna? Why is henna part of the Arabic tradition? Can men use henna?</i></li> <li>Whole class feedback.</li> </ol>
Resources	Main Activity
Coursebook page 3-4	<p><b>Reading: Activities 1 and 2</b></p> <ol style="list-style-type: none"> <li>Remind learners how to skim text, i.e. that they don't need to read in detail and that the general meaning is usually to be found in the first or last sentence of each paragraph.</li> <li>For Activity 2, check that learners understand what they need to do. Give them a set time (two minutes) to skim text and match headings to their relevant sections. Learners write the headings onto the text in the correct place.</li> </ol> <p><b>CORE</b> <b>Feedback</b> In pairs, learners peer check and discuss their answers. Elicit answers.</p> <p><b>Answers</b></p> <p>1 D; 2 B; 3 A; 4 C</p>
Coursebook page 4	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>Remind learners how to scan text i.e. quickly search text for particular word/term and read around it to find answers.</li> <li>Learners scan text and answer questions 1 to 5.</li> <li>If time allows, have learners quietly re-read the text. Let them ask you any vocabulary questions they may have.</li> </ol> <p><b>CORE</b> <b>Feedback</b> Peer check and discuss. Teacher elicit answers.</p> <p><b>Answers</b></p> <p>1 C; 2 A; 3 Tea, water, lemon juice, sugar, essentials oils (any 3); 4 C</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Highlight the key words in the question in order to guide learners to the relevant part of the text.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Pairwork. Learners take it in turns to read alternate paragraphs from the text, close their books and summarise orally.</li> </ol>
Workbook page 3	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>This activity is to encourage learners to take responsibility for their learning and to raise awareness of techniques for expanding their vocabulary.</li> <li>Tell learners that all the words are from the reading text on page 31 of their Coursebooks. Do the first one with the class as an example.</li> </ol>

	<p>3. Learners write their own word definitions.</p> <p>4. Learners note any clues which helped them write the definition. These clues can be from the text or from prior knowledge.</p> <p>5. Learners compare their answers with a partner/group. They can check their answers in a suitable online dictionary such as the Cambridge Dictionary (dictionary.cambridge.org) or in a class dictionary.</p> <p><b>CORE</b>  <b>Feedback</b>  Have a class discussion. Elicit learners' answers.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Workbook page 3</b></p>	<p><b>Workbook: Activity 2</b></p> <p>1. Learners read the selection of ten words. Tell learners that all the words are from the reading text on page 30 of their Coursebooks.</p> <p>2. Learners choose at least five words from the selection. They can use a dictionary to check the meaning if necessary.</p> <p>3. Learners write sentences with their chosen words.</p> <p><b>DESIRABLE</b>  <b>Feedback</b>  Go through the words with the class. Check learners understand the meaning of each word. Elicit example sentences from the learners.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Learners can work in groups or in pairs; stronger learners can be paired with weaker.</p> <p>2. Give clues.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners can write sentences that include two or more of the words they have chosen.</p> <p>2. Learners can list synonyms/antonyms for the words they have chosen.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p>
	<p>1. Lead an informal quiz checking words/definitions covered in this lesson.</p>

## UNIT 1 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"><li>1. Play a game to revise the vocabulary from the previous lesson.</li><li>2. Write the key vocabulary from Lesson 3 on the board.</li><li>3. Give learners two minutes to revise the vocabulary using personal notes and dictionaries.</li><li>4. Put learners into small groups. Learner A chooses a word. They do not tell the group the word they have chosen. They define the word. They must not say the actual word. The first learner to correctly guess the word gets a point. It's now Learner Bs turn to choose a word and so on. The learner with the most points wins.</li><li>5. Ask learners what style of henna they prefer: modern or traditional, etc.</li></ol>
Resources	Main Activity
Coursebook pages 3-4	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"><li>1. Have learners read the text on page 30 again.</li><li>2. Learners discuss the reading text and address the questions in groups.</li></ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Groups share their ideas and teacher elicits answers.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"><li>1. Learners' responses are accepted.</li></ol>
Coursebook page 4	<p><b>Reading: Activity 5</b></p> <ol style="list-style-type: none"><li>1. Draw learners' attention to the <i>Writing tip</i> box and the use of linking words. Read it aloud to the class.</li><li>2. Elicit/give examples of linking words. Write example sentences on the board.</li><li>3. Learners read text again and underline the linking words.</li><li>4. Lead a class discussion about their purpose – as given in the tip box.</li><li>5. Make learners aware that using these types of words in their writing will make it more cohesive.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Peer check and whole class feedback.</p> <p><b>Answers</b></p> <p>then, for example, also, such as, as well as, for instance, and</p>
Workbook page 4	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"><li>1. Learners categorise the linking words into different columns.</li><li>2. Learners work individually.</li></ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Peer check and correct. Copy the table onto the board and invite learners to add words to the table.</p> <p><b>Answers</b></p> <p>Sequencing: then, firstly, secondly, finally, to begin, next; Adding/supporting: furthermore, in addition, also, and, as well as; Giving examples: for instance, for example, such as, to illustrate.</p>

