

Jordan High Note

Grade 10 Semester 2

Teacher's Book

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Jordan High Note

Grade 10
Semester 2

Teacher's Book

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CONTENTS

| | |
|--|------------|
| INTRODUCTION | 4 |
| What is <i>Jordan High Note</i> ? | 4 |
| What is the <i>Jordan High Note</i> methodology? | 4 |
| Key concepts behind <i>Jordan High Note</i> | 6 |
| Course components | 8 |
| <i>Jordan High Note</i> unit walkthrough | 10 |
| Teaching pathways | 16 |
| Inclusive education | 17 |
| How to teach for exams with <i>Jordan High Note</i> | 18 |
| How to flip the classroom with <i>Jordan High Note</i> | 19 |
| TEACHER'S NOTES | 20 |
| CULTURE SPOT | 132 |
| LITERATURE SPOT | 134 |
| Culture notes | 136 |
| Class debates | 138 |
| Debating: useful language | 139 |
| Photocopiable resources | 141 |

INTRODUCTION

WHAT IS JORDAN HIGH NOTE?

Jordan High Note is a dynamic and intensive five-level course for students in Jordan, ranging from A2 to C1 level of the Common European Framework of Reference (CEFR) and from 30 to 85 on the Global Scale of English (GSE).

The course aims to bridge the gap between the reality of school life and young adult life. It has been designed to inspire and challenge modern teenagers so that they can fulfil their ambitious goals: pass school-leaving and external exams, communicate fluently and accurately in English in a variety of situations, become successful university students and increase their employability prospects. This is achieved by equipping learners with a combination of language skills and life competencies as well as systematically building their confidence when speaking English.

Not only does *Jordan High Note* present new vocabulary and grammar, practise receptive and productive skills and acquaint students with typical exam tasks but it also teaches practical, everyday life skills that students will find useful both now and in the future. A specially prepared *Values and Life Skills* development programme develops the types of skills that are needed at school, at university and at the future workplace:

- **academic and career-related skills** (e.g. giving persuasive presentations, debating)
- **social skills** (e.g. understanding how the media works, identifying fake news) and
- **personal development skills** (e.g. time management, building resilience).

Throughout the course, students are also encouraged to think critically, use their creativity, assimilate new information and points of view, express and defend their opinions, develop research techniques, work alone and with others and reflect on their own learning. Additionally, *Jordan High Note* deepens students' understanding of important social issues and increases their cultural awareness, which helps them become fully rounded citizens of the global community.

The *Jordan High Note* syllabus is based on a combination of school curricula, external exam requirements and the Global Scale of English. This ensures comprehensive language coverage and the right balance of general English, exam and life skills. Students will be learning the right language and getting the right kind of practice to help them excel in their exams and communicate with confidence.

The activities will work well with both smaller and larger groups. It offers a lot of flexibility of use as it contains a wealth of materials to provide extra support or further challenge for students, and extra ideas and resources for teachers to allow them to tailor their teaching package to their classroom.

Note that teachers should consider the needs of students in their class and adapt or reduce lesson content accordingly.

WHAT IS THE JORDAN HIGH NOTE METHODOLOGY?

Jordan High Note is the direct result of extensive research and analysis of learners' needs and wants. This research has shown that the learning objectives of many young students are increasingly ambitious. The course addresses these needs by building on four notions: **inspiration, intensity, interaction and independence.**

INSPIRATION

The course material has been carefully prepared to appeal to students' interests, inspire discussion and engage them in learning English both inside and outside the classroom.

Relevant

The lessons in *Jordan High Note* are relevant to students in that they connect to their experiences. The reading and listening texts cover topics that learners at this age are naturally interested in and talk about in their everyday lives, such as technology, media, travel, family and sport, but also psychology, culture and future careers. New vocabulary and grammar are practised through questions about the students' own lives and experiences, which makes lessons more personal and memorable.

Authentic

Wherever possible, reading and listening texts come from authentic sources. Audio texts introduce students to authentic accents and real experiences and stories. All of this encourages authentic language learning.

Purposeful

Each lesson in *Jordan High Note* has a clear purpose, whether it is vocabulary and grammar presentation and practice, general language skills development or exam practice. Every unit begins with a list of unit objectives to help students understand the learning goals. There is also a clear *Can-do* statement at the foot of each lesson so that students and teachers know exactly what they are doing, and which students can tick when they feel they have achieved the lesson aim.

The purposefulness of the material is enhanced by the practical *Life Skills* lessons, which help practise new competencies through engaging content and in a practical, discussion-driven way.

Absorbing

The texts in *Jordan High Note* are thought-provoking and information-rich. They enhance students' knowledge of the world and allow them to further investigate the themes they find interesting. Also, well-known topics are presented from unusual angles with the intention of sparking off natural opinion sharing, agreement and disagreement. Students' knowledge of English-speaking countries is systematically developed throughout the course through a variety of curious cultural facts in the main units, as well as in the *Culture Spot* and *Literature Spot* sections at the back of the Student's Book.

Well-balanced

Jordan High Note is a course which is well-balanced on many different levels and helps students engage more with the material. In terms of topics, there is a balance of light, humorous issues and more serious themes. In terms of lessons, there is a harmonious topic flow from one lesson to another. Exam training is also seamlessly woven into the course: students increase their exam readiness through step-by-step activities and task-based exam tips.

INTENSITY

Jordan High Note challenges students both at a cognitive and linguistic level.

The reading and listening texts push them to think critically and to raise their cultural and social awareness.

The intensive grammar syllabus and wide vocabulary coverage encourage them to explore the language, understand how it works and improve accuracy. Audio recordings and numerous speaking activities (discussions, debates and role-plays), naturally foster fluency: students become immersed in the language and learn to talk at length in a variety of personalised and meaningful contexts.

INTERACTION

When students are involved in the course material, the progress of their learning is quicker. In *Jordan High Note*, learners are encouraged to interact with the course and actively participate in every stage of the learning process.

Grammar

- Students analyse examples of language and arrive at the grammar rules themselves; the guided inductive approach helps them understand and remember the rules better.
- *Watch Out!* boxes draw students' attention to areas of special difficulty and help pre-empt common errors.

Vocabulary

- New lexis is presented and activated in most lessons, with the main lexical set of the unit in a separate Vocabulary lesson. It is then recycled, consolidated and practised in the following lessons.
- There are references to the language students have already come across in the course, which are called *Think Back*. This activates the knowledge students have already acquired.
- The *Active Vocabulary* boxes provide practical tips on how to activate the students' memory when learning new words.

Skills strategies

Active Reading boxes contain crucial general reading skills strategies, such as predicting, understanding the main idea, finding specific information, dealing with new words or making inferences. These boxes also include critical thinking skills like distinguishing facts from opinions, identifying the author's opinion or recognising bias. Students can experience the strategy by completing exercises that accompany it.

Pronunciation

Active Pronunciation boxes in the Workbook help students perceive the interdependencies between sounds and give tips on how to pronounce particular sounds correctly.

INDEPENDENCE

Jordan High Note reinforces students' independence by making them responsible for their own learning. In the context of language learning, independent learners are those who are able to recognise their learning needs, locate relevant information about language and develop relevant language skills on their own or with other learners. This results in increased recognition of strengths, weaknesses and progress, greater levels of confidence, more motivation, better management of learning and improved performance.

Jordan High Note supports independent learning in a variety of different sections and exercises in the book.

Clear learning goals and models for success

The goals at the beginning of each unit describe what the student will be able or better able to do at the end of the lesson.

Skills strategies

Active Reading boxes contain concise descriptions of the most important skills strategies, which students can actively practise through a series of exercises and use in the future.

Project work

The *Life Skills* projects help students develop creative and collaboration skills and make decisions about the learning process and how to complete the project.

Resources for self-study

Resources such as word lists and the *Grammar Reference* section at the back of the Student's Book, reinforce active consolidation of the material from the main units.

Self-assessment sections in the Workbook

These provide an opportunity for students to assess their progress and reflect on their learning.

Downloadable photocopiable activities

Jordan High Note provides learners with additional, engaging practice for key language and skills in each unit.

KEY CONCEPTS BEHIND *JORDAN HIGH NOTE*

21ST-CENTURY EDUCATION

In today's world of an ever-increasing flow of information and a rapidly changing workplace, an education based on learning facts at a one-size-fits-all pace does not seem to work anymore. These days, learners can find answers to any questions they might have in just a few seconds and can teach themselves about any topic they are interested in. They do not need school to do what they can do themselves. What they do need, however, is guidance in how to use the available information in smart and efficient ways and the development of social and professional skills that are needed to succeed in the modern world. The aim of 21st-century education is, therefore, to equip students with those skills and help them grow in confidence to practise them both at and beyond school.

