

Coursebook page 25	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Read the rubric with the class. Learners read the four topics. Check understanding. 2. In pairs, learners predict the order in which the owner will talk about the topics. <p>CORE</p> <p>Feedback</p> <p>Elicit predictions but do not confirm whether they are right yet. Ask for reasons why.</p> <p>Answers</p> <p>Learners' predictions</p>
Coursebook page 26 Audio Track 10	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Learners listen to the audio and number the topics in the order they are talked about. 2. In pairs, learners check their answers. <p>CORE</p> <p>Feedback</p> <p>Check as a class. You could do a kinaesthetic task where topics are on white cards that learners move into correct order as they listen. Then learners walk around classroom and look at each other's ordering to check if the same.</p> <p>Answers</p> <p>a 3; b 2; c 4; d 1</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners listen and follow the transcript. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write words/phrases associated with each topic they hear in the listening.
Coursebook page 26 Audio Track 11	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Learners read the question. Check comprehension. 2. Explain that the sentence has been paraphrased. Tell learners they are only going to hear the first part of the interview. 3. Learners listen and circle the correct answer. 4. In pairs, learners check their answers. <p>CORE</p> <p>Feedback</p> <p>Take a class vote for each option. Play again if necessary.</p> <p>Answer</p> <p>b</p>

Coursebook page 26	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Explain to learners that this task relates to the Activity 4 and will help them answer these types of questions in future. 2. Two of the options for the previous question were incorrect, as they know, but why? Learners match the wrong answers to the reasons why they are wrong. 3. In pairs, learners check their answers. 4. Learners underline in the tapescript where answer b (artists) are spoken about. <p>DESIRABLE Feedback Elicit answers and check as a class.</p> <p>Answers</p> <p>a galleries; b painters</p>
Coursebook page 26 Audio Track 12	<p>Listening: Activity 6</p> <ol style="list-style-type: none"> 1. Explain to learners that they are going to listen to another part of the interview and answer the question. This time there are three distractors. 2. Again, the sentence is not exactly spoken in the audio, but the general meaning is given. 3. Learners listen and select the correct answer. 4. In pairs, learners check their answers. <p>DESIRABLE Feedback Elicit answer and check as a class.</p> <p>Answer</p> <p>a</p> <p>EXTENSION Ask learners to explain why the other options are incorrect and/or where else they are referred to in the audio. (b Alison mentions that the gallery has a reputation for traditional water colours, but the art is very broad spectrum; c informal is not mentioned in the extract nor is it inferred; d national is not mentioned, nor is it inferred.)</p>
Coursebook page 26 Audio Track 13	<p>Listening: Activity 7</p> <ol style="list-style-type: none"> 1. Learners read the sentences. Explain that again, these sentences will not appear exactly as they do in the book in the audio. However, they are in the same order. Learners may need to write a word or a phrase. 2. Learners listen and answer. 3. In pairs, learners check their answers. <p>CORE Feedback Elicit answers and check as a class.</p> <p>Answers</p> <p>1 sculpture; 2 quite a few; 3 Australian; 4 one month; 5 fascinating; 6 communicating</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Take a class vote for which art form is their favourite. Or if more time, learners could do a quick class mingle/survey to find out the class's favourite art form. <p>Feedback Learners report back to the class and compare their answers.</p>

UNIT 3 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 25	<ol style="list-style-type: none"> 1. Learners play backs to the board (see page 7 for how to play the game) to revise vocabulary introduced last lesson. 2. Also, discuss the audio from last lesson with learners, check what they can remember to help lead in to the next Workbook activity. 3. Use the photos from the Coursebook as visual prompts.
Resources	Main Activity
Workbook page 25 Audio Track 10	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that this relates to the listening activity (Audio Track 20) from last lesson. If you wish, play Audio Track 20 again. 2. Learners tick the boxes next to what they remember Alison talked about in the listening as being part of her job. 3. Learners check in pairs. <p>CORE</p> <p>Feedback</p> <p>Conduct whole class feedback. If you wish, replay the audio for learners to check their answers against. Advise learners that the answers do not appear in order and there are three answers that Alison does not mention.</p> <p>Answers</p> <p>put on; set out; set apart; set up; turn up</p>
Workbook page 26	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the <i>Language tip</i>. 2. Go through examples and some others to explain the phrasal verbs. 3. Refer learners to Activity 3. Advise learners that they may have to change the form of the phrasal verb to fit the sentence. 4. Learners complete sentences individually. 5. In pairs, learners check their answers. <p>CORE</p> <p>Feedback</p> <p>Whole class feedback.</p> <p>Answers</p> <p>1 set up; 2 work out; 3 set out; 4 putting on; 5 keep up; 6 carried out; 7 turned up; 8 set apart.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to match the correct phrasal verb, rather than focus on the form of the verb. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write their own gapped sentences to test their partners on the phrasal verbs.
Workbook page 26	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners plan what they are going to say by making notes under each question. Encourage learners only to make notes and not write full sentences. Encourage learners to use phrasal verbs. 2. Learners briefly practise what they are going to say.