<b>Workbook page 4</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>Learners complete the cloze exercise with words from the table in Activity 3.</li> <li>Learners work individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Put learners into pairs and encourage them to peer check the answers. Then have whole class feedback.</p> <p><b>Answers</b></p> <p>1 begin, then; 2 furthermore/in addition; 3 such as/for example; 4 firstly, secondly</p>
<b>Coursebook page 4</b>	<p><b>Writing: Activity 6</b></p> <ol style="list-style-type: none"> <li>Learners follow the instructions and write a 150 word summary of the article on the art of henna.</li> <li>Learners can refer to the reading as a source of information. Encourage learners to look back at the linking words in the previous Workbook activities, as well as in the reading text to develop fluency in their writing.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners underline the linking words that they have used in their writing. Teacher can give a reward to the student who has used the linking words most accurately. Collect and review learners' writing and highlight where they have accurately fulfilled the brief. Give guidance to improve the writing where needed. Have learners use the feedback to write an improved version of their summary.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Limit the amount of linking words that learners have to use to: in addition, for example, and, then.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners have to use at least seven of the linking words in their writing, and should write 200 words.</li> </ol>
<b>Resources</b>	<p><b>Plenary</b></p>
	<ol style="list-style-type: none"> <li>Learners can underline the new vocabulary they have used in their writing and swap with a partner to compare who has used the most.</li> </ol>

## UNIT 1 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 5	<ol style="list-style-type: none"> <li>1. Tell learners to look at the picture. Ask: <i>What can you see? What does it represent?</i></li> <li>2. Go through the starter questions with class and elicit responses. Ask: <i>Have you ever been to a wedding? Say: Tell us about it.</i></li> <li>3. Pull out key vocabulary and write it on the board.</li> </ol>
Resources	Main activity
Coursebook page 5	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Focus learners' attention on the photograph. Ask learners what kind of relationship they think the father and son have.</li> <li>2. Read the rubric aloud or invite a learner to do so. Ask groups to discuss the questions.</li> </ol> <p><b>Feedback</b></p> <p>Ask groups to share their responses to the questions with the class. Write their answers on the board.</p>
Coursebook page 5 Audio Track 3	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Elicit why note-taking is an important skill. Go through some techniques for note-taking, for example using abbreviations, key words, etc. (See Unit 1, Lessons 13 and 14 for more information about note-taking.)</li> <li>2. Refer learners to the <i>Listening strategy</i> box.</li> <li>3. Make learners aware that although there is a lot of language they only need to make very brief notes. This should give them a clearer idea of effective note-taking and the specific skill it requires. Refer learners to the graphic organiser and look at the example. Learners can write in their Coursebooks or copy the table into their notebooks.</li> <li>4. Focus on the example and play recording to 'Yes, dad. But times have changed.' Review the notes they have taken so far as a class.</li> <li>5. Feed key vocabulary to the learners. Play the recording to the end. Ask learners to compare with a partner(s) what notes they have.</li> <li>6. Play the recording again, reminding learners to only focus on the information they need. If you wish, learners can look at the audioscript on page 114 of their Coursebook for extra support.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback:</b></p> <p>Draw the graphic organiser on board and ask for volunteers to complete it. Make sure all learners copy the graphic organiser into their notebooks as they will need this information later.</p> <p><b>Answers</b></p> <p>The main differences the learners should have identified are: 2 hotels vs home/tent; 3 white dress vs traditional green dress; 4 marriage fund for people earning less than 20000AED vs marriage fund for everyone; 5 dowry limit vs unlimited dowry; 6 honeymoons popular vs not so popular</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Play the recording a third time and stop the audio after each difference is mentioned.</li> </ol>

	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Invite feedback from learners after first listening. Learners mingle and talk to each other in order to find all the missing information.</li> </ol>
<p><b>Workbook page 5</b></p>	<p><b>Workbook: Activities 1 and 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to cover the definitions in the right hand column of the table. Have learners look at the words in the left hand column of the table and elicit any definitions the learners know. Give example sentences with the words to help the learners. This will encourage them to use the context to help with unknown lexis.</li> <li>2. Learners match the words on the left to the correct definition on the right. Explain to learners that there are two extra definitions. Pairs compare answers.</li> <li>3. Learners complete the second question. Pairs compare answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate a pair to lead feedback.</p> <p><b>Answers</b></p> <p>Activity 1: 1g; 2 k; 3 i; 4 a; 5 h; 6 c; 7 b; 8 d; 9 l; 10 e</p> <p>Activity 2: f = marriage fund; j = traditional</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to work in pairs. Let them use the audioscript (Track 11) to see the words in context.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners use audioscript (Track 11) to test each other with more definitions.</li> </ol>
<p><b>Coursebook page 6</b></p>	<p><b>Language Focus: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Tell the learners some things that you used to/would do when you were younger. Make it obvious that you don't do them now. Write some examples on the board.</li> <li>2. Underline <i>used to/would</i> and elicit from learners why they are used and how they differ from the simple past.</li> <li>3. Go through the <i>Use of English</i> box. Drill examples for pronunciation (<i>used to, didn't use to, did you use to, contraction of would</i>) and point out spelling differences between <i>used to</i> positive, negative and question forms.</li> <li>4. Draw a picture of a TV on the board and ask the question: <i>What did people use to do before TV?</i> Elicit answers and encourage the use of complete sentences.</li> <li>5. Learners complete activity in pairs/small groups. Circulate and praise the correct use of <i>used to/would</i>. Note down any errors.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write up any errors detected during monitoring on the board. Be sure not to identify who made the errors. Elicit peer correction.</p>
<p><b>Workbook page 5</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners work individually. They complete the sentences by selecting one of the multiple choice answers.</li> <li>2. Pairs compare answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Whole class feedback.</p> <p><b>Answers</b></p> <p>1 a; 2 c; 3 c; 4 a</p>

