

Appendix A

Guidance notes for Literature Focus

The Literature Focus has the following key learning objectives:

- To encourage students to read a range of different literary texts to increase their knowledge, but most importantly, for pleasure: students who read for pleasure are known to achieve more highly in all areas of their academic life.
- To introduce students to literary texts and to encourage them to use the lexis they come across.
- To develop students' awareness of other cultures and forms of artistic activity.
- To foster higher-order and critical thinking skills and to learn to describe, evaluate and discuss more challenging reading texts.

Notes on using the readers

A novel and a play are discussed: *Pride and Prejudice* in the first term and *As You Like It* in the second term. The spreads are designed for **extensive reading (ER)**. They are not designed for working on specific points of grammar.

The Literature Focus can be incorporated into your teaching using the following guide:

Pride and Prejudice

Unit 1: Section 1 and 2

Unit 2: Section 3 and 4

Unit 3: Section 5 and 6

As You Like It

Unit 5: Section 1 and 2

Unit 6: Section 3 and 4

Unit 7: Section 5 and 6

The extracts are graded for lexis, grammatical structure, cultural information and cultural sensitivity. This grading is designed to help students to read for pleasure and to read at a reasonable speed. Studies show that extensive reading of graded material boosts performance in all skills for learners. Words above the level of the students that are essential for text comprehension are glossed below each extract.

Before each extract, there is a *The story so far* section, designed to update the student to important events that have taken place since the last extract. Students then are asked to read the extract and do comprehension tasks. Finally, they are asked to engage in a more productive and creative task based on the story.

Some principles for extensive reading:

- Encourage students to read 'past' problem words. These words may be explained by the context later in the chapter. Guessing new words is an important learner skill and something we do in our own language all the time.
- If a new word still requires reference to the glossary, looking to the bottom of the page and then returning to the page is a normal study skill. If students need to check other words, encourage use of a simplified monolingual learner dictionary before resorting to translation dictionaries.
- Explain that meeting an unknown word is normal for all readers. Don't expect to know every word the first time, and don't stop reading to check word by word.
- The Student's Book is the place for work focusing on grammar. Extensive reading operates differently and promotes comprehension. Aim for understanding without labelling points of grammar. The comprehension activities are important here.
- Silent reading is the natural way to read. Reading aloud activities often make the chosen reader nervous and provide a bad listening model for the rest of the class. There are other opportunities in the Student's Book for work on pronunciation. If you wish students to read aloud, let them read the text silently first.
- The stories contain issues which students may wish to discuss. The teacher will decide what is appropriate for the class and the situation and will choose activities which avoid forcing discussion. You know your class.
- The correction of the false sentences in True and False exercises from the Activity Book are for teachers' support only.



The novel and the play studied are classics of English literature. The adaptations are faithful to the original texts. There are no additions, but they have been heavily abridged (made shorter).

Students will be familiar with the stories, themes and characters if they go on to more advanced studies which involve the original texts. However, if they simply enjoy these classic stories, that is enough. The most important question after any reader is *Did you enjoy the story?*

Pride and Prejudice

Introduction

SB98–99

Objectives Learn about the novel *Pride and Prejudice* and its author, Jane Austen.

Read for detail.

Predict the content of the novel.

Vocabulary *worsened, anonymously, delightful, chaotic*

Note: There are no corresponding Activity Book exercises for the Introduction section of the Literature Focus. All exercises in the Student's Book should, therefore, be completed orally.

Stage 1 Icebreaker SB98

- Ask students to write the name of a book they have read and enjoyed on a piece of paper. They then walk around the room and show their paper to other students. Ask students to talk about their books with each other, for example: the main plot, what they liked about it, if they have also read their classmate's book, etc.
- Elicit some ideas from the whole class (*What book have you read? What did you like about it? Have you read any of your classmate's books?, etc.*).

Stage 2 Introduce the novel SB98–99

- Write *Pride and Prejudice* on the board and ask if students have ever heard of this novel. If they have, ask what they know about it, and if they haven't, ask them to guess what it is about based on the title. Tell students they are going to read some extracts (teach this word), or parts, of this famous novel.
- Refer students to the glossary at the bottom of page 99 of the Student's Book. Explain that a glossary is similar to a dictionary, in that it explains the meaning of a word. Explain that in the text, there is an asterisk (teach this

word) next to a word that is in the glossary. If students do not know the meaning of this word, they can look at the glossary and learn the new word.

Stage 3 Read texts for gist SB98–99

- Ask students to read the three paragraphs. Walk around the room to monitor and assist as necessary.
- Ask students to close their books. Get them to say what they can remember from each paragraph without looking back at the Student's Book and reading it.