	<p>CORE Feedback Elicit brief descriptions from learners at this stage.</p> <p>Answers</p> <p>Learners' own answers</p>
Coursebook page 26	<p>Speaking: Activity 8</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the <i>Speaking tip</i> box. 2. Learners tell each other about their exhibition plans. Tell learners that they should be able to speak for at least one minute. 3. Learners that are speaking use their notes from the Workbook to help them. 4. Learners that are listening note down what their partners are telling them. <p>CORE Feedback Choose a few learners to discuss how their plans compared to those to whom they spoke.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners should be able to speak for at least one minute about their plans, answering the question prompts. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners should be able to speak beyond the prompts and speculate more.
Coursebook page 26	<p>Speaking: Activity 9</p> <ol style="list-style-type: none"> 1. Learners collaborate to enhance their original exhibition plans, using the notes they have made. <p>EXTENSION Feedback Learners form new partnerships to talk about their revised plans. Teacher monitors and draws out a couple of learners to share the results of their collaboration.</p> <p>Answers</p> <p>Learners' own answers</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Discuss and evaluate the exhibition plans of the class as a whole and what improvements/suggestions their partners gave them. 2. Have any learners been inspired to go to any art galleries or exhibitions?

UNIT 3 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 27	<ol style="list-style-type: none"> 1. Learners look at the picture and discuss the starter questions as a whole class. Ask: <i>What is your impression of this building? Is it beautiful? Do you think it is practical?</i> 2. Draw learners' attention to the <i>Did you know?</i> box, and explain that Zaha Hadid is a world-famous architect who died in 2016. 3. Take the opportunity to pre-teach the new vocabulary.
Resources	Main Activity
Coursebook page 27	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the texts. 2. Learners answer the questions that follow. 3. Pairs compare answers. <p>CORE</p> <p>Feedback</p> <p>Elicits answers for whole class feedback and checking. You may need to prompt learners to get them to answer question 3 in full.</p> <p>Answers</p> <p>1 Learners' own answers for example, Is Architecture art? Art and architecture, etc.; 2 c; 3 Four paragraphs – an introduction, two body paragraphs and a conclusion. The introduction clearly states an opinion, the paragraphs look at both sides of the argument.</p>
Coursebook page 28	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the pictures on the page. 2. In small groups, learners discuss the points mentioned. 3. Draw learner's attention to the difference between functional, and purely artistic designs (for example, a house or a painting, or a nicely designed office versus a sculpture). 4. Ask: <i>Would you prefer to visit a famous building or go to an art gallery? Why/why not?</i> <p>CORE</p> <p>Feedback</p> <p>Whole class feedback.</p> <p>Answers</p> <p>Learners' own answers</p>
Workbook page 27	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Refer learners to the <i>Language tip</i> on page 71 of the Coursebook. Go through it with the class. 2. Learners complete the vocabulary task. 3. Elicit other examples of word transformation, for example <i>architecture</i>→<i>architectural</i>, <i>combine</i>→<i>combination</i>. <p>CORE</p> <p>Feedback</p> <p>Learners peer check their answers first, then have whole class feedback to correct answers.</p> <p>Answers</p> <p>1a; 2a; 3b; 4a; 5b; 6b; 7a; 8a; 9a; 10b; 11b; 12a</p>

	Differentiation activities (Support): 1. Learners work with a stronger learner to encourage peer teaching. Teacher monitors and guides.
	Differentiation activities (Stretch): 1. Learners select five words and create sentences around them.
Workbook pages 27–28	Workbook: Activity 2 1. Learners complete the vocabulary activity. 2. Learners work individually. DESIRABLE Feedback Pairs compare answers and peer correct. <div>Answers</div> 1 combined; 2 debate; 3 focus; 4 practise; 5 shelter; 6 striking; 7 truly; 8 proportion; 9 architecture; 10 abstract; 11 functional; 12 primary
Resources	Plenary 1. Divide learners into three groups. Provide learners with some coloured paper and tape/paper clips. 2. Their task is to work together to design a building. It is a competition to see which group can make the tallest structure with just paper. 3. Encourage them to be creative and imaginative. 4. Exit ticket – Learners write their favourite UAE building on a sticky note and stick it on the board/wall on the way out of the lesson. Keep these as you will need them for the next lesson.

UNIT 3 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"> 1. Remind learners of the sticky notes of their favourite UAE building from last lesson. 2. Ask two or three learners to come to the front and categorise all of the buildings, for example all of the sticky notes of the Burj Khalifa to be in one section on the board/wall etc. 3. Learners organise the buildings into first, second, third most popular, etc. <p>Feedback Learners at the front of the class call out the building names and ask for a show of hands for first, second and third place buildings. Randomly nominate learners to explain why they chose their building. You may want the sticky notes again in Lesson 7.</p>
Resources	Main Activity
Workbook page 28	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the introduction paragraph and review what makes up a good introduction paragraph, i.e. an opening sentence that engages the audience, stating the problem, a thesis statement and an overview of the essay. 2. Learners complete the questions. <p>CORE Feedback Peer correction, teacher elicited answers</p> <p>Answers</p> <p>1 the last sentence; 2 the last sentence; 3 the second sentence; 4 no; 5 the first sentence</p>
Workbook page 28	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. This activity is a scaffolding exercise to the writing task that follows. 2. Learners complete the task by categorising the statements under the headings. 3. Pairs compare answers. <p>DESIRABLE Feedback Put the two columns on the board and have learners come and write a phrase into the appropriate column.</p> <p>Answers</p> <p>Architecture is art – architecture can be beautiful; architecture needs imagination and creativity; both art and architecture consider colour, shape and texture; people like to visit great architecture; Architecture is not art – beauty is not art; some buildings are ugly; architecture is functional; architecture should provide shelter Either/or – architects turn imaginative ideas into real life</p>