<b>Workbook page 6</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>In pairs, learners complete the sentences with ‘used to’ or ‘would’.</li> <li>Pairs compare their answers with another pair.</li> </ol> <p><b>Feedback</b></p> <p>To encourage more focused listening read out the passage, but put a wrong answer in some of the spaces. Allow learners to correct you.</p> <p><b>Answers</b></p> <p>1 used to live; 2 used to have; 3 would spend/used to spend; 4 used to have; 5 would stay; 6 wouldn’t get didn’t use to get 7 used to enjoy</p>
<b>Resources</b>	<b>Plenary</b>
	<ol style="list-style-type: none"> <li>Working in groups, learners tell each other about things they <i>used to/would</i> do but don’t anymore and about things they <i>didn’t use to/wouldn’t</i> do.</li> <li>Monitor carefully and encourage use of target structures and expansion. Support learners to expand their sentences by giving a reason, justifying their ideas etc., for example <i>I didn’t use to play football because ...</i></li> <li>Spokespeople from each group can report back to class – <i>Sultan used to ... Ayesha would ...</i></li> </ol>

## UNIT 1 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
Audio Track 3	<ol style="list-style-type: none"> <li>1. Play the recording from the previous lesson. Whenever the learners hear the speakers using <i>used to</i> or <i>would</i> they should shout 'Stop!' This can be made into a competition between teams. The team that shouts first wins a point. Check that they are correct. The team with the most points wins.</li> </ol>
Resources	Main activity
Coursebook page 6	<p><b>Vocabulary: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Give the definition to one of the words and elicit the word it is describing.</li> <li>2. Learners work in pairs to work out the meanings.</li> <li>3. If you wish, provide learners with dictionaries. Remind them that they can look at the audioscript (Track 11) and find the words in context.</li> <li>4. Drill the new vocabulary. Focus the learners attention on the correct place to stress the word.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Provide the definitions but occasionally make a slight change so the definition is wrong (for example, <i>lavish – to give something in small amounts</i>). Depending on class size this could be a competition – learners decide whether definition is true or false. If false, they must correct it to get full points. Use an online dictionary such as the Cambridge Online Dictionary to check definitions, if necessary.</p> <p><b>Answers</b></p> <p>Learner's own.</p>
Coursebook page 6	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Elicit what learners know about mind maps. Ask: <i>When have you used mind mapping techniques? Why and when are such techniques useful?</i></li> <li>2. Draw a similar mind map on the board. Ask learners to look at the graphic organiser they completed in the previous lesson's listening activity.</li> <li>3. Complete two of the boxes together, for example <i>traditional – green dresses; modern – white dresses</i>.</li> <li>4. Explain that learners are going to use the mind map to help them prepare for a speaking activity.</li> <li>5. Learners copy the mind maps into their notebooks. They complete the rest of the map. They might need to add more boxes/bubbles.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback:</b> Ask volunteers to come to board to add information to the mind map.</p>

<p><b>Coursebook page 6</b> <b>Audio Track 3</b></p>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Remind learners of <i>used to/would</i> structures. Elicit example sentences using the information in the mind map.</li> <li>2. Play the listening again to remind learners of the conversation structure.</li> <li>3. Learners role play a similar conversation. Learner A is the parent and Learner B is the child about to get married.</li> <li>4. Monitor but don't correct. Deal with common errors during feedback session.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback:</b> Select pairs to perform their role play. Deal with common errors as a class and encourage peer correction. Don't forget to praise good use of language, especially use of target structures.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners may find the role-play/conversation daunting. Model some of the conversation with a stronger student. Alternatively, learners can use the transcript as a guide and as they get more confident rely on it less and less.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners can develop similar conversations on different themes, for example <i>grandfather and grandson talking about school; leisure time, etc.</i></li> </ol>
<p><b>Workbook page 6</b></p>	<p><b>Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Read the rubric (Look at the table in Activity 2 on page 32 of the Coursebook. Expand your notes to make complete sentences.) to the learners and check understanding. Look at the example in the Workbook with the class.</li> <li>2. Learners write up their notes into full sentences.</li> <li>3. Learners work individually.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback:</b> Volunteers can write sentences on board.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p>
	<ol style="list-style-type: none"> <li>1. In small groups, learners talk about what kind of wedding they would like to have – traditional/modern? Venue? Guests? Number of guests? etc.</li> </ol>