21st-century students

We believe that today's students are sophisticated, intelligent and independent. They are capable multitaskers and usually know a lot about other cultures. They are comfortable with global and intercultural communication, and feel at ease with using different types of technology. They typically have a point of view and are not afraid of expressing themselves. They are also comfortable with change and keen to keep their interests and abilities up to date. In terms of their future career, they would like to find a job that reflects their interests and offers flexibility (e.g. living and working anywhere in the world, choosing their own hours and office space, working with peers across the globe). All these characteristics and skills provide a unique opportunity for teaching English. When students realise their needs and interests are met and feel inspired by the course, the learning process can be quick and extremely rewarding.

21st-century teachers

Modern teachers are forward-thinking leaders who are ready to address their students' needs. With such widespread access to information and resources of all kinds, it may often be the case that students will know more than teachers in some areas. Most likely, they will also be a step ahead of teachers in using technology. This means that the teacher's role is likely to shift from an all-knowing expert to that of a guide or a mentor who supports students in the learning process, challenges them and motivates them.

21st-century skills and *Jordan High Note*

Jordan High Note provides students not just with English language skills, vocabulary and grammar, but also develops the key skills needed in the global 21st-century community.

Learning and Innovation Skills (the five Cs)

Communication and collaboration: These skills are practised throughout the entire course. The large number of discussions and role plays entail natural communication and collaboration among students. Additionally, the *Life Skills* projects require students to decide on their roles in a team and take responsibility for their work.

Creativity: This skill is developed through a range of thought-provoking questions students need to answer and a variety of authentic problems and tasks they need to solve, e.g. in the *Life Skills* projects.

Cultural awareness: Students have numerous opportunities to discuss various culture-related issues. At the back of the Student's Book, students will also find *Culture Spot* lessons, which provide a wider perspective of cultural aspects linked to the unit topics and enable learners to compare cultural aspects of the English-speaking world with their own. The *Literature Spot* lessons, in turn, familiarise students with well-known literary works that have made an impact on popular culture.

Critical thinking: Problem solving and reasoning skills are developed throughout the course, especially via the reading and listening activities. Students are encouraged to differentiate facts from opinions, critically assess different viewpoints, look at problems from various perspectives, assimilate new information and points of view, as well as express and defend their own opinions.

Digital Literacy

The content, as well as the means of delivery of *Jordan High Note*, are rooted in today's digital environment and reflect the way today's teenagers already manage their lives: the topics cover up-to-date technology and media, the *Life Skills* projects encourage the use of digital tools, and the digital components of the course increase students' engagement with the course material.

Life and Career Skills

Jordan High Note offers a specially prepared *Life Skills* development programme which focuses on three key educational paths: **academic and career-related skills** (e.g. giving successful presentations, debating), **social skills** (e.g. working in a team, making the most of volunteering) and **personal development skills** (e.g. time management, building resilience). The programme is introduced through the *Life Skills* lessons at the end of every second unit. They offer engaging content and practise new competencies in an active, discussion-driven way. The *Life Skills* projects at the end of each *Life Skills* lesson involve **research, collaboration, critical thinking and creativity**.

THE COMMON EUROPEAN FRAMEWORK FOR LANGUAGES

The Common European Framework of Reference for Languages: learning, teaching, assessment (CEFR) is a guideline published in 2001 by the Council of Europe which describes what language learners can do at different stages of their learning. In 2017, the *CEFR Companion Volume with New Descriptors* was published, which complements the original publication. The document enriches the existing list of descriptors and gives a lot of focus to cross-linguistic mediation and plurilingual/pluricultural competence.

The term **mediation** is understood as mediating communication, a text and concepts. It combines reception, production and interaction and is a common part of everyday language use. It makes communication possible between people who, for whatever reason, are unable to communicate successfully with each other: they may speak different languages and require a translation, they may not have the same subject knowledge information and need an explanation or simplification, they may not be of the same opinion and need someone to identify common ground. Mediation can also involve written texts – with the reader summarising, paraphrasing or interpreting the information for a different audience.

Jordan High Note contains numerous mediation activities. They include open reading and listening comprehension tasks, transformation tasks, gapped summaries, rewriting texts in a different register, picture description, speculating or drawing conclusions. There are also tasks which cater for mediating concepts and communication such as communicative pairwork or groupwork tasks, projects or problem-solving activities.

THE GLOBAL SCALE OF ENGLISH

The Global Scale of English (GSE) is a standardised, granular scale that measures English language proficiency. Using the Global Scale of English, students and teachers can now answer three questions accurately: *Exactly how good is my English? What progress have I made towards my learning goal? What do I need to do next if I want to improve?*

Unlike some other frameworks that measure English proficiency in broad bands, the Global Scale of English identifies what a learner can do at each point on a scale from 10 to 90, across each of the four skills (listening, reading, speaking and writing) as well as the enabling skills of vocabulary and grammar. This allows learners and teachers to understand a learner's exact level of proficiency, what progress they have made and what they need to learn next.

The Global Scale of English is designed to motivate learners by making it easier to demonstrate granular progress in their language ability. Teachers can use their knowledge of their students' GSE levels to choose course materials that are precisely matched to ability and learning goals. The Global Scale of English serves as a standard against which English language courses and assessments worldwide can be benchmarked, offering a truly global and shared understanding of language proficiency levels.

Visit www.english.com/gse for more information about the Global Scale of English.

ASSESSMENT FOR LEARNING

With the GSE as the solid framework for syllabus design and assessment, *Jordan High Note* offers a uniquely sound and comprehensive Assessment for Learning package.

Any test can be used either as an assessment *of* learning or an assessment *for* learning. Assessment *of* learning usually takes place after the learning has happened and provides information about what the student has achieved by giving them a mark or grade. You can also use tests as assessment *for* learning by providing specific feedback on students' strengths and weaknesses, and suggestions for improvement as part of the continual learning process. It is the combination of both types of assessment which can provide a powerful tool for helping your students' progress.

Assessment for Learning is embedded throughout the *Jordan High Note* materials: in the Student's Book, Workbook, Digital Practice and Assessment Package.

Student's Book

Every unit begins with a list of unit objectives to help students understand the learning goals. There is also a clear *Can-do* statement as the end line of each lesson so that students and teachers know exactly what they are doing. Students can tick the *Can-do* box when they feel they have achieved the lesson aim.

Workbook

The Workbook lessons are designed to be used in class: to practise and develop the previous Student's Book language and skills. Every unit contains a *Self-assessment* page where students assess how well they did in each lesson: in which areas they feel confident and where they feel they need more practice. This encourages students to reflect on their learning and helps them become independent learners.

Every unit has a *Revision* section which includes exam training. It can be done as self-study. Its goal is to provide examples of and practice in the specific tasks students are likely to face in test situations, focussing particularly on the relevant Cambridge English and Pearson Test of English General exams.

Assessment Package

There are downloadable tests in A and B versions. The Assessment Package includes:

- Grammar quizzes
- Vocabulary quizzes
- Unit tests:
 - Vocabulary, Grammar, Use of English
 - Dictation, Listening, Reading and Communication
 - Writing
- Cumulative review tests: Vocabulary, Grammar, Use of English
- Exam Speaking tests

Each test is provided in a Word format, so it can be easily modified if needed.

The full Assessment Package is provided through an access code in the Teacher's Book.

Interactive e-book

The interactive e-book offers teachers an offline interactive version of the Student's Book with integrated answers, audio, video and classroom tools. Teachers can navigate the material using the interactive lesson flow or by a page view. The planning area gives a useful overview with both teacher's notes and activity previews.

QR codes

Listening activities and videos have QR codes to launch the relevant activity from the main components.

Video Lessons

In *Jordan High Note*, there is one video lesson per unit. These additional lessons are linked to the topic of the unit and can be delivered at any point. The class worksheets and accompanying teacher's notes are available online to download.

COURSE COMPONENTS

STUDENT'S BOOK and WORKBOOK

STUDENT'S BOOK

The Student's Book and Workbook are both used in class to deliver the syllabus. There are 11 main teaching lessons: seven main teaching lessons in the Student's Book, and four for the Workbook.