Coursebook page 28	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. Learners read the opening paragraph, draw their attention to the slight change in the the text and how that is going to effect what they should be writing about. 2. Learners brainstorm what they want to say in their essay and use the table to organise their ideas. Remind learners to use the ideas from the Activity 5 in their Workbooks. 3. Learners write the two body paragraphs in their notebooks. <p>CORE</p> <p>Feedback</p> <p>Learners read each other's texts and compare their ideas and arguments. Take texts away and provide constructive individual feedback/learning goals for the future.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (support):</p> <ol style="list-style-type: none"> 1. Learners work in groups to construct the paragraphs. 2. Provide target vocabulary for them to use; together with useful chunks/phrases. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners must use at least five of the vocabulary from the unit in each paragraph. 2. Fast finishers write the conclusion.
Resources	<p>Plenary</p>
	<ol style="list-style-type: none"> 1. Play a vocabulary game, for example, back to the board, (see page 7 for instructions) to review the new words for this unit.

UNIT 3 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 29	<ol style="list-style-type: none"> 1. Tell learners that you have a favourite story from your childhood. Encourage them to ask you questions to elicit any information they can about the story – location, time, characters, plot, ending, etc. 2. In small groups, learners look at the picture and discuss the starter questions: <i>What popular stories do you know? Did your parents tell you any stories when you were younger? Can you remember any? Do you think stories are important? Why/Why not? How has the art of storytelling changed over time?</i> 3. If there is enough time, ask for volunteers to share their thoughts.
Resources	Main Activity
Coursebook page 29	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. On board write <i>1001 Arabian Nights</i>. 2. Elicit from learners what they know and if they know any stories from <i>1001 Arabian Nights</i>. <p>CORE</p> <p>Feedback</p> <p>Select a learner to be ‘teacher’. This learner then leads the feedback and elicits ideas from learners and writes on board.</p>
Coursebook page 29	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Explain instructions to learners. Tell them that you are going to give them a time limit to read the first part of the story. Explain that reading quickly to get a general idea of meaning is a useful skill to have both for assessment and real-world purposes. 2. Allow learners one minute (or less) to read the story, then make sure they close their books as they try to reconstruct the story with their partner. Monitor and provide prompts when necessary. <p>CORE</p> <p>Feedback</p> <p>Whole class works together to try to reconstruct story. Try to take a back seat as much as possible.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to keep referring to their book but encourage them to use their own words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners devise questions which can be used to ‘jog’ the memories of other learners when reconstructing story.

Coursebook page 29	<p>Language in Focus: Activity 3</p> <ol style="list-style-type: none"> 1. Read out the sentences but vary your tone, intonation, etc. so it represents how it is being said. For example, sound angry when complaining, sound decisive when telling, etc. 2. Learners locate where in the story they could be placed. <p>CORE</p> <p>Feedback</p> <p>Elicit answers from class and write the whole sentence on board.</p> <p>Answers</p> <p>1 He informed the merchant that the bull was refusing to move; 2 The donkey laughed and advised the bull not to be so willing to work; 3 He told his steward to let the bull rest and make the donkey do the work; 4 The bull complained that he had to work too hard, was whipped and had to carry heavy loads; 5 He ... wondered what they should do.</p>
Coursebook page 30	<p>Use of English</p> <ol style="list-style-type: none"> 1. Go through <i>Use of English</i> box with learners and also refer to the sentences you had written on the board. 2. Elicit from learners why we use such words and not only <i>say</i>, etc. (it makes the story more interesting, it allows for reader to imagine intonation, tone of voice, etc.) 3. Elicit from learners what happens to the tense in reported speech. Encourage them to look at direct speech in speech bubbles and compare with sentences on board (generally there is a tense shift backwards). <p>CORE</p>
Workbook page 29	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Do the first one together with class. 2. Learners complete activity. <p>DESIRABLE</p> <p>Feedback</p> <p>Pairs compare and peer correct then invite a pair to share answers with the class.</p> <p>Answers</p> <p>1 b; 2 c; 3 a; 4 d; 5 e</p>
Workbook page 29	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the example with learners. 2. In pairs, learners complete the activity. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers from learners and write on board. Encourage class to work together to peer correct if necessary.</p> <p>Possible Answers</p> <p>2 He complained that we are always turning up late; 3 He advised me to take an earlier flight; 4 She told me not to do it again; 5 We wondered what time we started.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work in small groups to provide each other with support. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners think of other examples in which <i>advise, complain, inform, wonder, tell</i> could be used.