## UNIT 1 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
<b>Coursebook</b> <b>page 7</b>	<ol style="list-style-type: none"> <li>1. Read aloud the opening questions and check comprehension. Ask: <i>Have you ever been to Al Janadriyah Festival? Do you know of any cultural festivals held in the UAE? Have you ever been to a festival that celebrates local culture/traditions?</i></li> <li>2. In pairs, learners ask and answer the questions.</li> <li>3. Take the opportunity to pre-teach/ elicit some of the key vocabulary during feedback.</li> </ol> <p><b>Feedback</b> Learners share their thoughts and ideas with the class.</p>
Resources	Main activity
<b>Coursebook</b> <b>page 7</b>	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Refer learners to the photos. Ask: <i>What can you see? What do you think the listening will be about?</i> Elicit language and ideas. Try to elicit some of the words related to Workbook Activity 1, for example tradition, culture. Prompt learners and try to elicit handicraft and artisan. You could break down the words to encourage learners to think about the meaning, for example 'hand' and 'craft' in <i>handicraft</i>, 'art' in <i>artisan</i>.</li> </ol> <p><b>CORE</b> <b>Feedback</b> Open-class discussion.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Workbook</b> <b>page 7</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners guess what the words mean and make notes in the first column.</li> <li>2. Inform learners that words are related to the pictures they looked at and will be in the listening they are going to do next.</li> <li>3. Reassure learners that you do not expect them to know all the words.</li> <li>4. Explain that they will come back to this after they have listened.</li> </ol> <p><b>CORE</b> <b>Feedback</b> Pairs discuss their ideas. Elicit answers but do not tell learners if their guesses are correct or not.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Coursebook</b> <b>page 7</b> <b>Audio Track 4</b>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners read the rubric and the gist questions. Check comprehension.</li> <li>2. Learners listen to the audio. They can make notes to help them answer the gist questions, if you wish.</li> <li>3. In pairs, learners discuss their answers.</li> </ol> <p><b>CORE</b> <b>Feedback</b> Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>They talk about Al Janadriyah festival. They do not agree.</p>

	<p><b>Differentiation activities (Support):</b> 1. Learners can follow the audioscript while they listen.</p> <p><b>Differentiation activities (Stretch):</b> 1. Ask learners what the speakers disagree on. What is Mohammed's point of view? What is Faisal's point of view?</p>
<p><b>Coursebook page 7</b> <b>Audio Track 5</b></p>	<p><b>Listening: Activity 3</b> 1. Explain that learners are now going to listen to an extract from the listening. They need to write the missing words they hear in the gaps on the page. 2. Allow learners some time to read the extract on the page before listening. 3. Learners listen and write in the spaces provided. Ensure learners are not looking at the audioscript. 4. In pairs, learners compare their answers.</p> <p><b>CORE</b> <b>Feedback</b> Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>1) everybody 2) no one 3) one 4) anyone 5) you 6) you 7) you</p>
<p><b>Workbook page 7</b></p>	<p><b>Workbook: Activity 2</b> 1. Learners look again at the words in the table in Activity 1, and look at their guesses. Direct learners' attention to the words highlighted in blue in the Coursebook on page 36. 2. In pairs, learners make any changes or add further notes to the 'After listening' column. 3. Learners should be able to deduce meaning from listening. (Because the words are highlighted in blue in the Coursebook, they can look at the text, looking at what comes before and after each lexical item.) However, they can also use dictionaries if needed. 4. Draw learners attention to <i>cultural</i> and <i>traditional</i> and discuss the use of these adjectives.</p> <p><b>DESIRABLE</b> <b>Feedback</b> Ask a confident pair to share their answers with the class. Encourage other learners to expand or modify definitions where appropriate.</p> <p><b>Answers</b></p> <p>Learners' own answers (teacher must check that they have understood the meanings)</p> <p><b>Differentiation activities (Support):</b> 1. Give learners synonyms of the words and/or examples.</p> <p><b>Differentiation activities (Stretch):</b> 1. Ask learners for synonyms and/or examples for the words. 2. Also, can they think of any more related words?</p>

<b>Workbook page 8</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Refer learners to the <i>Language tip</i> box. Work through the example sentences and check understanding.</li> <li>2. Highlight that <i>-one</i> or <i>-body</i>, for example <i>someone/somebody</i>, are interchangeable. Also, that <i>one</i> is more formal than <i>you</i>.</li> <li>3. Refer learners to the words they added to the transcript of the interview on page 36 of the Coursebook.</li> <li>4. Learners choose correct indefinite pronoun individually.</li> <li>5. In pairs, learners compare answers.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Give learners two different coloured cards, for example blue and red. If they think the right word is the first one, they raise the blue card. If they think the right answer is the second word, they raise the red card.</p> <p><b>Answers</b></p> <p>1 Anyone; 2 somebody; 3 nobody; 4 you; 5 one</p>
<b>Resources</b>	<p><b>Plenary</b></p> <p>In pairs, discuss the following questions:</p> <ol style="list-style-type: none"> <li>1. What have you learned so far about Al Janadriyah Festival?</li> <li>2. Based on what you have heard, would you like to go to Al Janadriyah Festival? Why?</li> </ol>