- 5 topic-based units
- A *Life Skills* section at the end of every second unit which teaches competencies indispensable to success in 21st century society
- Flexible order of lessons apart from the first spread (Vocabulary and Grammar) and the last spread (Writing)
- Clear lesson objectives ('I can...') based on the Global Scale of English (GSE)
- A *Word List* at the end of the book
- *Grammar Reference*: detailed explanations of all the grammar topics covered in the units, with examples
- A *Culture Spot*
- A *Literature Spot*

WORKBOOK

- Additional grammar and vocabulary practice lessons to reinforce the lesson content in the Student's Book
- Pronunciation programme
- Self-assessment after each unit
- Lists of phrasal verbs and dependent prepositions
- Revision for every unit: practice of language and skills in an exam task format

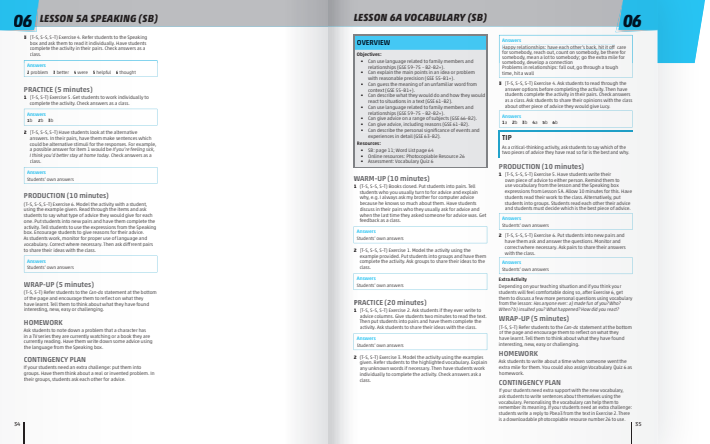


STUDENT'S BOOK with eBOOK

This version of the Student's Book contains everything described above (Student's Book, digital activities and resources) in addition to the embedded audio.

TEACHER'S BOOK

- Lesson notes with answer keys
- Ideas for extra activities
- References to additional materials and the course assessment
- Student's Book audioscripts
- Workbook audioscripts
- Workbook answer keys
- Culture notes



Access code to:

PRESENTATION TOOL

- Front-of-class teacher's tool with fully interactive version of Student's Book activities with integrated audio
- Easy navigation via book page

DIGITAL ACTIVITIES AND RESOURCES

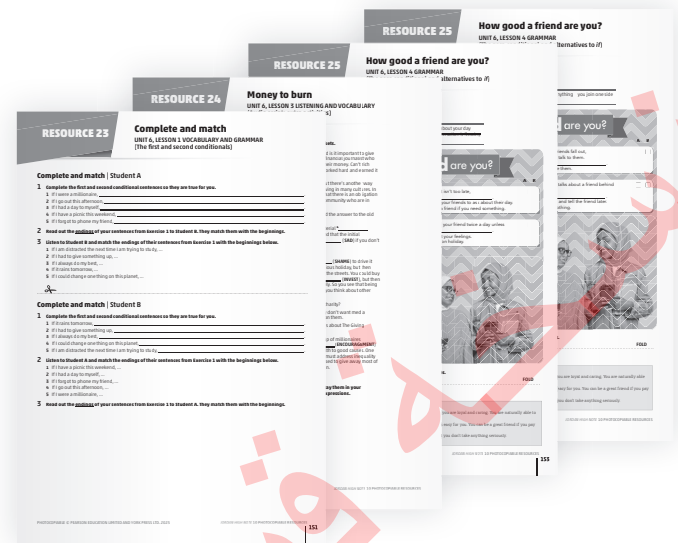
- Teacher view of digital activities

STUDENT'S eBOOK

- An interactive version of the Student's Book
- Embedded audio

TEACHER'S RESOURCES

- Downloadable photocopiable resources
- Culture notes
- Ideas for debate lessons
- Teacher's Book in pdf format
- Class audio
- Workbook audio
- Student's Book and Workbook answer keys
- Audioscripts
- Word lists with audio recordings
- Assessment Package consisting of ready-made tests in versions A and B



JORDAN HIGH NOTE UNIT WALKTHROUGH

Each Student's Book unit is divided into seven lessons. It always starts with Vocabulary and Grammar (Lesson 1) and ends with Writing (Lesson 7). The order of the other lessons varies from unit to unit and is determined by the most natural and harmonious flow of the presented topics. This helps make teaching and learning more flexible and varied.

GRAMMAR

There is a grammar lesson in each unit. It is naturally divided into two parts with two presentations of different aspects of the same grammar area. The two parts are well-connected to ensure the lesson flow. The new grammar is always presented in context and is introduced via reading or listening texts. Each grammar lesson ensures practice of all language skills.

1 Learning objectives with an immediate opportunity for self-assessment

2 Grammar presented through a variety of text types (blogs, magazine articles, dialogues, etc.) or recorded conversations.

3 Grammar lessons often include a wide range of grammar structures and they involve comparison of grammar forms students learnt in lower levels. The Think Back exercise aims to activate grammar students are already familiar with, before the main presentation.

4 Guided discovery approach to grammar makes new language more memorable and enhances motivation. Students check their guesses about grammar either with the Grammar box on the page, if present, or in the Grammar Reference at the back of the book.

5 Grammar Reference section at the back of the book, with more explanations. It can be used for remediation, extra practice or in a flipped classroom scenario.

06 Do the right thing

VOCABULARY Truth and lies, communicating, relationships, conflicts and problems
GRAMMAR The first and second conditionals, the zero conditional and alternatives to if
LISTENING A radio programme about being rich
READING Asking for, giving and reacting to advice
WRITING A story about finding money
VIEWING AND PRESENTING A for-and-against essay
WRITING Telling other students what they could do in different situations

LESSON 1A VOCABULARY AND GRAMMAR

1 Work in pairs. Look at the photos and discuss the questions.
1 What is happening in each photo?
2 Do you use your phone in these situations?
3 What do you think about using your phone in public places?

2 Do the quiz. Discuss your answers with a partner. Are your answers the same or different? Give reasons for your choices.

Do our quiz and check your phone etiquette in public!

1 If you were in a restaurant with friends, and everyone had their phones on the table, what would you do?
A I would switch off my phone and put it away. I like to give my friends my full attention.
B I would leave it switched on and right next to me on the table - I can't put my phone away for so long!
2 Would you accept a call when you're having a face-to-face conversation with a friend?
A No, it's not polite. They could leave a message or I would call the person back later.
B I would accept the call - it might be important.
3 What would you do if it was your turn to pay at a supermarket and you were in the middle of a call?
A I would end the call and pay attention to the shop assistant.
B I would keep talking. I don't think the shop assistant would mind.

4 If you were on a bus and the person behind you was talking loudly on their phone, what would you do?
A I'd ask them to lower their voice.
B I'd put on my headphones so I couldn't hear his/her conversation.
5 What would you do with your phone if you were at the library and you were expecting a very important call?
A I would make sure I kept it on silent or on vibrate. It's annoying to see screens light up or hear a pingtone when you're trying to study.
B I would let my phone ring. I can't risk missing the call.
6 Would you accept a call while you are riding a bike?
A No, I wouldn't. It wouldn't be safe.
B Yes, but I would stop and get off my bike first.

3 Look at the underlined phrases from the quiz and discuss the meanings.

4 4.1 Listen to Part 1 of a conversation between two friends who are talking after they have done the quiz. Are the sentences true (T) or false (F)? Correct the false ones.

1 Hala is talking to her brother on the phone.
2 Hala politely asked someone to speak more quietly on a bus.
3 Nour doesn't like talking to people she doesn't know in public.

The first and second conditionals

5 Read these sentences from the conversation in the recording and answer the questions.

Hala If he doesn't answer, I'll call him later.
Nour If you were in a restaurant with friends and everyone had their phones on the table...
1 Is it possible that Hala's brother will answer?
2 What will Hala do if he doesn't answer?
3 Is Hala in a restaurant?
4 Which sentence is about a situation that is likely to happen?
5 Which sentence is about an imaginary situation?

6 Study the Grammar box. Are the conditionals in the quiz first or second conditionals?

The first and second conditionals
We use the first conditional for situations in the future that are possible or likely:
The condition If + Present Simple, The result I will + infinitive
We use the second conditional for situations in the present or future that are imaginary, impossible or very unlikely:
The condition If + Past Simple, The result I would + infinitive
We sometimes use were instead of was after I/he/she/it, especially in more formal or written English and to give advice: If I were you, I'd apologise.
Grammar Reference > page 69

☐ I can use the first and second conditional to talk about possible and hypothetical situations.

06

7 4.2 Listen to Part 2 of the conversation and answer the questions.
1 What does Hala promise?
2 What will Nour do next time she's at the library?
3 What will Hala do next time she goes into a shop?
4 What does Nour think Hala should do when her phone rings?