Stage 4 Predict the content of a novel SB98–99

- Ask students to work in groups of three or four. Ask them to discuss and predict what might happen in the novel.
- Ask a student from each group to share with the class what their group discussed. Don't confirm or correct any of the students' ideas about what might happen in the story just yet.

Pride and Prejudice

Section 1

SB100–101 AB168–169

Objectives Read for pleasure.
Develop vocabulary.

Vocabulary *nonsense, flatter, share, newcomers, ignorant, sympathy*

Stage 1

Warmer

- In small groups, students are asked to remember what they can about *Pride and Prejudice*, for example: the main characters, the story and the setting and its author.
- Elicit some ideas as a whole class.

Stage 2

Read a summary of *The story so far* SB100

- Tell students to look at the picture and read *The story so far*. Explain that this section gives them updates on the story and helps them understand the extract they are going to read.
- Ask: *Why would the Bennets be talking about the new arrival?* Give students one or two minutes to discuss the question with a partner. Elicit some ideas as a whole class.

Stage 3 Read and discuss a literary extract SB101

- Ask students to read the extract. Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.
- Ask a student from each group to share with the class what their group discussed. Don't confirm or correct any of the students' ideas about what might happen in the story just yet.

Stage 4 Read for gist

AB168 Ex A

- Ask students to read the sentences, and then decide if they are *true* or *false* according to the extract on page 101 of the Student's Book.
- When they have finished, ask students to compare answers with a partner.
- Then check the correct answers as a whole class.
- Ask the students to correct the false statements orally.

Answers

- 1 False – Mr Bingley is not looking to marry one of the Bennet girls to live in the estate.
- 2 False – Mr Bennet jokes that Mr Bingley will find Mrs Bennet beautiful.
- 3 False – Mr Bennet does not wish to visit Mr Bingley.
- 4 True
- 5 True
- 6 False – Mr Bennet jokes that he would visit 20 men in the neighbourhood if Mrs Bennet wanted him to.

Stage 5

Read for detail AB168 Ex B

- Ask students to read the questions and then find the answers in the extract on page 101 of the Student's Book.
- When they have finished, ask students to compare answers with a partner.
- Then check the correct answers as a whole class.

Answers

- 1 four or five thousand pounds
- 2 because he might marry one of them
- 3 because she is as beautiful as any of their daughters
- 4 that they often don't have much beauty to think of
- 5 because they don't usually visit newcomers
- 6 so she can visit him with her daughters
- 7 because they are all silly and ignorant like other girls, but Lizzy is quicker than her sisters



Appendix A

Stage 6 Understand vocabulary from context AB169 Ex C

- Explain the task and ask students to find words in the text with the given meanings.
- Correct as a whole class.

Answers

- 1 fortune
- 2 likely
- 3 grown-up
- 4 extraordinary
- 5 consider
- 6 preference
- 7 good-humoured
- 8 mention

Stage 7 Understand vocabulary from context AB169 Ex D

- Ask students to use the words from the previous task to complete the sentences.
- Ask students to compare their answers in pairs before correcting as a whole class.

Answers

- 1 fortune
- 2 likely
- 3 preference
- 4 mention
- 5 grown-ups
- 6 extraordinary
- 7 good-humoured
- 8 consider

Stage 8 Predict next parts of the novel AB169 Ex E

- Ask students to discuss, in pairs, what would happen during Mr Bennet's visit to Mr Bingley.
- Students then write a paragraph narrating what happened.





Pride and Prejudice

Section 2

SB102–103 AB170–171

Objectives Read for pleasure.
Develop vocabulary.

Vocabulary *picky, swear, dare, pleasant, ridiculous, charming, lace, gown, interrupted, exaggeration, conceited*

Stage 1

Warmer

- Put students into groups of three or four. Ask them to discuss what happened in the novel up to the last extract.
- Ask one student from each group to share what they discussed.

Stage 2

Read a summary of The story so far SB102

- Tell students to read *The story so far*.
- Ask: *What do you think Mr Bingley and Mr Darcy are talking about?* Give students one or two minutes to discuss the question with a partner.
- Elicit some ideas as a whole class.

Stage 3

Read a literary extract for gist SB103 AB170 Ex A

- Ask students to read the extract on page 103 of the Student's Book. Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.
- Ask students to read the questions and choose the correct answers.
- Check answers as a whole class, eliciting further details from the extract.

Answers

1a, 2c, 3b, 4b, 5c

Stage 4

Read for detail SB103 AB170 Ex B

- Explain the task and ask students to decide if the sentences are *true* or *false*.
- When checking as a class, elicit example sentences with the words.
- Ask the students to correct the false statements orally.