## UNIT 1 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	<p>1. Play a quick vocabulary game to practise the new lexis presented in lesson 9, for example 'backs to the board' (see page 7 for how to play this game). Play 'What's the word?' Split the class into small groups and ask them to write definitions for the new lexis. The groups take in turns to read them out and the others have to guess which word is being defined.</p> <p><b>Feedback</b> Whole class activity.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
Resources	Main activity
<p><b>Coursebook page 8</b> <b>Audio Track 6</b></p>	<p><b>Listening: Activity 4</b></p> <p>1. Refer learners to the <i>Speaking tip</i> box and go through it with the class. Ask learners what they remember from the interview. Ask where the interview occurred, who was speaking, what did they think, what can you do at Al Janadriyah festival, etc.</p> <p>2. Explain that they are going to listen to the second half of the interview again. Direct their attention to the phrases in the box and explain that they are going to number the phrases as they hear them. Give learners time to read the phrases and check they understand them. To ensure everyone is clear what they have to do, play the audio and pause it just after the first answer. Ask: 'Could you explain that in more detail?' Elicit from the class that this is '1'. Play the rest of the audio.</p> <p>3. Learners complete the activity individually. Play the audio again so learners can check their answers.</p> <p>4. In pairs, learners check their answers.</p> <p><b>CORE</b> <b>Feedback</b> Nominate a learner or pair of learners to lead class feedback.</p> <p><b>Answers</b></p> <p>1 Could you tell our viewers about ...?; 2 Would you mind ...?; 3 mmm ... mmm ...; 4 And what about ...?; 5 Could you explain that in more detail?; 6 Could I just come in here?; 7 So what you're saying Faisal is that ...; 8 I'm sorry, but what do you mean by that?; 9 Um...um...um...; 10 Sorry, could I just interrupt for a moment?</p>
<p><b>Workbook page 8</b></p>	<p><b>Workbook: Activity 4</b></p> <p>1. Explain that they are going to classify all the phrases in the box under the headings 'Starter', 'Clarifying', 'Interrupting'.</p> <p>2. Learners complete activity individually.</p> <p>3. In pairs, learners check their answers.</p> <p><b>DESIRABLE</b> <b>Feedback</b> Have three designated areas in the classroom for 'Starter', 'Clarifying' and 'Interrupting'. Call out each phrase and ask the learners to move to the correct area in the classroom.</p>

<b>Answers</b>		
Starter phrases	Clarifying	Interrupting
What about ...?	Could you explain ... in more detail?	Could I just come in here?
Could you tell me about ...?		Um, um, um
Would you mind telling me about ...?	I'm sorry, but what do you mean by that? So, what you're saying is that ...?	Sorry, could I just interrupt for a moment?

  

<b>Coursebook page 8</b> <b>Audio Track 7</b>	<p><b>Listening: Activity 5</b></p> <ol style="list-style-type: none"> <li>Learners listen to and repeat the phrases/questions.</li> <li>Ensure learners use correct sentence stress and intonation when they repeat. Check understanding of meaning and usage of phrases. Ensure learners understand the importance of this in order to sound polite.</li> <li>Drill sentences further where necessary – chorally and then, if necessary, a chain drill.</li> </ol> <p><b>CORE</b></p>
<b>Workbook page 8</b>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>Remind learners of discussion at end of listening. What were Mohammed and Faisal having a discussion about? What do they think about it? (Mohammed and Faisal were discussing whether Al Janadriyah festival should include other countries or just be about Saudi Arabia/GCC/Arab countries. (They disagreed, Faisal thought that the festival should just be about their cultural identity, which would protect it more, especially for the younger generation who already learn about other cultures at school. Whereas, Mohammed thought it was better for children to see them in contrast before their eyes at a festival.)</li> <li>Read the discussion question to the class and check comprehension. Explain that learners will be discussing it together.</li> <li>Direct learners' attention to the table. You could also write the following words on the board as a scaffold. Go through them with the class and check for understanding: <ul style="list-style-type: none"> <li>preserve                      celebrate</li> <li>tradition                      culture</li> <li>event                              change</li> <li>protect                            identity</li> <li>learn                                positive</li> <li>international                  national</li> </ul> </li> <li>Explain that they need to make notes regarding each side of the argument. Tell learners that they should not write full sentences.</li> <li>Learners work individually.</li> <li>Learners briefly compare notes in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit general feedback from the class of agree/disagree reasons.</p> <div style="background-color: #e0e0e0; padding: 5px;"><b>Answers</b></div> <p>Learners' own answers</p>