8 Match 1-4 with a-d to form four sentences.
1 If you were at a friend's house,
2 What do you think you'll do with your phone
3 I'll switch off my phone immediately
4 What will you do
a if someone calls or texts you when you're in the middle of a conversation?
b would you turn off notifications so your phone didn't make a noise?
c so the light from the screen doesn't distract anyone.
d next time you're at the library?

9 Complete the first part of these second conditional sentences with the correct forms of the verbs in brackets. Then finish them so that they are true for you.
1 If I had (have) a lot of money, I'd buy a house.
2 If I could (can) go back in time,
3 If I could (have) to move to another country,
4 If I could (not/have) to study so much,

10 Complete the sentences so they are true for you. Try to use some of the underlined phrases from the quiz.
1 I would put my phone on silent if .
2 I would ask someone to lower their voice if .
3 It would not be polite to use my phone if .
4 If someone texted me , I would .

06

5 Grammar Reference

Unit 6, Lesson 1A The first and second conditionals
We use the first conditional to talk about situations that are possible or likely to happen.

| The condition | The result |
|---------------------|-------------------|
| If + Present Simple | will + infinitive |

If the weather is nice tomorrow, we will go to the beach.
If you come to the party, I will be very happy.
The First Conditional if clause is about the future, but we always use the Present Simple, not will, after if.
If Suha has (NOT) will have some free time, we'll go out together.

We use the second conditional to talk about unlikely or impossible situations in the present or future.

| The condition | The result |
|------------------|--------------------|
| If + Past Simple | would + infinitive |

If I won a lot of money, I'd help poor people.
If your best friend was unhappy, what would you do?
We sometimes use were instead of was after I/he/she/it, especially in more formal or written English and to give advice:
If she were my daughter, I'd buy her a present.

Unit 6, Lesson 4A The zero conditional and alternatives to if
We use the zero conditional to talk about real situations that are always true.

| The condition | The result |
|---------------------|----------------|
| If + Present Simple | Present Simple |

If you heat ice, it melts.
What happens when you press this button?

In all conditional sentences the if clause can come before or after the result clause. When the if clause is first, it is followed by a comma:
The grass gets wet if it rains. If it rains, the grass gets wet.

Alternatives to if
In zero conditional sentences we can use when instead of if with little or no change in meaning:
She always takes her book to the beach if/when it's warm.
In zero conditional sentences we can also replace if with: unless, as soon as, as long as, provided that, until, before, after.
Unless is used instead of if + not. It means 'if the condition doesn't happen or isn't met':
You shouldn't mention this to anyone unless they are your close friends. (If they aren't your close friends)
As soon as is used for conditions that are definitely going to happen:
As soon as a child starts crying, I begin to worry.
As long as and provided that both mean 'if the condition is agreed or met'. We use them to stress the condition on which something happens:
As long as you trust me, you can tell me about it.
Provided that this is safe to eat, I can try it.
Until, before and after are used if something happens at a specific time:
I will wait until I have heard from you.
They want to get home before it gets dark.
Her mother will talk to her after she gets back from school.

06

6 Watch Out! boxes draw students' attention to areas of special difficulty and help pre-empt common errors.

06

7 The Workbook lessons include a variety of exercises, providing meaningful practice of the Student's Book language and skills.

VOCABULARY

Vocabulary is a vital element of each unit. It is integrated into all Student's Book and Workbook lessons and systematically developed.

- The first lesson (Lesson 1) combines new vocabulary with speaking. This lesson is an introduction to the whole unit and focuses on developing the unit topic vocabulary as well as building vocabulary through different skills, especially speaking.
- There is additional vocabulary input in the Reading, Listening, and some Speaking and Writing lessons.

1 Clear summary of unit content.

2 Vocabulary introduced in the Student's Book through a variety of reading and listening texts and activities.

3 Frequent opportunities for using the new vocabulary in speaking contexts.

4 Clearly organised word lists at the back of the book include all the explicitly taught vocabulary from the units. There is an audio recording for each entry, which facilitates pronunciation practice.

07 In the spotlight

VOCABULARY TV news, viewing habits, success and failure, describing art, books and plays
GRAMMAR Reported speech, reported questions
LISTENING A radio programme about promoting your work on social media
SPENDING Describing a personal experience
READING Opinion article
WRITING A review of a play
PRESENTING AND VIEWING Explaining an embarrassing situation

LESSON 1A VOCABULARY AND GRAMMAR

1 Read the information below and work out the meaning of the highlighted words. What is an 'And finally...' report?
TV news programmes always begin with the headlines followed by the most important stories or breaking news. They often finish with a curious or amusing news item which the newsreader usually introduces with the words 'And finally...'. These reports tend to be human interest stories or to involve animals.

2 Read both 'And finally...' news items. Which one do you think is true and which fake? Say why.

And finally...

1 And finally, in Amman, a group of university students collaborated to provide local children with an exciting day of science events. The project was led by 20-year-old Hamzan Alsayyeh and his six friends. To learn more about this inspiring initiative, we had the opportunity to speak with them before their university classes. When we asked them how it had all started, Hamzan explained that they had seen an advert looking for volunteers for the free library in the local news. He said that they all liked talking about science and wanted more children to enjoy science, so they created a program of activities and presented it to the library. They told us they had posted about the Science Day on social media and asked all their family members to share the information. Almost two hundred children came! They admitted they had never expected it to be so popular. The local mayor agreed that it was a great success and said they had to support projects that teach local children about science.

2 And finally, the World Stone Skimming Championships takes place at the end of September every year on Easdale Island in Scotland. We spoke to one of the organisers who said that about 300 competitors meet to participate in this unique and fun-filled event. He explained that competitors must send small pieces of flat stone across the surface of a large body of water. He told us that the stone had to bounce at least twice. He added that the winner was the person who could skim the stone the furthest distance. The organisers admitted that the event is marked by strong but friendly competition, but said there was always a warm community spirit as well. Last year's winner confessed he was nervous before he started but he soon forgot anyone was watching. Spectators at the event agreed that the competition was a huge success. The organisers pointed out that the World Stone Skimming Championships continued to celebrate tradition, skill, and the simple joy of outdoor play.

Reported speech

3 Listen to the interview. Then read news item 1 again. How are the questions below reported in the text? How are the reported sentences different from the originals?

1 We saw an advert looking for volunteers, I remember.
Hamzah explained that they had seen an advert looking for volunteers.
2 We all like talking about science and want more children to enjoy science.
3 We never expected it to be so popular.
4 We must support projects that teach local children about science.

Direct speech
Present Simple → Past Simple
Present Continuous → Past Continuous
Past Simple → Past Perfect
Present Perfect → Past Perfect
will → would
can → could
must → had to

Reported speech
Past Simple → Past Perfect
Present Perfect → Past Perfect
will → would
can → could
must → had to

Grammar Reference page 70

5 Choose the correct reported verbs in these sentences.

1 After I had read the headlines last night my throat felt dry so I decided to have some water. Jack told / said us.
2 There's always a glass of water on the desk while I'm reading the news but I don't usually touch it, he asked / pointed out.
3 I was in a hurry and spilt the water all down my shirt, he said / told.
4 'Don't laugh,' his producer added / warned him.
5 'Once I started laughing, I couldn't stop,' Jack explained / predicted.
6 It's the first time anything like that has ever happened to me, he claimed / predicted.
7 I won't happen again in tomorrow's programme, he admitted / promised.

6 In pairs, transform the sentences to reported speech using the words in brackets.

1 'I watched the news last night.' (Rola/hell/ friends)
Rola told her friends that she'd watched the news the previous night.
2 'I hadn't watched the TV news for ages.' (She/claim)
She claimed that she hadn't watched the TV news for ages.
3 'I don't think I'll watch it again in the near future.' (She/add)
She added that she didn't think she'd watch it again in the near future.
4 'I can get all the news I need on my phone.' (She/explain)
She explained that she could get all the news she needed on her phone.

7 **REFLECT** Society Which news sources (TV, radio, the Internet, newspapers, etc.) do you trust the most/least? Say why.