Answers

- False – Only one Bingley sister got married and took the name of Mrs Hurst.
- True
- True
- False – Mr Darcy thinks Jane is the only beautiful girl in the room.
- False – Elizabeth did not like Darcy.
- False – Mr Bingley danced with Jane twice.
- False – Mrs Bennet thought Mr Darcy was proud and conceited.

Stage 5

Understand vocabulary from context SB103 AB171 Ex C

- Explain the task and ask students to find words in the text with the given meanings.
- When checking as a class, drill the correct pronunciation and elicit example sentences with the words.

Answers

- several
- introduce
- coldly
- lively
- admired
- elegant
- gown

Stage 6

Complete a summary SB103 AB171 Ex D

- Write the names of the characters (*Elizabeth, Mr Darcy, Mr Bingley, Mrs Bennet, Mr Bennet*) on the board and ask students to discuss what they know about them so far.



Appendix A

- Ask students to read the questions and match them with the characters.
- Ask students to complete the task individually. When they have finished, ask students to compare their answer.
- Then check the answers as a whole class.

Answers

- 1 Mr Bingley
- 2 Mr Bennet
- 3 Mr Darcy
- 4 Mrs Bennet
- 5 Elizabeth

Stage 7 Write a dialogue AB171 Ex E

- Put students into groups of three or four. Ask students to imagine how Elizabeth felt at the ball and what she would like to say to Mr Darcy.
- Ask students to write their dialogues individually, and then get them to share it with a partner. Ask for volunteers to share their dialogue with the whole class.



Pride and Prejudice

Section 3

SB104–105 AB172–173

Objectives Read for pleasure.

Develop vocabulary.

Vocabulary *estate, intruder, ragout, petticoat, inches, inclined, half whisper, brightened, have regard for*

Stage 1

Warmer

- Put students into groups of three or four. Ask them to discuss what happened in the novel up to the last extract.
- Ask one student from each group to share what they discussed.

Stage 2

Read a summary of *The story so far* SB104

- Tell students to read *The story so far*.
- Ask: *What do you think about the Bingley sisters?* Give students one or two minutes to discuss the question with a partner.
- Elicit some ideas as a whole class.

Stage 3

Read a literary extract for gist SB105 AB172 Ex A

- Ask students to read the extract on page 105 of the Student's Book. Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.
- Ask students to put the events in the order they happened.
- Check answers as a whole class, eliciting further details from the extract.

Answers

4, 1, 2, 5, 3

Stage 4

Read for detail SB105 AB172 Ex B

- Ask students to read the sentences and complete the task by matching the columns.
- When they have finished, ask students to compare answers with a partner.
- Then check the correct answers as a whole class.

Answers

1d, 2b, 3a, 4c

Stage 5

Read for detail SB105 AB172 Ex C

- Explain the task and ask students to answer the questions.
- When checking as a class, elicit the extracts from the text that provided the answers.

Answers

- because he cared about her and Jane
- to make fun of the fact she walked a long way to the estate
- because they see it as a sign of status
- because she wants to marry him
- She means that the Bennets are too poor to join high society.

Stage 6

Understand vocabulary from context SB105 AB173 Ex D

- Explain the task and ask students to find words in the text with the given meanings.
- When checking as a class, drill the correct pronunciation and elicit example sentences with the words.

Answers

- anxiety
- lack
- untidy
- indifference
- excessive



Appendix A

Stage 7

Write a short letter AB173 Ex E

- Put students into groups of three or four.
Ask students to imagine they are Elizabeth Bennet and have overheard the conversation in the extract.
- Ask students to write their letters individually, and then get them to share their letters with a partner.
- Ask for volunteers to share their letters with the whole class.



Pride and Prejudice

Section 4

SB106–107 AB174–175

Objectives Read for pleasure.

Develop vocabulary.

Vocabulary *godfather, not do justice to, bequest, extravagance, imprudence, temper, disgraced, motivation, tolerate, boast, resentments, vouch for*

Stage 1

Warmer

- Put students into groups of three or four. Ask them to discuss what happened in the novel up to the last extract.
- Ask one student from each group to share what they discussed.

Stage 2

Read a summary of The story so far SB106

- Tell students to read *The story so far*.
- Ask: *Why do you think Elizabeth looks so shocked?* Give students one or two minutes to discuss the question with a partner.
- Elicit some ideas as a whole class.

Stage 3

Read a literary extract for gist SB107 AB174 Ex A

- Ask students to read the extract on page 107 of the Student's Book. Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.
- Ask students to decide whether the sentences are *true* or *false*.
- Check answers as a whole class, eliciting further details from the extract.
- Ask the students to correct the false statements orally.