<b>Coursebook page 8</b>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the <i>Speaking tip</i> again. Remind learners to use these phrases in their discussions.</li> <li>2. Explain that learners are going to discuss their thoughts on the statement with their partners. Let them use their lesson notes if they wish. They could also look at their Coursebooks to remind them of the phrases. They should try to engage with the topic as naturally as possible.</li> <li>3. Add partners together to form groups of four and ask them to discuss again. Perhaps choose to put partners together who have opposing views. This time, learners should not look at their lesson notes or at the phrases in their Coursebooks.</li> <li>4. As an extension and to encourage discussion. Ask learners to line up across the room depending on how much they agree or disagree with the statement. Then allocate pairs/groups. If the majority of the class have the same view, work on refining the statement.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Ask for group opinions and have an open class debate.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners can use their notes and have their books open with the functional phrases as prompts.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to think of and use further functional phrases for starting discussions, clarifying and interrupting.</li> </ol>
<b>Resources</b>	<p><b>Plenary</b></p> <p>Take a class vote on the discussion subject. Also, discuss whether learners think the UAE should have a similar festival?</p>

## UNIT 1 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"><li>1. Organise the learners into groups and ask them to discuss the starter questions: <i>Do you have a Majlis in your home? How is it decorated? Do you think that the use of a Majlis has changed over the years?</i></li><li>2. Open the questions up to class discussion.</li><li>3. Take the opportunity to elicit/pre-teach key vocabulary during feedback.</li></ol>
Resources	Main activity
<b>Coursebook page 9</b>	<p><b>Reading: Activity 1 and 2</b></p> <ol style="list-style-type: none"><li>1. Activity 1: Learners read the first text and discuss the related questions with their partner.</li><li>2. Elicit learners ideas.</li><li>3. Activity 2: Learners read the second text.</li><li>4. Ask pairs to join another pair and agree a definition of an interior designer.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Conduct whole class feedback after the learners have read the first text and discussed the questions with their partners. Nominate groups to share their definition of interior designer after they have read and discussed the second text.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Coursebook page 9</b>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"><li>1. Draw learners' attention to the photographs of Majlis.</li><li>2. In small groups, learners discuss the three questions.</li></ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Whole class feedback. Elicit answers for each of the questions.</p> <p><b>Answers</b></p> <p>Expect learners to make observations about tent, rugs traditional, seating, colourful, tiles, patterns, Arabic, Islamic, floor, basic, men etc. ...</p> <p>The photos feature a Saudi/Emirati traditional Majlis and a Moroccan/North African Majlis.</p>
<b>Coursebook page 10</b>	<p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"><li>1. Ask learners to read through the text for gist. Pairs discuss the different types of Majlis and their functions and answer the question, <i>Where did the idea of the Majlis come from?</i></li><li>2. Learners answer the question individually in their notebooks. Pairs then compare their answers.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate a pair or pairs to lead class feedback.</p> <p><b>Answer</b></p> <p>The idea of the Majlis originates from the days of the Prophet Mohammed and is an ancient tradition.</p>

<p><b>Coursebook pages 9-10</b></p>	<p><b>Reading: Activity 5</b></p> <ol style="list-style-type: none"> <li>Learners work individually and write answers to the questions in their notebooks. Learners will need to look at all three texts to be able to answer the questions.</li> <li>Have learners compare their answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate a pair to lead the class feedback.</p> <p><b>Answers</b></p> <p>Guide learners in the direction of their answering and allow for expression of personal opinion.</p> <p>1 gain sense of community, create a welcoming place, business, connect/interact with community/customers, discuss current events, informal education, exchange views, banter, learn manners and ethics, observe leadership skills; 2 current events, business, exchange views, banter; 3 observing elders; 4 learners provide opinions; 5 learners provide opinions; 6 learners provide opinions; 7 connect and interact with community and customers, plays role in development of country.</p>
<p><b>Coursebook page 10</b></p>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>Draw learners' attention to the word cloud.</li> <li>Give learners time to look at the word cloud and to discuss what words they can see with a partner.</li> <li>Learners discuss the related questions with a partner/in small groups.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Encourage learners to peer check their answers in small groups, and then have whole class feedback</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Learners identify three ways that they learn new vocabulary.</li> <li>Teacher describes word, learners identify it from within the word cloud</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Putting vocabulary into sentences. Teams choose a word; the other team has to make a sentence for a point. First team to five points wins.</li> <li>Ranking top ten words in order of importance/relevance to the discussion topic.</li> <li>Discuss/think of synonyms for included vocabulary.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>Put learners into groups of four. As a group they choose four words that they have met in this lesson and write them on separate pieces of paper. They mix up the papers and swap them with another group.</li> <li>Learners take it in turns to open a folded paper and give a definition of the word. The other group members have to guess what the word is.</li> </ol>