Word list

Unit 6

LESSON 1A VOCABULARY AND GRAMMAR

WIL.1

leave a message (phr v) /li:v ə 'mes.ɪdʒ/

lower my voice (phr v) /'ləʊ.ə maɪ vɔɪs/

make sure (phr v) /meɪk 'ʒʊr/

miss a call (phr v) /mɪs ə 'kɔːl/

on silent (n) /ɒn 'saɪ.lənt/

on vibrate (n) /ɒn vaɪ'breɪt/

polite (adj) /pə'laɪt/

put away (phr v) /pʊt ə'weɪ/

ring tone (n) /rɪŋ 'təʊn/

switch off (phr v) /swɪtʃ 'ɒf/

LESSON 2A READING AND VOCABULARY

WIL.2

frown (v) /fraʊn/

gaze (v) /geɪz/

glance at something (v) /'glɑːns ət smɪθɪŋ/

grin (v) /grɪn/

groan (v) /ɡroʊn/

hug (v) /hʊɡ/

raise an eyebrow /'reɪz ən 'aɪbrəʊ/

roll your eyes /rɔːl jə 'aɪz/

shake your head /ʃeɪk jə 'hed/

shiver (v) /ʃɪvə/

shout your shoulders /ʃaʊt jə 'ʃəʊldəz/

stare (v) /steɪ/

stare at somebody (v) /steɪ ət sʌmbədɪ/

whisper (v) /wɪspə/

LESSON 3A LISTENING AND VOCABULARY

WIL.3

disappointed (adj) /dɪsə'pɔɪntɪd/

disappointment (n) /dɪsə'pɔɪntmənt/

embarrassed (adj) /ɪm'bærəst/

embarrassment (n) /ɪm'bærəsmənt/

envious (adj) /'enviəs/

envy (n) /'envi/

excited (adj) /ɪk'saɪtɪd/

excitement (n) /ɪk'saɪtmənt/

happiness (n) /'hæpɪnəs/

jealous (adj) /dʒeɪləs/

jealousy (n) /dʒeɪləsi/

loneliness (n) /'lʌnəlɪnəs/

lonely (adj) /'ləʊnli/

sad (adj) /sæd/

sadness (n) /'sædnəs/

sympathetic (adj) /sɪmpə'tetɪk/

sympathy (n) /sɪmpə'ti/

LESSON 5A SPEAKING

WIL.5

be at (a bit of) a loss /bi ət ə 'lɒs/

a loss

give somebody a call /'ɡɪv sʌmbədɪ ə 'kɔːl/

give something a try /'ɡɪv smɪθɪŋ ə 'traɪ/

helpful advice /'helpfəl ədvaɪs/

LESSON 6A VOCABULARY

WIL.6

have each other's backs (phr v) /hæv iʃ əʊðə 'bæks/

hit it off (phr v) /hɪt ɪt ɒf/

grow apart (phr v) /ɡrəʊ ə'pɑːt/

fall out (phr v) /fɔːl aʊt/

go through a tough time (phr v) /ɡəʊ θruː ə 'tʌt taɪm/

mean a lot (phr v) /miːn ə 'lɒt/

reach out (phr v) /riːtʃ aʊt/

count on (phr v) /kaʊnt ən/

go the extra mile (phr v) /ɡəʊ ðə 'ekstrə maɪl/

develop a connection (phr v) /dɪ'veləp ə kə'nekʃən/

Unit 7

LESSON 1A VOCABULARY AND GRAMMAR

WIL.7.1

breaking news (n) /'breɪkɪŋ 'njuːz/

headline (n) /'hedlaɪn/

human interest story (n) /'hjuːmən 'ɪntərəst 'stɔːri/

news item (n) /'njuːz 'aɪtəm/

newsreader (n) /'njuːzrɪdə/

report (n, v) /rɪ'pɔːt/

TV news programme (n) /tiː vɪtʃ 'njuːz 'prəʊɡræm/

LESSON 2A VOCABULARY

WIL.7.2

award-winning (adj) /ə'wɔːd 'wɪnɪŋ/

binge-watch (v) /bɪŋdʒ 'wɔːtʃ/

dialogue (n) /'daɪəlɒɡ/

eagerly-awaited (adj) /ɪ'ɡeəli ə'weɪtɪd/

episode (n) /'epɪsəʊd/

feature-length (adj) /'fi:tʃə 'leŋθ/

little-known (adj) /lɪtəl 'nəʊn/

on-demand content (n) /ɒn dɪ'mænd kɒntent/

screen time (n) /skriːn taɪm/

season (n) /'siːzən/

series (n) /'sɪəriːz/

spoiler (n) /'spɔɪlə/

subtitles (n) /sʌ'bɪtɪlz/

thought-provoking (adj) /θɔːt 'prɒvəkiŋ/

trailer (n) /'treɪlə/

well-reviewed (adj) /wel rɪ'vjuːd/

LESSON 3A LISTENING AND VOCABULARY

WIL.7.3

come to nothing /kʌm tə 'nʌθɪŋ/

disaster (n) /dɪ'zɑːstə/

get your first break /get jə fɜːst 'breɪk/

go back to square one /ɡəʊ bæk tə 'skweɪ 'wʌn/

go viral /ɡəʊ 'vaɪrəl/

huge flop /hjuːdʒ 'flɒp/

make a name for yourself /meɪk ə 'neɪm fəː 'jɔːself/

not look back /nɒt lʊk 'bæk/

sell-out (n) /'sel.aʊt/

setback (n) /'setbæk/

take off (phr v) /teɪk 'ɒf/

LESSON 4A READING AND VOCABULARY

WIL.7.4

abstract art (n) /ə'bstrækt 'ɑːt/

atmospheric (adj) /ə'tmɒs'fɜːk/

brehtaking (adj) /'breɪt'keɪkɪŋ/

expressive (adj) /ɪk'spresɪv/

meaningful (adj) /miːnɪŋfʊl/

profound (adj) /prə'faʊnd/

puzzling (adj) /'pʌzəlɪŋ/

shocking (adj) /'ʃɒkɪŋ/

sophisticated (adj) /sə'fɪstɪkətɪd/

spectacular (adj) /spɪk'tækjʊlə/

unique (adj) /juː'niːk/

LESSON 5A GRAMMAR

WIL.7.5

audition for something (v) /ɔːdɪʃən fə smɪθɪŋ/

LESSON 7A WRITING AND VOCABULARY

WIL.7.7

audition (v, n) /ɔːdɪʃən/

costume (n) /'kɒstjʊm/

lines (n) /laɪnz/

make-up (n) /meɪkʌp/

prop (n) /prɒp/

set (n) /set/

stage (n) /steɪdʒ/

wig (n) /wɪɡ/

READING

The Reading lessons in the Student's Book feature a variety of information-rich and thought-provoking texts. They contain a range of exercises that practise reading for the main idea, followed by focusing on specific information, vocabulary practice and discussion.

- 1 **Active Reading** boxes cover all crucial skills strategies, which students can actively practise through a series of exercises.
- 2 Main comprehension exercises in the format of exam-specific tasks.
- 3 Vocabulary-from-the-text activities encourage students to notice and absorb new words and phrases.
- 4 Reflect exercises develop critical thinking, asking students to think more deeply about various social, cultural and value-related issues and consider various viewpoints. They can be found in different lessons within a unit.
- 5 All reading texts are recorded so that students can listen to them in their own time to focus on pronunciation.

LESSON 2A READING AND VOCABULARY

IF WE KEPT IT, WE'D BE RICH

1 SPEAKING In pairs, answer the questions.

- 1 What would you do if you found a sports bag at a bus stop and you were the only person there?
- 2 If you were given a request for doing something good, would you keep it or return it?

2 Look at the picture and the title of the story. In pairs, say what you think the story is about.

3 Read the story again. Match sentence A-H with gaps 1-8 in the story. There are three extra sentences.

A: 'You won't think it's much, but...'
B: 'Nobody will ever know.'
C: 'One thousand times for handling in the handling to the police.'
D: 'I'm sorry it was there.'
E: 'I'm sorry it was there.'
F: 'I'm sorry it was there.'
G: 'I'm sorry it was there.'
H: 'I'm sorry it was there.'

4 In pairs, ask and answer the questions.

- 1 What could Beem and Arma do to try and find the handbag's owner?
- 2 What do you think they will do with their report?

5 In pairs, check the meaning of the highlighted words and phrases in the text. Then add their inflected forms to the vocabulary map.

6 Choose the correct verbs.

- 1 If you don't want someone to hear you speak, you **whisper**.
- 2 If you're in pain, you **groan** / **grin**.
- 3 It's not polite to **stare** / **stare** at someone.
- 4 He **glared** / **whispered** into his son's ears.
- 5 You **groan** / **grin** when you're not happy.
- 6 You **hug** / **shove** when you're cold or frightened.
- 7 People often don't like it if you **stare** / **stare** your eyes at them.
- 8 Don't want to do something, you **shake** / **shake** your head.