Answers

- False – Mr Darcy's father left Mr Wickham enough to make his life more comfortable.
- False – Mr Wickham thinks Mr Darcy will be disgraced publicly at some point, but not by him.
- True
- True
- False – Mr Wickham and Mr Darcy were probably childhood friends.
- True

Stage 4

Read for detail SB107 AB174 Ex B

- Ask students to read the sentences and complete the task by answering the questions.
- When they have finished, ask students to compare answers with a partner.
- Then check the correct answers as a whole class.

Answers

- because the will was informal
- because he disliked him/was jealous of him
- 20 years old (he was 'of age', e.g., 18, two years ago)
- He thinks that they are very different sorts of men.
- He doesn't disgrace him because of his father.
- She thinks he is even more handsome than before.

Stage 5

Understand vocabulary from context SB107 AB175 Ex C

- Explain the task and ask students to find words in the text with the given meanings.
- When checking as a class, drill the correct pronunciation and elicit example sentences with the words.

Answers

- attached
- inheritance
- accuse



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- 4 injustice
- 5 irritated
- 6 malicious
- 7 reflection

Stage 6 Understand vocabulary from context AB175 Ex D

- Ask students to use the words from the previous task to complete the sentences.
- Ask students to compare their answers in pairs before correcting as a whole class.

Answers

- 1 accused
- 2 malicious
- 3 inheritance
- 4 attached
- 5 irritated
- 6 reflection
- 7 injustice

Stage 7 Write a letter AB175 Ex E

- Put students into groups of three or four. Ask students to imagine they are the late Mr Darcy and are writing a letter to their son.
- Ask students to write their letters individually, and then get them to share their letters with a partner.
- Ask for volunteers to share their letters with the whole class.

Pride and Prejudice

Section 5

SB108–109 AB176–177

Objectives Read for pleasure.
Develop vocabulary.

Vocabulary *overlook, inclination, gentlemanlike, acquaintance, foundation*

Stage 1

Warmer

- Put students into groups of three or four. Ask them to discuss what happened in the novel up to the last extract.
- Ask one student from each group to share what they discussed.

Stage 2

Read a summary of *The story so far* SB108

- Tell students to read *The story so far*.
- Ask: *What do you think is happening?* Give students one or two minutes to discuss the question with a partner.
- Elicit some ideas as a whole class.

Stage 3

Read a literary extract for gist SB109 AB176 Ex A

- Ask students to read the extract on page 109 of the Student's Book. Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.
- Ask students to read the questions and choose the correct answers.
- Check answers as a whole class, eliciting further details from the extract.

Answers

1a, 2b, 3c, 4b

Stage 4

Read for detail SB109 AB176 Ex B

- Explain the task and ask students whether the sentences are *true* or *false*.
- When checking as a class, elicit the extracts from the text that provided the answers.
- Ask the students to correct the false statements orally.

Answers

- False – Mr Darcy says ironically that Mr Wickham has had great suffering.
- True
- False – Elizabeth says Mr Darcy's behaviour prevented her from feeling sorry about rejecting him.
- True
- True
- True
- False – Mr Darcy apologizes for taking too much of Elizabeth's time.

Stage 5

Read for detail SB109 AB177 Ex C

- Ask students to read the extract again and answer the questions.
- When they have finished, ask students to compare answers with a partner.
- Then check the correct answers as a whole class.

Answers

- because he is jealous
- because he was being ironic
- because he took his father's inheritance from him
- He thinks he shouldn't want to marry someone socially inferior to him.
- that he was the last man in the world she could be persuaded to marry

Stage 6

Understand vocabulary from context SB109 AB177 Ex D

- Explain the task and ask students to find words in the text with the given meanings.
- When checking as a class, drill the correct



Appendix A

pronunciation and elicit example sentences with the words.

Answers

- 1 dislike
- 2 revealed
- 3 faults
- 4 prevented
- 5 effort
- 6 tone

Stage 7

Write a short letter AB177 Ex E

- Put students into groups of three or four. Ask them to imagine they are Elizabeth Bennet and have decided to write to Mr Wickham.
- Ask students to write their letters individually, and then get them to share their letters with a partner.
- Ask for volunteers to share their letters with the whole class.



Pride and Prejudice

Section 6

SB110–111 AB178–179

Objectives Read for pleasure.

Develop vocabulary.

Vocabulary *embarrassment, gratitude, assurance, latter, abusing, accusations, disapproval*

Stage 1

Warmer

- Put students into groups of three or four. Ask them to discuss what happened in the novel up to the last extract.
- Ask one student from each group to share what they discussed.