Resources	Plenary
	<ol style="list-style-type: none"> 1. Learners think back to the stories they talked about at the beginning of the lesson. Encourage them to re-tell these stories and use some reporting verbs to make them sound more interesting.

UNIT 3 LESSON 6 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"> Put the following on the board: <i>police officer, parent, teacher, tour guide, computer technician, pilot, shop assistant.</i> Brainstorm what kind of things these people say, for example, <i>Do your homework; You need to buy a new part for your laptop; We will land in four hours, etc.</i> Ask learners to report what these people say. Encourage the use of a variety of reporting verbs.
Resources	Main Activity
Coursebook page 30	<p>Language Focus: Activity 4</p> <ol style="list-style-type: none"> Elicit from learners what happened in the first part of the story on page 72 of the Coursebook. Remind learners of the importance of being able to skim quickly for general meaning. Learners read Part 2 quickly and then discuss the gist of what they read with their partner. Ask the learners to look at the text again and locate the words in bold. Tell them their task is to transform the indirect speech into direct speech. Learners complete the task. <p>CORE</p> <p>Feedback</p> <p>Draw five speech bubbles on board. Ask for volunteers to write the answers in each bubble. Let the learners peer and self-correct. Accept any reasonable alternatives.</p> <p>Possible Answers</p> <p>1 I heard the merchant telling his servants that if you refuse to work then they should take you to the butchers; 2 You should want to work; 3 Why are you smiling and laughing so much?; 4 What have the bull and donkey been saying?</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Encourage peer teaching and allow learners to work in pairs/small groups. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Encourage learners to think of as many alternative ways of expressing the same function.
Workbook pages 29–30	<p>Workbook: Activities 3 and 4</p> <ol style="list-style-type: none"> These activities give the learners further practise in reporting speech and reinforce the point that the same thing can be expressed in different ways. Allow learners to work together in pairs or small groups to complete the tasks. <p>DESIRABLE</p> <p>Feedback</p> <p>Whole class feedback.</p> <p>Answers</p> <p>Activity 3: 2 apologised; 3 thanked 4. wanted to know; 5 suggested; 6. demanded</p> <p>Activity 4: 2 “Thanks everyone for coming to my party”; 3 “What time is the plane landing?”; 4 “Let’s meet at the cinema 15 minutes before the film starts”; 5 “I want to know why you got into trouble at school!”</p>

Coursebook page 30	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Explain to the learners that the merchant had thought of a way in which he could tell his wife and not die. 2. Put learners into pairs to discuss what they think happened. <p>CORE</p> <p>Feedback</p> <p>Each group elects a spokesperson and that person reports back to the rest of the class. Write all ideas on board.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Monitor carefully and provide input when necessary <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Spokesperson reports back to the class using a variety of reporting verbs, for example. <i>Ali believed that ... ; Zainab suggested ... ;</i>
Workbook page 30	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to write a short paragraph to complete the story. They can use the ideas they discussed during the previous speaking activity. <p>EXTENSION</p> <p>Feedback</p> <p>Pairs compare and peer correct. Collect Workbooks and provide individual constructive feedback.</p> <p>Answers</p> <p>Learners' own answers</p>
Coursebook page 30	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Read the final part of the story to the learners: <i>'It's quite simple really my dear,' he explained. 'The bull spoke like this.'</i> <i>'LOWWWWWWW!'</i> <i>And the donkey replied like this: 'EEEE-AWWWW!'</i> 2. Lead a class discussion. Encourage learners to justify their opinions. Explain that how a story is understood depends very much on the individual reading it and that it is OK for one person's understanding to differ from another's. <p>CORE</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Learners can return to their favourite books they talked about in the previous lesson. Are there any moral messages to these stories? Do they know of any other famous stories which have a certain message?

UNIT 3 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 31	<ol style="list-style-type: none"> 1. Start by recapping the stories the learners have discussed over the past few lessons. 2. Go through the questions with the learners and put some of their ideas on the board possibly to be used later. Highlight any key lexis.
Resources	Main Activity
Coursebook page 31	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners they are going to listen to a traditional story. Explain the importance of using <i>visual clues</i> to predict what they are going to listen to or read. 2. In pairs, learners look at pictures and key vocabulary and try to predict what the story is about. 3. Feed in key vocabulary during feedback stage. <p>CORE</p> <p>Feedback</p> <p>Ask for volunteers to give some ideas. Accept all ideas at this stage. You may want to write some on the board.</p>
Coursebook page 31 Audio Track 14	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to sit back, close their eyes and listen to the recording. Play through once only. 2. In pairs learners discuss whether their predictions were correct before playing the recording again. <p>CORE</p> <p>Feedback</p> <p>Whole class. Who had the closest prediction?</p>
Coursebook page 31	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Read the rubric with the class. 2. Play the recording once again. 3. Allow learners to discuss the question in pairs/small groups <p>CORE</p> <p>Feedback</p> <p>Elicit answer from as many groups as possible. Don't confirm until all groups have given feedback. Encourage discussion as much as possible and allow learners to give real examples.</p> <p>Answers</p> <p>The original moral from Aesop was 'he who has many friends, has no friends'. Accept anything along these lines including 'you never know who your real friends are', 'don't trust everyone' etc.</p>
Workbook page 31	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Write <i>good</i> and <i>bad</i> on the board. Elicit from learners other words (synonyms) that provide the same or a similar meaning. 2. Learners complete task. Tell learners that more than one word can express the same meaning. 3. After feedback phase go through <i>Speaking tip</i> box. <p>CORE</p> <p>Feedback</p> <p>Put the seven words on the board in columns and invite learners to the board to write the words in the box in the correct column.</p>