7 In pairs, speak, look or move in ways that match the verbs above. Guess what your partner is doing.

Student A makes a sound.
Student B guesses.
Student C guesses.
Student D guesses.
Student E guesses.
Student F guesses.

8 **REFLECT** In groups, discuss the sentence. Do you agree? Say why.

You should always do the right thing, even when nobody is watching.

LESSON 4A READING AND VOCABULARY

THE WAY WE PAY

1 Check you understand the highlighted words and phrases. Then ask and answer the questions in pairs.

- 1 How do you (your parents) usually pay for things? By cash or with a bank card?
- 2 Where do you carry your 1000s and 500s? In a wallet or in your bag?
- 3 Have you ever taken money out of an ATM?

2 Read the text quickly. Where do you think you might find a text like this one?

3 Choose the best sentence A-C to fill gap 1 in the first paragraph of the text.

A: But was the lack of cash a problem?
B: He wasn't as easy then as it is now.
C: So how did people buy things?

4 How did you decide the correct answer in Exercise 3? How does it link with the sentences that come before and after? Study Active Reading to check your answer.

5 **ACTIVE READING** Understanding links in a text

When working on your texts, writers use:

- **lexical links** to connect sentences by repeating words, using synonyms (e.g. call = money), related words (e.g. coin, note = buy) and paragraph (e.g. butler = someone who brings you another).
- **logical links** to connect ideas (e.g. they were surprised to see the problem, however, if it didn't work).
- **linking words** to connect ideas (e.g. they were surprised to see the problem, however, if it didn't work).
- **referencing words** to refer back to someone or something (e.g. he, her, this, that, which, there, there).

6 Read the text again. Match sentences A-H with gaps 1-7 in the text. There is one extra sentence.

A: These payments became more popular during the COVID-19 pandemic, since people didn't want to touch cash or card machines.
B: Are we heading towards a cash-free society where all payments are made electronically?
C: This is because money has more than one function in society.
D: Therefore, people began to give value to small things that were easy to carry.
E: In just a few decades, it has grown to include more than 20 million online stores.
F: Why would anyone exchange a beautiful gold bowl for something less valuable?
G: Earlier money was mainly used in times of crisis or war when metal for coins was in short supply.
H: These little pieces of plastic were revolutionary.

LISTENING

The Listening lessons in the Student's Book offer varied text types and tasks, and numerous opportunities for students to practise listening skills with new vocabulary.

- 1 New vocabulary is clearly highlighted or presented in coloured boxes, making it easy to find.
- 2 **Active Listening** boxes cover crucial strategies, which students can practise in the lesson.
- 3 Main comprehension exercises in the format of exam-specific tasks.
- 4 Frequent opportunities for personalisation and building fluency.

There is extra listening support alongside reading texts as well as to listen and check the answers to activities. Teachers should use these resources but time limitations may affect this and teachers should consider this accordingly in their lesson planning.

WORKBOOK

- The vocabulary and grammar covered in the Student's Book are recycled to provide more skills practice.
- **Active Pronunciation** boxes help students to recognise problematic sounds and give tips on how to pronounce particular sounds correctly.

SPEAKING

The Speaking lessons in the Student's Book prepare students for everyday interactions such as participating in conversations, being polite, giving instructions, and expressing and challenging opinions. The dialogues present the functional language in a real-life context and make it both meaningful and memorable.

1 Speaking boxes contain key functional language. The phrases are recorded in the Workbook.

2 Pairwork activities and role plays encourage students to use the functional language from the lesson and increase their confidence in speaking English.

LESSON 5A SPEAKING

1 How can you tell a friend that you have to cancel an arrangement to meet?



2 6.12 Listen to a story and answer the questions.

- Why does Faten ask for Muna's advice?
- What advice does Muna give to Faten?
- What would you do if you were Faten?
- How do you think Samia will feel when Faten calls her to explain?



3 6.13 Listen to Part 2 of the story. How are Samia's and Faten's situations similar?

4 Complete the Speaking box with the words from the box.

better helpful problem thought were wonder

1 SPEAKING | Asking for, giving and reacting to advice

Asking for advice

I'm **wondering**, if you could give me some advice. What do you think I should/ought to do? Do you think I need to/should ...? I've got a bit of a * and I don't know what to do. I've no idea how/what to ... I'd really appreciate your advice. I'm at (a bit of) a loss.

Giving advice

You could/ should(n't)/ought (not) to ... I (don't) think you should ... You'd * (just) tell her the truth. You'd better not do this ... It's probably (not) a good idea to ... The first/best thing to do is ... If I * you, I'd go to Paris.

Reacting to advice

Thanks. That's really *. You're right, that's good advice, thanks. I never thought of that, (it's a) good idea. I don't know if it'll work but I'll give it a try. I'm * of that but I'm pretty sure ... I thought about doing that but ... * strong advice, similar to 'you have to'

10 I can ask for, give and react to advice on a wide range of subjects.



5 Choose the correct answers to complete the dialogues.

- A What do you think I should do: text my friend to cancel our plans, or give her a call?
B a I never thought of that, good idea.
b If I were you, I'd call her.
- A I'm afraid my friend won't understand. I've no idea what to tell him.
B You'd better talk to your mum, she'll know what to do.
A a I'd really appreciate your advice.
b I don't know if she can help me but I'll give it a try.
- A I'm at a loss. How can I tell Muna that she can't visit me this Saturday? I have a cold!
B a I thought about doing that, but it will not work.
b You should explain the situation and invite her on a different weekend.

6 In pairs, offer advice in these situations. Use the language from the Speaking box.

- Your friend is having trouble making friends at his/her new school.
 - Your cousin wants to have a more healthy lifestyle.
 - Your friend wants to help the environment.
- A I'm not sure how to make new friends at school.
B If I were you, I'd join a club.

2

WRITING

The Writing lessons in the Student's Book are carefully staged: they begin with an engaging input text relevant to students' lives, which is followed by a series of preparation exercises that lead to students completing the final writing task.

1 Engaging and relevant model text.

2 Writing boxes with useful tips and key language.

3 Graded writing tasks provide students with opportunities to practise their writing skills.

LESSON 7A WRITING AND VOCABULARY | A review of a play

1 Look at the photo and use the words in the box to say what you need to do or have before you put on a play.

audition cast costume lighting lines make-up part/role prop rehearse/rehearsal set stage wig

You need to have an audition to choose the cast, to find the right actor for each part.

2 In pairs, ask and answer the questions.

- When was the last time you saw a play? What did you think of it?
- How is a play different from and similar to a film? Which one do you prefer and why?

3 Read the review of *Our Comedy of Errors*. What does the reviewer think of the play? Find some adjectives that describe the viewer's impressions of the play.

4 Read the review again and match points a-d below with paragraphs 1-4.

- Give your opinion on the acting, dialogue, directing, lighting, etc. You may also mention other aspects such as the price and the location.
- Summarise your opinions and make a recommendation.
- Give key information: the name of the play and the author, the actors' names, where and when it took place, etc.
- Describe the performance. Mention the plot, the characters and the setting but don't give any spoilers.



1 Our COMEDY OF ERRORS

- My friend's new play that Shakespeare was boring, then you must see *Our Comedy of Errors*. This year's winner in the short play competition. It's an utterly hilarious version of Shakespeare's comedy, *The Comedy of Errors*, starring students from Grade 10.
- The play features all the major scenes, including all the confusions and misunderstandings. The moment when both sets of twins meet and finally when the story is cleared up and the twins celebrate the reunion. All in just ten minutes with only four actors and a few basic props!
- The set is simple but atmospheric, the lighting is dramatic, the dialogue is sharp and quite witty, and the actors are so talented. Dylan and Frank are totally convincing in their roles as both sets of twins. Charlie and Kyle brilliantly perform all of the other roles. I was amazed to see them play so many parts so well. The boys are particularly impressive on the second set of twins in the scene when all four of them meet up.
- It has been quite a good competition this year but *Our Comedy of Errors* is the best play I've seen. It's spectacular and unique. Several spectators said they were surprised that such young students could create such a thoroughly entertaining show. I can't recommend it highly enough. It's on again next Friday. Get your tickets now. It's sure to be a sell-out!

5 Study the Writing box and find more examples of these categories in the review of *Our Comedy of Errors*.

- Adverbs + adjectives: *utterly breathtaking*, ...
- Other adjectives: *boring*, ...

WRITING | A review of a play

Begin with an interesting opening sentence:

If anyone's ever told you that theatre was boring, then you must see ...

Well, that's ten minutes of my life that I'll never get back.

Use a variety of adjectives, e.g. *breathtaking, hilarious, forgettable, dull* but avoid vague adjectives like *good, bad, nice*.