Stage 2

Read a summary of The story so far SB110

- Tell students to read *The story so far*.
- Ask: *What do you think Elizabeth and Darcy are talking about?* Give students one or two minutes to discuss the question with a partner.
- Elicit some ideas as a whole class.

Stage 3

Read a literary extract for gist SB111 AB178 Ex A

- Ask students to read the extract on page 111 of the Student's Book. Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.
- Ask students to put the events in the order they happened.
- Check answers as a whole class, eliciting further details from the extract.

Answers

2, 4, 5, 1, 3

Stage 4

Read for detail SB111 AB178 Ex B

- Ask students to read the extract again and complete the task by answering the questions.
- When they have finished, ask students to compare answers with a partner.
- Then check the correct answers as a whole class.

Answers

- that Elizabeth is too nice to play with his feelings
- If Elizabeth says no, he will never bother her again.
- because he could still feel hope
- because she feels embarrassed about her past behaviour
- It made him feel hopeful.
- No one. She thinks both of them were wrong in the situation.

Stage 5

Understand vocabulary from context SB111 AB179 Ex C

- Explain the task and ask students to find words in the text with the given meanings.
- When checking as a class, drill the correct pronunciation and elicit example sentences with the words.

Answers

- generous
- fluently
- period
- valuable
- unluckily
- argue

Stage 6

Understand vocabulary from context AB179 Ex D

- Ask students to use the words from the previous task to complete the sentences.
- Ask students to compare their answers in pairs before correcting as a whole class.



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Answers

- 1 valuable
- 2 period
- 3 Unluckily
- 4 generous
- 5 argue
- 6 fluently

Stage 7

Write a short letter AB179 Ex E

- Put students into groups of three or four. Ask students to imagine they are Mr Darcy and are writing a letter to your aunt to tell her of the news.
- Ask students to write their letters individually, and then get them to share their letters with a partner.
- Ask for volunteers to share their letters with the whole class.





As You Like It

Introduction

SB112–113

Objectives Learn about the play *As You Like It* and its author, William Shakespeare.
Read for detail.

Predict the content of the play.

Vocabulary *playwright, sonnet, Globe Theatre, inspired, romance, medieval, tale, adapted, rebel, forbidden, threat, exile, flees*

Stage 1 Icebreaker SB112–113

- Ask students to write the titles of three of their favourite books on a piece of paper. Put students into small groups and ask them to talk about their three books and explain what they liked about them. They can also talk about the plot briefly and say what they learnt from the books.
- Elicit some ideas from the whole class (*Which books are in your top three? What did you like about them? Have you read any of your classmate's books?, etc.*).

Stage 2 Introduce the play SB112–113

- Write *As You Like It* on the board and ask if students have ever heard of this play. If they have, ask what they know about it, and if they haven't, ask them to guess what it is about based on the title. Tell students they are going to read some extracts (teach this word), or parts, of this famous play.
- Refer students to the glossary at the bottom of page 113 of the Student's Book. Explain that a glossary is similar to a dictionary, in that it explains the meaning of a word. Explain that in the text, there is an asterisk (teach this word) next to a word that is in the glossary. If students do not know the meaning of this word, they can look at the glossary and learn the new word.

Stage 3 Read texts for gist SB112–113

- Ask students to read the three paragraphs and match them with the headings a–c.
Walk around the room to monitor and assist as necessary.
- When correcting, ask students to close their books. Get them to say what they can remember from each paragraph without looking back at the book and reading it.

Answers

1b, 2c, 3a

Stage 4 Make predictions SB112–113

- Ask students to work in groups of three or four. Ask them to discuss and predict what might happen in the story.
- Ask a student from each group to share with the class what their group discussed. Don't confirm or correct any of the students' ideas about what might happen in the story just yet.

As You Like It

Section 1

SB114–115 AB180–181

Objectives Read for pleasure.
Develop vocabulary.

Vocabulary *estate, passing, pursue, obey, swear, grab, villain, soul, noble*

Stage 1

Warmer

- In small groups, students remember what they can about *As You Like It*, for example: the main characters, the story and the setting and its author.
- Elicit some ideas as a whole class.

Stage 2

Read a summary of The story so far SB114

- Tell students to read *The story so far*.
- Explain that this section gives them updates on the story and helps them understand the extract they are going to read.
- Ask: *What do you think is going to happen next?* Give students one or two minutes to discuss the question with a partner. Elicit some ideas as a whole class.

Stage 3

Read a literary extract SB115

- Explain that *As You Like It* was written in old English, so a modern version of each part is provided.
- Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.