	<p>Answers</p> <p>1 brilliant, fantastic; 2 awful, terrible, poor; 3 deafening; 4 stunning, beautiful; 5 furious, mad; 6 huge, immense; 7 tiny</p> <p>Differentiation activities (Support):</p> <p>1. If you think learners may struggle with this, then prepare some visual aids beforehand to illustrate the differences in meaning. Use clines (scales) to clarify the different strengths in meaning (for example, bad vs poor vs awful)</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners think of as many further examples as they can.</p>
<p>Coursebook page 31</p>	<p>Language Focus: Activity 4</p> <p>1. Go through <i>Language tip</i> box. Give some examples and use stress to emphasise the modifiers.</p> <p>2. Learners complete activity.</p> <p>3. Elicit from learners which intensifiers can be used to modify all adjectives. Make it clear to learners that if they are in doubt then they can use <i>really</i> or <i>extremely</i> to modify all adjectives.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare with their partners before giving answers. Learners read out whole sentence. Drill pronunciation focussing on stress.</p> <p>Possible Answers</p> <p>1 really; 2 extremely; 3 absolutely; 4 absolutely; 5 very really, extremely</p>
<p>Coursebook page 32</p>	<p>Speaking: Activity 5</p> <p>1. Organise learners into groups.</p> <p>2. Groups practise retelling the story of <i>The Hare with Many Friends</i>. Encourage learners to use intensifiers. Monitor and prompt when needed. Make notes of any common errors.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners present their versions to the class. Write common errors on board and encourage peer and self-correction. Praise good use of language.</p> <p>Differentiation activities (Support):</p> <p>1. Learners use pictures to help them re-tell story.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners act out the story while someone narrates.</p>
<p>Resources</p>	<p>Plenary</p> <p>1. Learners discuss the messages of any stories they know and whether these messages can be applied in contemporary times.</p>

UNIT 3 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	<p>As whole class, learners construct a sentence. Each learner gives one word at a time but the aim is to keep the sentence going for as long as possible. Select learners at random to ensure that learners keep focused.</p>
Workbook page 31 Audio Track 14	<p>Workbook: Activity 2</p> <ol style="list-style-type: none">1. Learners complete this task individually.2. Play the audio track for learners to check. <p>CORE</p> <p>Feedback</p> <p>Write or project the extract on board. Invite volunteers come to the board to point to or underline the words they think are stressed. Learners practise reading the extract to their partner. Partner can give quick feedback using traffic light system. Red – needs improvement. Amber – OK, Green – very good.</p> <p>Answers</p> <p>Learners may choose: hare, goat, injure, back, again, suggested, bull, He, sure, fight, wolves, horns, ram, ram, really love, wolves, kill, eat, sheep</p>
Workbook pages 31 and 32	<p>Workbook: Activities 3 and 4</p> <ol style="list-style-type: none">1. Ask learners to quickly read the paragraphs and elicit what the story is about.2. Go through the expressions in the box with the learners. Elicit why we use such phrases.3. Learners complete activities. <p>CORE</p> <p>Feedback</p> <p>Whole class feedback.</p> <p>Answers</p> <p>Activity 3: 1 The following day; 2 One day; 3 Next day; 4 In the end; 5 a week later; 6 Many years ago; 7 first; 8 Next; 9 After that</p> <p>Activity 4: 1 F; 2 B; 3 C; 4 A; 5 E; 6 G; 7 D</p>

Coursebook page 32	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Organise learners into groups and give them a sheet of poster paper and some coloured pens. 2. Go through instructions with learners and ensure everyone understands. 3. Tell them that in order to prepare the story they need to make some notes using the graphic organiser to help them. This can be done on the poster paper. It is important that they make notes and not write the story out in full. 4. Go round and monitor. Prompt when necessary, but generally take a back seat. 5. Once they have made notes then they need to practise telling it. Refer learners to the <i>Language tip</i> box and go through it with the class. 6. Now have each member of the group narrate the story. <p>CORE</p> <p>Feedback</p> <p>Deal with errors after the story has been narrated. Encourage the learners to peer correct.</p>
Coursebook page 32	<p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1. Go through bullet points with learners. Monitor and help with pronunciation. 2. When learners are ready, the groups tell their stories. As they tell the story display the graphic organiser. Have one group tell their story to another group and then change over.
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ensure there are mixed abilities in the groups. The stronger or more confident learners can narrate while the others can add to the story, for example sound effects.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can act out the story with each member playing a different part. There must be one narrator.
Resources	Plenary
	<ol style="list-style-type: none"> 1. Display all the graphic organisers. Learners re-tell the groups' story that they listened to. The listening group can rank them on how well they do.
Resources	Main Activity