## UNIT 1 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners what they remember from the texts they read in the last lesson.</li> <li>2. Ask learner about what style their own Majlis is at home.</li> <li>3. Ask learners if they would like to change the style of Majlis at home. If so what style of Majlis they would they choose, for example traditional/modern/Arabic/Emirati/Moroccan, etc.</li> </ol>
Resources	Main activity
<b>Workbook page 25</b>	<p><b>Workbook: Activities 1 and 2</b></p> <ol style="list-style-type: none"> <li>1. Have learners look again at the photographs on pages 38 and 39 in the Coursebook.</li> <li>2. Ask learners to read and think about their design.</li> <li>3. Explain that they need to brainstorm their ideas and then use the empty floor plan to design their proposed Majlis. They must label the diagram to make the elements clear to the reader – and add information to expand what the reader can see, for example red velvet three-seater sofa.</li> <li>4. Learners draw their diagram.</li> <li>5. Refer learners to the <i>Language tip</i> box. Go through it with the class. Elicit more examples from the class and write them on the board. Prompt if needed, for example <i>Notice that my design has ... You can see from my diagram that ... My picture illustrates ...</i> and write a description of their Majlis, using key vocabulary.</li> <li>6. Encourage learners to write approximately 150 words describing the style, e.g. modern or traditional, the furnishings, etc.</li> <li>7. Circulate and note any common errors across the class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners read each other's descriptions and labelled diagrams. Write up some common errors detected during monitoring and elicit peer correction. Collect Workbooks to take away for assessment. Provide constructive individual feedback.</p>
<b>Workbook page 26</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the crossword using the clues.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Peers check and correct each other.</p> <p><b>Answers</b></p> <p>Across: - 4 family; 6 creative; 8 central; 10 style; 12 tradition; 13 modern</p> <p>Down: - 1 area; 2 Majlis; 3 guests; 5 luxury; 6 community; 7 design; 9 lighting; 11 host; 14 decor</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give learners two options for each answer.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners have to use three or more of the words in one sentence describing their Majlis design.</li> </ol>
Resources	Plenary
	<ol style="list-style-type: none"> <li>1. Learners write a new word they have learned on the board as they leave the classroom.</li> </ol>

## UNIT 1 LESSON 11 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 11</b>	<p>1. Ask pairs to discuss the starter questions in the Coursebook. What does the mosque you attend look like? What size is it? What kind of minaret does it have? What colour is it?</p> <p>2. Pre-teach the key vocabulary. Use the photographs to teach the words.</p> <p><b>Feedback</b> Elicit responses from the learners with some key examples and place any useful vocabulary items on the board.</p>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 11</b>	<p><b>Reading: Activity 1</b></p> <p>1. Refer learners to the photographs. Say: <i>There are many different kinds of mosques in the Arab World. The Sheikh Zayed Grand Mosque and Sultan Qaboos Grand Mosque provide interesting contrasts.</i> Ask learners if they have ever visited them?</p> <p>2. Read the rubric with the class. Have learners read through the descriptions. Do not supply language, but ask learners to read, look and think.</p> <p>3. Where learners are unsure of the meaning of any of the lexis, encourage peer support to establish meaning. If necessary provide the meaning of any problematic words.</p> <p>4. In pairs, learners match the language descriptions to the correct mosque. They write SZ for Sheikh Zayed Grand Mosque or SQ for Sultan Qaboos Grand Mosque at the end of each description.</p> <p>5. Refer learners to the <i>Did you know?</i> box. Invite a learner to read it aloud.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit responses and use checking questions. Project the two images on the board as a prompt.</p> <p style="background-color: #e0e0e0; padding: 2px;"><b>Answers</b></p> <p>1 SQ; 2 SQ; 3 SZ; 4 SQ; 5 SZ; 6 SQ; 7 SQ; 8 SZ</p> <p><b>Differentiation activities (Support):</b> 1. Learners may use dictionaries with more challenging vocabulary items.</p> <p><b>Differentiation activities (Stretch):</b> 1. Ask learners to separate the head noun from the description by underlining.</p>
<b>Coursebook page 12</b>	<p><b>Language Focus: Activity 2</b></p> <p>1. Use the activity questions to guide the learners towards noticing the use and meaning of more complex pre-modified noun phrases. Small groups could discuss the questions before opening up into a class-wide discussion.</p> <p>2. Ask learners to read the <i>Use of English</i> box. Put examples on the board to highlight the ordering of adjectives before the head noun. To do this, pick an object in the classroom and write its name on board. Invite learners to the board to add one adjective at a time to describe noun. As class encourage learners to discuss the correct order adjectives should go in. Use checking questions to help learners establish the pattern/order of pre-modification.</p>