Stage 4

Read for detail SB115 AB180 Ex A

- Ask students to read the sentences and then put the events in order according to the extract on page 115 of the Student's Book.

- When they have finished, ask students to compare answers with a partner.
- Then check the correct answers as a whole class.

Answers

3, 2, 1, 4

Stage 5

Read for detail SB115 AB180 Ex B

- Ask students to read the questions and try to remember the answers based on what they have understood so far.
- When they have finished, ask students to compare answers with a partner.
- Then check the correct answers as a whole class.

Answers

- 1 that he is three times a villain by doing so
- 2 Orlando makes him promise to give him enough money to pursue an education.
- 3 because she is friends with his daughter, Celia
- 4 He does not know why.
- 5 Oliver's plan is to have Charles wrestle Orlando.

Stage 6 Understand characters in a play AB180 Ex C

- Explain the task and ask students to match the characters with their features.
- When checking as a whole class, elicit what else they know about each character so far.

Answers

1d, 2c, 3a, 4e, 5b

Stage 7

Identify words in old English SB115 AB181 Ex D

- Explain the task and ask students to compare the old and modern versions of the extracts and find words in the original version that correspond to the words in modern English.



- When they have finished, ask students to compare answers with a partner.
- Then check the correct answers as a whole class.

Answers

- 1 wilt
- 2 thou
- 3 thrice
- 4 thy
- 5 gamester
- 6 misprized

Stage 8 Write a paragraph AB181 Ex E

- Ask students to discuss in small groups what they think will happen to the characters next.
- Students then write, individually, an account of their predictions.

As You Like It

Section 2

SB116–117 AB182–183

- Objectives** Read for pleasure.
Develop vocabulary.
- Vocabulary** *overheard, good looks, wherever, shepherd, beloved*

Stage 1 Warmer

- Put students into groups of three or four. Ask them to discuss what happened in the play up to the last extract.
- Ask one student from each group to share what they discussed.

Stage 2

Read a summary of
The story so far SB116

- Tell students to read *The story so far*.
- Ask: *What do you think the two men are doing in the forest?* Give students one or two minutes to discuss the question with a partner.
- Elicit some ideas as a whole class.

Stage 3 Read a literary extract for gist
SB117

- Tell students to read the scenes to find out what the two men are doing in the forest.
- Ask them to picture the scene and think about how the dialogue will go.

Stage 4 Read a literary extract for detail
SB117 AB182 Ex A

- Ask students to read the extract on page 117 of the Student's Book. Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.
- Ask students to read the questions and choose the correct answers.
- Check answers as a whole class, eliciting further details from the extract.

Answers

1b, 2c, 3b, 4a, 5c

Stage 5

Read for detail
SB117 AB182–183 Ex B

- Ask the students to read the sentences and try to remember if they are *true* or *false*.
- Students check in the text and then compare answers in pairs.
- Ask the students to correct the false statements orally.

Answers

- True
- True
- False – Hisperia heard Celia and Rosalind talking about Orlando.
- False – Rosalind disguises herself as a man named Ganymede, and Celia disguises herself as a woman named Aliena.
- False – Corin says he has loved before.
- True
- True
- True

Stage 6

Identify words in old English
SB117 AB183 Ex C

- Explain the task and ask students to compare the old and modern versions of the extracts and find words in the original version that correspond to the words in modern English.
- When they have finished, ask students to compare their answers.
- Then check the answers as a whole class.

Answers

- gentlewoman
- o'erheard
- oft
- rememb'rest
- didst
- hast
- thy

**Stage 7****Complete a summary
SB117 AB183 Ex D**

- Ask students to read the summary of the extracts. Explain that they should use the words from the modern English versions to complete the text. Ask students to complete the task individually.
- When they have finished, ask students to compare their answer.
- Then check the answers as a whole class.

Answers

- 1 secretly
- 2 overheard
- 3 missing
- 4 beloved
- 5 loved
- 6 much
- 7 love

Stage 8**Write a scene in a play
AB183 Ex E**

- Put students into groups of three or four. Ask them to imagine Rosalind's reaction to Silvius' speech and to write a scene about it.
- Ask students to write their scenes individually and then share them with their group. You can also display the scenes around the classroom for all students to read and choose the best one.

As You Like It

Section 3

SB118–119 AB184–185

Objectives Read for pleasure.
Develop vocabulary.
Vocabulary *verse, indescribable, cure*

Stage 1

Warmer

- Put students into groups of three or four. Ask them to discuss what happened in the play up to the last extract.
- Ask one student from each group to share what they discussed.