UNIT 3 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 33	<ol style="list-style-type: none"> 1. Ask: <i>Do you enjoy a good story? Have a show of hands.</i> 2. Learners discuss the starter questions in pairs or small groups. Ask: <i>What is your favourite story? What type of narrative is it? Is it fiction or non-fiction? Where is it set? Who are the main characters? Is there a protagonist (hero)? Is there an antagonist (villain)?</i> 3. Refer learners to the <i>Reading strategy</i>. Invite a learner to read it aloud.
Resources	Main Activity
Coursebook page 33	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Have learners read the story. 2. Go around the class and let learners ask you the meaning of any words they do not know. Make a note of them and teach them to the class. <p>CORE Feedback Teach any unknown words to the class.</p>
Coursebook page 34	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Explain the activity and ask task checking questions to ensure everyone is clear what they must do, for example ask: <i>What do you do first? What do you do with the sentence a?</i> 2. Learners read the questions. 3. Learners complete the activity. <p>CORE Feedback Peer check and whole class feedback.</p> <p>Answers</p> <p>1 c; 2 b; 3 d; 4 a</p>
Coursebook page 34	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. In groups, learners discuss what should happen next in the story and use the image provided to inform their ending. 2. Once group members have agreed the ending, one learner should write the ending with input from the rest of the group. 3. Invite groups to read aloud their story endings. <p>CORE Feedback Group leaders lead a review of their ending, checking for spelling, use of language, cohesion and coherence.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work with a stronger learner to encourage peer teaching, and teacher monitors and guides. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners should introduce an antagonist (villain) to their story.

Workbook page 33	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete the vocabulary activity individually or in pairs. 2. Tell learners that the first one has been done as an example 1. <p>DESIRABLE</p> <p>Feedback</p> <p>Peer comparison and correction, then whole class feedback.</p> <p>Answers</p> <p>1b; 2a; 3b; 4b; 5a; 6b; 7a</p>
Workbook page 33	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners complete activity individually. <p>DESIRABLE</p> <p>Feedback</p> <p>Peer check and teacher elicits answers.</p> <p>Answers</p> <p>1 by the time, when, after, while; 2 while, as; 3 until; 4 just then; 5 before</p>
Workbook page 34	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners complete activity individually. <p>DESIRABLE</p> <p>Feedback</p> <p>Peer check and teacher elicits answers.</p> <p>Answers</p> <p>1 As soon as; 2 before; 3 by the time; 4 until; 5 while; 6 just then; 7 as</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Each group shares their ending to the story. 2. The whole class votes on which is the best ending.

UNIT 3 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"> 1. Ask learners which is their favourite type of story – fiction or non-fiction? 2. Would they prefer to see a film or read a book? 3. Take a class vote to find out which is the most popular. 4. Play a game to practise the new vocabulary, e.g. 'Backs to the board' (see page 7).
Resources	Main Activity
Workbook page 34	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the use of narrative tenses in the reading passage on page 78 of the Coursebook and the predominant use of past simple. 2. Learners complete the table giving at least three examples of each. 3. Elicit why the tenses change and link to meaning, for example past perfect for actions that happen at an earlier time in the past, past simple for something that has been completed and present simple for something that is repeated or usual. <p>DESIRABLE</p> <p>Feedback Peer and group check. Tell learners to make sure everyone in the group has enough answers. Elicit from different learners the form of the past perfect.</p> <p>Answers</p> <p>Past simple – led, we had, we packed, we began, etc. Present simple – to check, check the bag, it is not here, stick to the path, etc. Past perfect – we had reached, had begun, had grown, had begun, had come, had read.</p>
Workbook Page 34	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Draw learner's attention to the <i>Writing tip</i> box in the Coursebook. 2. Learners refer to the reading on page 78 of the Coursebook. 3. Learners read the list in the table and tick or put a cross by the features of a narrative essay used in the text. <p>CORE</p> <p>Feedback Peer correction and whole class feedback.</p> <p>Answers</p> <p>1 ✓; 2 ✓; 3 ✓; 4 X; 5 X; 6 ✓; 7 X; 8 ✓</p>
Coursebook page 34 PCM 7	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. Hand out PCM 7 one set of pictures to each pair of learners. 2. Write on board the key features of a narrative story, for example it tells a story, its purpose is to entertain, is usually in the past tense and usually written in the first person. Remind learners to choose a setting, and the main characters, etc. 3. Learners select eight pictures – they can circle them – and plan the outline of their story – using the pictures as a guide. 4. Learners write the story. (Could finish as homework if time is limited.)