Modify some of the adjectives (but not all) with adverbs, e.g. *utterly, completely, really, rather, slightly, very*.

Summarise your opinion:

It stands head and shoulders above the other plays.

Unfortunately, this play is a complete flop. It left me cold.

I have mixed feelings about this play.

Make recommendations:

I can't recommend it highly enough. Get your tickets now.

If I were you, I'd stay at home and watch something on TV.

Find examples of *quite*, *so* and *such* in the review. Then study *Watch out!* and rewrite the sentences.

- The concert was so loud. → *It was such a loud concert.*
- The show was quite long. → *It was such a long show.*
- The actors are so funny. → *They are such funny actors.*
- The seat I had was quite good. → *I had such a good seat.*
- The play was so amusing. → *It was such an amusing play.*

WATCH OUT!

Adverbs like *really, quite* and *so* come before adjectives:

She is *really/quite/so* good.

We use *such* (not *so*) before an adjective + noun phrase:

They are *such* good actors. NOT *they are so good actors*.

Be careful with the position of the indefinite article (a/an) in sentences with *such* and *quite*.

He is *a really* good actor. NOT *he is quite good actor*.

He is *such a* good actor. NOT *he is such good actor*.

He is *such a* good actor. NOT *he is such good actor*.

7 REFLECT | Culture Live theatre and other performances have survived despite the invention of cinema, radio, TV and the Internet. Why do you think that is?

8 WRITING TASK Write a review of a play, live show or other performance you have seen. Use the Writing box, *Watch out!* and the vocabulary in this lesson and in lessons 5A and 4A to help.

07

3

I can write a review of a play.

REVISION

WORKBOOK

Unit revisions reinforce skills and practise the language covered in the unit. They have two parts: a review of vocabulary and grammar with a focus on the Use of English type of tasks, and an integrated skills section. Revision sections should be set for homework.

1

The *Vocabulary and Grammar* section focuses on reviewing the key language from the unit.

2

The *Use of English* section consolidates the vocabulary and grammar through task types that are often used in exams.

3

Useful strategies to deal with typical exam task types.

4

Graded exam-style reading tasks and listening tasks help students to review and practise reading/listening skills.

07 Revision

VOCABULARY AND GRAMMAR

1 Complete the conversation with the words from the box.

breaking **headlines** newsreader on-demand programme spoilers

A Can we watch the eight o'clock news?

B OK, but just the ***headlines**. If that's OK. A good film is about to start on Channel 2.

A I'd like to hear the ***_____** news about the new sports complex they are building.

B I'm sorry, you know I don't want to miss the documentary.

A I've already seen it. I can show you a site that tells you all about what happens.

B I hate ***_____**. I don't want to know what happens. I want to find out for myself!

A Well, I'm sure you'll be able to see it at the weekend. There's so much ***_____** content these days you can see almost anything whenever you want.

B OK, I give in. Let's watch the news ***_____**. And, anyway, I like the ***_____**. She's got a lovely voice.

2 Choose the correct words to complete the sentences.

1 Even though I've been acting for ages, I always get nervous before an **episode / audition**.

2 The director believes the actors should only have a few meaningful **props / sets**.

3 The first night was disappointing as the leading actor kept forgetting his **plot / lines**.

4 They were pleased they had booked the tickets in advance as the event was a **flap / sell-out**.

5 The painting was so **abstract / realistic** that no one could understand what it was about.

6 Despite the initial setbacks, the exhibition really **came to nothing / took off**.

3 Use the prompts to report what the people said.

1 'I don't like watching the news because it's depressing,' (She explained...)

She explained she didn't like watching the news because it was depressing.

2 'Don't forget to come to our play this evening!' (He told me...)

We saw you on the news programme last night!

3 'We think the news report was very thought-provoking.'

They agreed... / We think the news report was very thought-provoking.

4 'You must work very hard if you want to make a name for yourself, Jane.'

We pointed out... / You must work very hard if you want to make a name for yourself, Jane.

4 Report the questions using the object pronouns in brackets.

1 Why did you decide to become an actor? (me)

She asked me why I had decided to become an actor.

2 Have you ever binge-watched your favourite series? (them)

He has.

3 What do you think will happen in the next episode? (her)

I don't know.

4 Do you think this is a fake news item? (him)

We don't think so.

USE OF ENGLISH

5 Complete the text with the correct words formed from the verbs in bold.

TV today

People watch TV for all sorts of reasons. Some people watch it for ***information**, (INFORM), whereas others do it for ***entertainment**, (ENTERTAIN).

These days there is a big ***_____** (CHOOSE) of things to watch! The news headlines always attract a large number of ***_____** (VIEW), as do sports programmes. Perhaps two of the most ***_____** (EAGER)-awaited types of programmes are reality shows and talent contests. The quality of some of these ***_____** (PRODUCE) is undoubtedly excellent.

READING

6 You are going to read a magazine article about four of the world's most loved museums.

STRATEGY | MATCHING

Scan the texts quickly to find the information. Remember that the information will be rephrased, so don't look for the exact words.

Which museum...

1 ☐ is protected by an international organisation?

2 ☐ is visited by more people than any other in the world every year?

3 ☐ contains a very unusual collection of thousands of statues?

4 ☐ is a very modern building near to an ancient building?

The world's greatest museums

A Louvre, Paris, France The Louvre is the world's largest and most visited museum and for good reason. It houses more than 500,000 works of art including some extremely valuable and famous paintings and sculptures. The museum first opened in 1793 in an old palace by the side of the River Seine. In 1983, an impressive modern glass pyramid was added to the Louvre. Visitors enter the museum by going under the pyramid.

B Acropolis Athens, Greece Close to the ancient Greek temple site of the Acropolis in Athens in Greece is the modern Acropolis Museum. Opened in 2009, the museum has over 4,000 statues, sculptures and pottery on display that come from the Acropolis. The building itself is impressive, with glass floors that allow visitors to see archaeological remains below. It is a must-see for anyone interested in ancient history and art.

C Museum of Qin Terracotta Warriors and Horses Xi'an, China This fascinating museum is dedicated to the clay army of the first Emperor of China, Qin Shi Huang.

The museum displays more than 8,000 life-sized soldiers, 520 horses, and 130 chariots that were buried to protect the emperor after he died in about 210 BCE. The figures are all unique with different faces and uniforms. The statues were discovered by farmers in 1974. The whole area is a UNESCO World Heritage Site.

SPEAKING

7 Work in pairs. Take turns to describe the photos.

STRATEGY | LONG TURN

Look at the picture carefully and think what it shows and what the people are doing. If you are not sure about what is happening, use phrases like *Maybe he/she/it ... The photo probably shows ... Perhaps they are ...*

• Talk about the people.

• Talk about the place.

• Talk about other things in the photos.

Student A



Student B



Writing

8 Write a review of your favourite TV series. Include information about the plot and characters, why you liked the series and if you would recommend it.

Self-assessment

6

1 For each learning objective, write 1-5 to assess your ability.

1 = I don't feel confident. 5 = I feel confident.

| Learning objective | Course material | How confident I am (1-5) |
|---|--------------------------|--------------------------|
| 1 I can use reporting verbs to report stories. | Student's Book pp. 16-17 | |
| 2 I can talk about viewing habits. | Student's Book p. 18 | |
| 3 I can identify specific details in a radio programme and talk about artists and performers on social media. | Student's Book p. 19 | |
| 4 I can identify specific details in an article and talk about art. | Student's Book pp. 20-21 | |
| 5 I can use reported questions to talk about what someone else said. | Student's Book p. 22 | |
| 6 I can describe a personal experience. | Student's Book p. 23 | |
| 7 I can write a review of a play. | Student's Book pp. 24-25 | |

2 Which of the skills above would you like to improve in? How?

| Skill I want to improve in | How I can improve |
|----------------------------|-------------------|
| | |
| | |
| | |

3 What can you remember from this unit?

| New words I learned and most want to remember | Expressions and phrases I liked |
|---|---------------------------------|
| | |
| | |
| | |

LIFE SKILLS

- 1 Engaging content and an integrated skills approach help practise new competencies in an active, discussion-driven way.
- 2 *How to ...* boxes summarise the lessons and give useful life skills tips.
- 3 *Life Skills* projects involve research and encourage collaboration, critical thinking and creativity.

[illegible]

The *Culture Spot* lesson provides intriguing and useful information about various aspects of culture.