Stage 2

Read a summary of *The story so far* SB118

- Tell students to read *The story so far*.
- Ask: *What do you think Rosalind and Orlando are talking about?* Give students one or two minutes to discuss the question with a partner.
- Elicit some ideas as a whole class.
- Ask students to read the extracts on page 119 to see if they were right.

Stage 3

Read a literary extract for gist SB119 AB184 Ex A

- Ask students to read the extracts on page 119 of the Student's Book. Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.
- Ask students to decide if the sentences are *true* or *false*.
- Check answers as a whole class, eliciting further details from the extract.
- Ask the students to correct the false statements orally.

Answers

- False – Orlando is in love with Rosalind.
- True

- False – Ganymede talks to Orlando about the poet who hung the poems in the forest.
- True
- True

Stage 4

Read and understand the actions of the characters SB119 AB184 Ex B

- Ask students to read the sentences and complete the task by putting the sentences in the order they happened.
- When they have finished, ask students to compare answers with a partner.
- Then check the correct answers as a whole class.

Answers

3, 4, 2, 1

Stage 5

Read for detail SB119 AB184 Ex C

- Explain the task and ask students to answer the questions based on the information in the extracts.
- When checking as a class, elicit any further details.

Answers

- because he wants everyone in the forest to see Rosalind's beauty described everywhere
- He meets Rosalind, disguised as Ganymede.
- Ganymede wants Orlando to come to the cottage every day and pretend to court him.
- They go to her cottage.
- They stop where Orlando lives in the forest.

Stage 6

Put a speech in order SB119 AB185 Ex D

- Put students into groups of three or four. Ask them to try to put Orlando's speech in order without looking at the Student's Book.



- They then compare their answers to the version in the Student's Book. When correcting, elicit which words helped them decide on the order of the sentences.

Answers

3, 1, 5, 2, 6, 4

Stage 7**Write a scene in a play
AB185 Ex E**

- Put students into groups of three or four. Ask them to imagine Rosalind revealing herself to Orlando at the end of the scene.
- Ask students to write a scene individually and then share them with their group. You can also display the scene around the classroom for all students to read and choose the best one.

As You Like It

Section 4

SB120–121 AB186–187

Objectives Read for pleasure.
Develop vocabulary.

Vocabulary *confess, executioner, cowardly, tyrants, butchers or murderers, frowning, reject, fake, bush, nearby*

Stage 1

Warmer

- Put students into groups of three or four. Ask them to discuss what happened in the play up to the last extract.
- Ask one student from each group to share what they discussed.

Stage 2

Read a summary of
The story so far SB120

- Tell students to read *The story so far*.
- Ask: *What do you think is happening?* Give students one or two minutes to discuss the question with a partner.
- Elicit some ideas as a whole class.

Stage 3

Read a literary extract for gist
SB121 AB186 Ex A

- Ask students to read the extracts on page 121 of the Student's Book. Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.
- Ask students to decide what the order of the events is.
- Check answers as a whole class, eliciting further details from the extract.

Answers
4, 2, 3, 1

Stage 4

Read and understand the
actions of the characters
SB121 AB186 Ex B

- Ask students to read the extracts again and complete the task by answering the questions.
- When they have finished, ask students to compare answers with a partner.
- Then check the correct answers as a whole class.

Answers

- so that she won't hurt him
- She wants them to kill Silvius.
- because she is not beautiful, and she is still loved by Silvius
- because no man has treated her as badly as he has
- He tells her that he is more fake than a promise from a drunk.
- He tells Silvius to keep trying with Phoebe.
- because he's a kind man

Stage 5

Read for detail AB187 Ex C

- Explain the task and ask students to match the columns based on the information in the extracts.
- When checking as a class, elicit any further details.

Answers

1a, 2c, 3d, 4b

Stage 6

Identify words in old English
SB121 AB187 Ex D

- Explain the task and ask students to compare the old and modern versions of the extracts and find words in the original version that correspond to the words in modern English.
- When they have finished, ask students to compare their answers.
- Then check the answers as a whole class.

**Answers**

- 1 thee
- 2 'tis
- 3 frail'st
- 4 mine
- 5 tell'st

Stage 7 Write a short letter AB187 Ex E

- Put students into groups of three or four. Ask them to imagine they are Phoebe and have decided to write a letter to Ganymede to confess their love.
- Ask students to write a scene individually and then share them with their group. You can also display the scenes around the classroom for all students to read and choose the best one.

As You Like It

Section 5

SB122–123 AB188–189

Objectives Read for pleasure.

Develop vocabulary.

Vocabulary *warning, handkerchief, scaring, revenge, deserted, care, cave, wound, bleeding*

Stage 1

Warmer

- Put students into groups of three or four. Ask them to discuss what happened in the play up to the last extract.
- Ask one student from each group to share what they discussed.