	CORE Feedback Monitor and guide learners. Collect writing and give individualised feedback.
	Answers Learners' own answers
	Differentiation activities (Support): 1. Learners select a smaller number of images to use as a guide to their writing. 2. Learners could use the opening paragraph of the reading text as a starter.
	Differentiation activities (Stretch): 1. Learners select their images. 2. Teacher removes one image and replaces with another that challenges them to be more creative with their ideas.
Resources	Plenary
	1. Learners can exchange their writing with a partner and read each other's. EXTENSION Teacher can select the best story to publish within the school OR create a booklet of the stories, for the grade or school.

UNIT 3 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 35	<ol style="list-style-type: none"> Learners look at the photograph and the picture and describe what is happening and what the people are doing. Ask learners if they have 'acted' before. Elicit, or teach, 'a play' and write it on the board (personalisation). Elicit vocabulary and put selected words and phrases on the board. The objective is to draw out vocabulary and define theatre-related concepts. Refer learners to the <i>Did you know?</i> box. Invite a learner to read it aloud.
Resources	Main Activity
Workbook page 35	<p>Activity 1: Reading</p> <ol style="list-style-type: none"> As a pre-reading, the teacher should elicit a 'play'. Bring in realia relating to the three genres in the reading activity, for example a book from each genre. Write the genres on the board and have the learners say which book fits each genre. They may do this by a process of elimination. Refer learners to Activity 1. Ask learners to work individually and skim the texts quickly. Followed up with checking questions: <i>How many texts are there?</i> <i>Are the texts the same type?</i> <i>Are they full texts?</i> Elicit/teach 'excerpt'. Learners read the texts again. They underline examples of key features in each text. In reading, learners don't need to understand everything but look for the main features and match the categories. <p>CORE</p> <p>Feedback</p> <p>Checking answers in pairs after part 1, then use basic AFL on concepts (hands up, hands down). The teacher's objective is to clarify and board 'features' that distinguish the play script so learners can recognise basic aspects of the narrative form and that plays should be performed. Elicit the need for stage direction in plays.</p> <p>Answers:</p> <p>c 1; b 2; a 3</p> <p>1 It has stage directions; turns are indicated with the character's name/role; it contains lexical clues, for example act, scene.; 2 Narrative tenses, informal and descriptive language, short and simple sentences.; 3 Formal language and complex sentences.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners work in pairs for the activity. Pre-teach vocabulary and key terms and ask learners to identify the script only as per the Workbook. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to list features in note-form and explain how and why they made such distinctions. As an extension, ask them to discuss how stage direction relates to a script. Ask learners to write down and briefly describe any plays they have seen or taken part in.

<p>Coursebook page 35 Audio Track 15</p>	<p>Listening: Activity 1:</p> <ol style="list-style-type: none"> 1. Use a prediction exercise as a pre-listening. Refer to the image for contextual reference. Read the rubric to the class. Point to the picture of the director and say, <i>This is Mr Rashid</i>. Elicit his job title and check understanding. Ask: <i>What words might you hear?</i> (stage, theatre, director, etc.) 2. Refer learners to the <i>Listening tip</i> box. Invite a learner to read it aloud. 3. Part 1 – explain that the learners should listen to get a general idea of what they are listening to. Use checking questions to elicit strategies for listening for gist. Have learners read the questions. Play the full audio and elicit some general information. Teach ‘stage directions’: <i>directions for stage managing a play</i>. 4. Part 2 – learners listen for specific information (stage directions) and note them down. Again use checking questions to make sure learners know what they need to do. 5. Tell learners they will need their notes for the next activity. <p>CORE Feedback Ask learners to peer review their notes. Tell them they should draw out the phrasal verbs and other key details. Ask learners what happens in the scene. Ask selected learners what directions they heard. Write their answers on the board. (This will set up the Language Focus activities.) If you wish, draw a stage on the board and use it to illustrate the learners’ answers. Now refer learners to the <i>Did you know?</i> box. Invite a learner to read it aloud.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. You can play the tape more times/pause after each sentence. Grade feedback. Learners can simply listen rather than note-take. 2. Write down some of the phrasal verbs and ask learners to tick them off as they hear them. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write down the verbs they hear and try to piece together the scene from the listening. 2. Could you summarise what happens in the scene in a few lines? 3. Concept check on written and spoken stage directions. 4. Feedback and error-correct for spoken accuracy.
<p>Coursebook page 35</p>	<p>Language Focus: Activity 2</p> <ol style="list-style-type: none"> 1. Elicit some examples of verbs used for stage directions and write them down on board. Have learners come up to the board and underline examples. 2. Individually learners read the <i>Use of English</i> box and explore meaning and form (remind learners that they studied phrasal verbs in Unit 3 – elicit some examples they learned in Unit 3). Use checking questions to gauge understanding. Ensure the learners pick up on the fact that the meaning is usually idiomatic and is not based on the literal meaning of the separate components. 3. Ask learners to flick back through the book and see if they can find a phrasal verb from previous Units: ‘Hands up’ as quick AFL. <p>CORE Feedback Write phrasal verbs from the <i>Use of English</i> box on the board in their base forms. Ask for volunteers to come up and create a new sentence with a nominated verb. Encourage peer support and correction.</p>