<b>Workbook page 11</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. The exercise can be conducted in pairs. Or, if better suited, separate the class into small groups.</li> <li>2. Question check for the concept of ‘brainstorming’.</li> <li>3. Learners write down noun phrases in the space provided.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate groups to share one or two noun phrases. They can write them on the board. Encourage peer feedback in terms of spelling and appropriateness of adjective choices.</p>
<b>Workbook page 11</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the examples with the learners. Ask them to find the examples in the pictures.</li> <li>2. Emphasise that learners can use their own ideas to describe a famous building or object.</li> <li>3. Working in pairs/small groups, learners complete the activity.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit some examples for the rest of class to guess.</p> <hr/> <p><b>Differentiation activities (Support):</b></p> <p>Provide pictures of objects and vocabulary you want learners to use.</p> <hr/> <p><b>Differentiation activities (Stretch):</b></p> <p>Ask learners to make the noun phrases as long as possible. Although, these will be unnatural, it does provide practice in ordering of adjectives.</p>
<b>Coursebook page 12</b>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Put learners into pairs. Hand out a Picture A and Picture B to each pair. They must not show their pictures to each other. Explain the activity and ask concept checking questions to ensure the learners know what they have to do. Ask: <i>What do you have to describe? What does the other learner have to do?</i> Elicit and write on the board the following phrases: <i>Can you repeat that, please? Did you say ... ?</i> etc.</li> <li>2. Explain that you will set a time limit and when you give a signal, for example clap your hands, learners should swap roles.</li> <li>3. Monitor to check that everyone is on task.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Pairs give each other feedback on how well they have reproduced the description they hear. Ask a few learners to share their drawings and feedback some noun phrases they used or heard.</p>
	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Ask everyone to close their books and put away their mosque drawings.</li> <li>2. Draw a simple word cloud on the board.</li> <li>3. As learners leave the classroom – ask them to write one new word they encountered today in the cloud.</li> </ol>

## UNIT 1 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	<p>1. Write the following sentence starters on the board:</p> <p>I learned ... I realised ... I noticed ... I was reminded that ...</p> <p>2. Organise the learners into groups of four.</p> <p>3. Ask them to think back to the last lesson on descriptive language and noun phrases.</p> <p>4. Explain that each person in the group must take a turn and use a starter phrase to reflect back on the lesson and share their thought with the group.</p> <p><b>Feedback</b> Nominate a learner for each sentence starter to share their reflection with the whole class.</p>
Resources	Main activity
<b>Coursebook page 12</b>	<p><b>Language Focus: Activity 4</b></p> <p>1. This activity is for further consolidation of the use of descriptive language for key features and for the use of noun phrases.</p> <p>2. Begin the activity by asking the class to look at the photograph and eliciting some ideas/descriptions.</p> <p>3. In pairs, learners complete the noun phrase. Encourage them to really look at the photograph and identify the features they want to describe.</p> <p>4. Join pairs to make groups of four and ask them to compare their noun phrases. Ask them to explain why they have chosen specific adjectives.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Nominate pairs/groups to share their answers with the class.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Workbook page 12</b>	<p><b>Workbook: Activity 3</b></p> <p>1. Ask the learners to turn their Workbooks face-down.</p> <p>2. Tell the learners that they are going to read a letter from Saeed to his classmates. Explain that when you say 'turn over your books', they will have 30 seconds to read and get the gist/a general sense of what the letter is about.</p> <p>3. Learners read for gist, then compare their ideas with a partner.</p> <p>4. Learners read the letter again, individually, and underline the key descriptive language that they find.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit answers from the class by calling on selected learners to read examples of descriptive language.</p> <p><b>Answers</b></p> <p>wonderful sand-stone coloured ornate building; nice large wooden doors; tall clean minaret; large curved dome; cool marble floors; round flowing arches</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Allow learners to aid each other (potentially pairwork) and where necessary, use a dictionary.</p>

	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Advanced learners can be asked to extract and modify parts of the letter ready for the writing activity.</li> <li>2. Convert head nouns from the subject to the object.</li> </ol>
<p><b>Workbook page 12</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Refer learners to the <i>Writing tip</i>. Explain it to learners. Give further examples to guide them.</li> <li>2. Learners can work in groups for the preparation of this task. They can refer to Activity 1 in the Coursebook and Activity 1 in the Workbook to plan a response.</li> <li>3. Ensure that learners are aware of the writing conventions of an <i>informal response</i>. They should have covered this before in previous grades but use checking questions in case.</li> <li>4. Writing should be done individually using the space in the Workbook.</li> <li>5. When the writing is complete – write the following up on the board. a Spelling b Punctuation c Handwriting d Descriptive language</li> <li>6. Ask learners to swap their text with their partner and carry out a peer review using the headings on the board to help them. They could award an emoji face for each heading, for example smiling face/neutral face/unhappy face. Where they are uncertain of spelling – they should check with a dictionary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Draw the three emoji faces on the board. Carry out a hands up feedback for each of the headings – pointing to a heading and each of the emoticons. Learners put their hand up for the emoji their partner awarded them.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with some pre-set phrases to use and potentially a list of features to which they could apply the language.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Hide the original reading text and any other support elements and have learners develop their own piece of writing without support.</li> <li>2. Alternatively ask the learners to describe different features from those listed in the letter.</li> <li>3. Extend the length of the task and challenge learners to include both pre- and post-modifications in the use of noun phrases.</li> </ol>
<p><b>Plenary</b></p>	<ol style="list-style-type: none"> <li>1. Organise the learners into groups. Ask them to spread their Workbooks out on the table so that they can read each other's responses to Saeed.</li> <li>2. Encourage the group to choose the one they like best and justify why.</li> </ol>