Stage 2

Read a summary of
The story so far SB122

- Tell students to read *The story so far*.
- Ask: *Who do you think the men are and what is happening?* Give students one or two minutes to discuss the question with a partner.
- Elicit some ideas as a whole class.

Stage 3

Read a literary extract for gist
SB123 AB188 Ex A

- Ask students to read the extracts on page 123 of the Student's Book. Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.
- Ask students to read the questions and to choose the correct answers.
- Check answers as a whole class, eliciting further details from the extract.

Answers

1b, 2c, 3b, 4a, 5a, 6c

Stage 4

Read and understand the
actions of the characters
SB123 AB188–189 Ex B

- Ask students to read the sentences and complete the task by deciding whether the sentences are *true* or *false*.
- When they have finished, ask students to compare answers with a partner.
- Then check the correct answers as a whole class.
- Ask the students to correct the false statements orally.

Answers

- False – Orlando was attacked by a lioness.
- True
- True
- False – Duke Senior gave Oliver fresh clothes, food and drink.
- True
- False – Orlando told Oliver that he calls Ganymede Rosalind during their lessons.
- False – Orlando told Oliver to give Ganymede his bloody handkerchief.

Stage 5

Read for detail
SB123 AB189 Ex C

- Explain the task and ask students to put the sentences in the order that they happened.
- When checking as a class, elicit any further details.

Answers

2, 5, 1, 3, 6, 4

Stage 6

Complete the summary of the
extracts with words from the
modern English version
SB123 AB189 Ex D

- Put students into groups of three or four. Ask them to complete the summary with the words from the modern English version of the text.



- They then compare their answers to the version in the Student's Book. When correcting, elicit which words helped them decide on the order of the sentences.

Answers

- 1 cave
- 2 lioness
- 3 duke
- 4 fresh
- 5 wound
- 6 bleeding
- 7 faints

Stage 7 Write a letter AB189 Ex E

- Put students into groups of three or four. Ask them to imagine Oliver telling Frederick about what happened between him and his brother, Orlando.
- Ask students to write their letter individually and then share them with their group. You can also display the letters around the classroom for all students to read and choose the best one.

As You Like It

Section 6

SB124–125 AB190–191

Objectives Read for pleasure.
Develop vocabulary.

Stage 1

Warmer

- Put students into groups of three or four. Ask them to discuss what happened in the play up to the last extract.
- Ask one student from each group to share what they discussed.

Stage 2

Read a summary of The story so far SB124

- Tell students to read *The story so far*.
- Ask: *What do you think is happening? What are the celebrations for?* Give students one or two minutes to discuss the question with a partner.
- Elicit some ideas as a whole class.

Stage 3

Read a literary extract for gist SB125 AB190 Ex A

- Ask students to read the extracts on page 125 of the Student's Book. Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.
- Ask students to decide if the sentences are *true* or *false*.
- Check answers as a whole class, eliciting further details from the extract.
- Ask the students to correct the false statements orally.

Answers

- True
- False – Even if they do fight, Rosalind and Orlando will not break up.
- False – Celia and Oliver are in love.
- True

- False – Duke Frederick became a holy man and decided not to kill his brother.
- True

Stage 4

Read and understand the characters of a play SB125 AB190 Ex B

- Ask students to read the sentences and complete the task by matching the characters to their characteristics and actions.
- When they have finished, ask students to compare answers with a partner.
- Then check the correct answers as a whole class.

Answers

1f, 2c, 3b, 4e, 5d, 6a

Stage 5

Read for detail SB125 AB190–191 Ex C

- Explain the task and ask students to answer the questions based on the information in the extracts.
- When checking as a class, elicit any further details.

Answers

- Hymen says that if what he tells them is what they feel, they must be married.
- He says that Phoebe must agree to love Silvius.
- Hymen compares them to winter and bad weather.
- He planned to kill his brother.
- He gives them his crown and his lands.

Stage 6

Put a speech in order SB125 AB191 Ex D

- Put students into groups of three or four. Ask them to try to put Jacques' speech in the correct order without looking at the Student's Book.
- They then compare their answers to the version in the Student's Book. When correcting, elicit which words helped them decide on the order of the sentences.

**Answers**

4, (2), 5, (3), 7, 1, 6

Stage 7 Write a letter AB191 Ex E

- Put students into groups of three or four. Ask them to imagine Duke Frederick writing a letter to his brother about his decision to become a holy man.
- Ask students to write their letter individually and then share them with their group. You can also display the letters around the classroom for all students to read and choose the best one.