Workbook page 36	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. In pairs – learners identify and underline the phrasal verbs in the ‘stage directions’ passage. 2. Encourage learners to work out meaning from context. 3. Learners write definitions/draw a picture of the characters and their movements. (this will depend on time and level of understanding). <p>CORE</p> <p>Feedback: Ask learners to exchange work and ‘act-out’ the directions which contain the target phrasal verbs. Ask the rest of the class to correct them. Make a note of any difficulties for pre-teaching/error-correction for Lesson 14.</p> <p>Answers</p> <p>1 movement; 2 work on; head for; sit down; dash off; catch up with; run away from</p> <p>Differentiation activity (Support):</p> <ol style="list-style-type: none"> 1. Provide some definitions for learners and allow them to use a dictionary. 2. Concept-check heavily through monitoring and observation to check understanding and place into feedback. 3. Use mixed pairs where stronger learners can help the less able. <p>Differentiation activity (Stretch):</p> <ol style="list-style-type: none"> 1. Ask the learners to provide written definitions in their own words without the use of a dictionary. 2. Critical thinking: can you think of an <i>alternative</i> direction? Stage directions will differ with the conceptual frame i.e. where a play is ‘staged’ (Dessen and Thomson, 2001). Ask learners to discuss this or use cascading questions to encourage inference.
Coursebook page 36	<p>Language Focus: Activity 3</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually then pairs compare answers. 2. Circulate and identify learners who have the correct answers. <p>DESIRABLE</p> <p>Feedback Write the gap sentences on the board and nominate learners you identified during monitoring to come and complete the sentences.</p> <p>Answers</p> <p>a worked on/were working on; b were heading for; c didn’t run away from/were not running away from; d dash off/dashed off/were dashing off; e didn’t sit down/were not sitting down</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Bring the session together by providing the learners with a direction and asking them to ‘act it out’. Those who do gain an exit ticket and exit stage left/right!

UNIT 3 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 36	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> Elicit different genres of literature from learners. Prompt if necessary. Ensure you elicit/feed in 'comedy' and 'tragedy' and check understanding. Refer learners to the <i>Did you know?</i> box. Invite a learner to read it aloud. Groups discuss the questions. Appoint a group leader to ensure that everyone contributes to the discussion. If learners have not seen a play, they can share any live performance they have attended. Groups compare with another group to exchange ideas. Ask them to agree one type of play they would all like to see, for example, comedy or tragedy.
Resources	Main Activity
Workbook page 36	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Organise learners into small groups (four learners) and name them Groups 1 or 2. You need to have an equal number of groups. Explain that they are going to write the directions for a play. Group 1 write the directions for Scene 1 and Group 2 write the directions for Scene 2. Set up the task by recalling last lesson's activities. Remind them of the language focus from the last lesson. Brainstorm phrasal verbs with the class and write them on the board. (A learner could lead this, if you wish.) Use information and checking questions and set a time-limit for the task. Groups complete the script with stage directions for the actors. <p>CORE</p> <p>Feedback</p> <p>Peer review of the writing – each group exchanges scripts and marks each other's. Again, this could be done as a jigsaw with each learner looking at a specific aspect. Learners provide at least two aspects to feed back to the group (plenary) for error-correction.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Collaborative learning techniques can be used to help lower-level learners whilst allowing them to be integrated into the group-work. Encourage peer support and error correction. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Assign more challenging productive roles in jigsaw learning to more able individuals. Encourage them to take responsibility and help others in the group but without dominating. Encourage them to use the variations of the target language.
Coursebook page 36	<p>Speaking: Activity 5:</p> <ol style="list-style-type: none"> Refer learners to question 1. Learners remain in the same groups as for the previous activity. Pair Group 1 with Group 2. The learners from Group 1 will be the directors. The learners from Group 2 will be the actors. The directors will use the directions they incorporated into their script. Directors distribute the roles for their scene and take it in turns to instruct the Actors. The Actors have to listen and either ask questions and absorb or write down the instructions (whichever proves easier).

	<p>4. Actors then have a time-limit in which to plan actions of the play. They must perform the rehearsal according to the Directors.</p> <p>5. Refer the learners to question 2. Point out the assessment guide at the bottom of page 81 in their Coursebooks. Go through it with the class. The actors perform and the directors assess their performance using the assessment guide. Each Director can concentrate on one element of the assessment guide.</p> <p>6. Circulate during performances and record errors that could be addressed in the plenary.</p> <p>7. Groups change roles – 2s become the Directors and 1s the Actors. Repeat.</p> <p>CORE</p> <p>Feedback</p> <p>Conduct peer feedback after each performance. Learners use their notes from the guide in the Coursebook.</p>
	<p>Differentiation activities (Support):</p> <p>1. The allocation of roles should take into account learner strengths and abilities.</p> <p>2. Peer support.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Provide more demanding roles to advanced learners – for instance, as Reporters, looking at the use of phrasal verbs.</p>
Resources	Plenary
	<p>Teacher choice of error-correction, review and awards based on performances.</p> <p>Recognise use of the target language and learners who have showed improvement over the two lessons.</p>