- 1 Culture topics are introduced through reading texts.
- 2 Listening exercises extend the information introduced in the reading texts and offer extra skills practice.
- 3 New, culturally relevant vocabulary is introduced.
- 4 The final activity (*Reflect I Culture*) encourages students to reflect on the cultural topics introduced in the lesson.

The *Literature Spot* lesson familiarises students with well-known literary works that have made an impact on popular culture.

- 1 The literary texts have been carefully selected to offer a mixture of classic and contemporary writing and to appeal to students at this age. The language difficulty has been adjusted to the course level. All reading texts have been recorded.
- 2 New vocabulary is introduced.
- 3 A *Writing* task allows students to apply some of the themes and language of the story to an extended task.

[illegible]

EXTRA WORK AND GUIDANCE IN LITERATURE

This course should give students the necessary skills and framework to be able to study literature. We recommend using an audiobook of a text so that students can try listening to it as well as reading it. The Student's Book provides a lot of text extracts for students to discuss and analyse and they can use these skills when working on literature.

LITERATURE SPOT

The Mystery of Edwin Drood

1 Have you read, or do you know anything about *The Mystery of Edwin Drood*, by Charles Dickens? If not, look at the photo from the film based on this book at the bottom of page 63 and read the Fact Box about its author. Discuss what the book might be about.

2 Listen to the first part of a conversation between three students and answer the questions.

3 Why does the girl like Dickens?

What are two reasons for the book being special?

What is frustrating about *The Mystery of Edwin Drood*?

3 Read the extract from the book and answer the questions.

1 Why is it 'an unusual expedition'?

What can quicklime do?

Why are the 'citizens of Cloisterham' mentioned?

How do Jasper and Durdles get into the crypt?

Why is he surprised when he wakes up?

4 Complete the sentences with the correct verbs from the box. Use the words and phrases in brackets to help you.

(creep, descend, glance, grope)

1 In the dark, I glanced (looked out) for my phone on the bedside table.

2 If everybody at home is sleeping, I descend (go quietly) upstairs so that I don't wake my family.

3 I grope (looked quickly) at my sister but she was still reading and didn't notice me.

4 My ears always hurt when an airplane creeps (goes down).

5 Read the extract again. Discuss the questions in pairs.

1 What do we learn about these characters: Durdles and Jasper?

2 What do you think was in the bottle?

3 Why do you think Jasper is smiling at the end of the extract?

4 Is there anything in the extract that might be a clue to what happened to Edwin Drood?

6 SPEAKING In pairs, discuss the questions.

1 Why do you think crime novels are so popular?

2 Would you prefer to read a crime novel or watch a film based on the book? Say why.

3 Which is your favourite crime novel/film/series?

7 REFLECT (Values) Why do you think Jasper might be guilty? Discuss in pairs.

8 WRITING TASK Choose one of the topics for your writing task.

1 Write Jasper's account of what he did while Durdles was asleep.

2 Write Durdles' account of the evening for a police statement later.

3 Write a short story with this title: *A nighttime visit to the country*.

GLOSSARY

choirmaster - person who trains a choir

crypt - underground room in church used as burial place

eat your bones - melt, slowly destroy bones

grope - try to find something in the dark by feeling with your hands

lane - path, narrow road

mound - large pile or quantity

pillar - tall, strong support for a building (often stone)

prowl - move quickly and hunt

quicklime - chemical compound used to burn things

The Mystery of Edwin Drood

152-2

Mr Jasper, the choirmaster, is writing a book about the old building. He has arranged for Durdles, the stonemason and keeper of the crypt, to show him around at night to see the effect of moonlight on the architecture.

'Are you ready?'

'I am ready, Mr Jasper. And not at all afraid of the dark.' He takes a lantern, puts a match or two in his pocket to light it with, should there be a need, and they go out together.

Surely an unusual sort of expedition! That Durdles himself, who is always prowling among old graves and ruins like a creature on the hunt - that he should be creeping around without a purpose, is nothing extraordinary; but that the choirmaster or anyone else should think it might be useful to be with him, and to study moonlight effects in such company is another matter.

'Watch out for that mound by the gate, Mister Jasper.'

'I see it. What is it?'

'Lime.'

Mr Jasper stops, and waits for him to come up, for Durdles is slow. 'What you call quicklime?'

'Aye!' says Durdles. 'With a little careful stirring, quick enough to eat your bones.'

They go on. Among those hidden corners there is very little movement after dark. Ask any citizen of Cloisterham, meet by chance in the streets in day time, if they are scared of the dark, and they will tell you no; but ask them to choose at night between these scary passages and the wider, lit roads past the shops and you would find that nearly all will choose the busier routes.

Therefore, when Mr Jasper and Durdles pause to glance around them, before descending into the crypt by a small side door, to which the latter has

a key, the whole area of moonlight in their view is completely empty.

They enter, locking themselves in, descend the rough steps and are down in the crypt.

The lantern is not wanted, for the moonlight strikes in at the high windows, making patterns on the ground. The heavy pillars which support the roof create masses of black shade, but between them there are lanes of light.

Up and down these lanes they walk.

Durdles drinks quickly from the bottle of water given him by Mr Jasper and soon he becomes so very uncertain, both of foot and speech, that he half drops, half throws himself down, by one of the heavy pillars. He begs his companion for a rest.

'If you wish,' replies Jasper, 'I'll not leave you here. Sleep while I walk up and down.'

Durdles is asleep at once.

'Awake at last!' says Jasper.

The great bell strikes twice in the tower.

'Two!' cries Durdles. 'Why didn't you try to wake me, Mister Jasper?'

'I did. I might as well have tried to wake the dead.'

'Did you touch me?'

'Touch you? Yes, shock you.'

As Durdles remembers the touching in his dream, he looks down on the floor and sees the key of the crypt lying close to where he himself lay.

'I dropped you, did I?' he says, picking it up, and recalling that part of his dream. As he gathers himself up again into an upright position, he is again conscious of being watched by his companion.

'Well?' says Jasper, smiling. 'Are you quite ready? Please don't hurry.'

TEACHING PATHWAYS

There are many different ways to teach English, which are influenced by such factors as a teacher's specific teaching context, a preferred teaching style, the number of students in class, their level and background. For this reason, *Jordan High Note* was designed to be easily customised for each unique teaching situation. It was also created to make it easy and rewarding to integrate digital tools in one's teaching in a gradual, step-by-step way.

This diagram describes how *Jordan High Note* was prepared to be used and how all the components fit together to enable students to achieve the stated learning objectives most efficiently.

```
graph TD
    INPUT[INPUT  
IN CLASS] --> IN_HW[IN CLASS or HOMEWORK]
    IN_HW --> PROD[PRODUCTION / PERSONALISATION  
IN CLASS]
    PROD --> REVIEW[REVIEW  
IN CLASS]
    REVIEW --> TR[TEACHER'S RESOURCES]
    TR --> REM[REMIEDIATION / FURTHER PRACTICE  
HOMEWORK]
    REM --> CAEP[COURSE ASSESSMENT AND EXAM PREPARATION  
TEACHER ASSIGNED]
    CAEP --> TESTS[TESTS]
    TESTS --> INPUT
```

16 INTRODUCTION

INCLUSIVE EDUCATION

Visual impairment

The vast majority of people with visual impairment (around 93 percent) do have some vision. Teachers, therefore, need to create conditions where these students can see them and see the material that they're presenting or using as clearly as possible, for example by seating them in the best position to see the board or other visual material, without separating them from the class.

In addition, teachers should:

- provide students with individual copies of materials in the appropriate font size.
- keep the board clean to maximise the colour contrast between the background and text colours.
- ensure that the classroom layout stays the same so it's easier for visually impaired students to navigate it and remove obstacles.

Hearing loss

Teachers do not need to speak to students with hearing loss more loudly. Speaking to them clearly and normally will be more effective. Many students with hearing loss rely heavily on visual cues, so teachers should ensure that they have a clear view of the board or other visual material, but not to separate them from other students.

In addition, teachers should:

- repeat questions that other students ask clearly.
- provide written materials to supplement verbal explanations.
- use captions in videos.
- ensure there is silence while students do listening activities.

If it is possible, teachers should read the audioscript aloud so that students can lip-read while the teacher is speaking. Teachers should keep in mind that students with hearing loss may suffer from some fatigue after listening activities and need a break afterwards.

Autism

How students with autism perform and behave in the classroom is largely determined by how comfortable they feel and whether they are being intellectually stimulated enough. Teachers can help autistic students to feel more comfortable by ensuring that:

- lessons follow a certain routine or pattern and there is a course plan which is communicated to students.
- students are not experiencing sensory challenges, for example, feeling too warm or too cold, experiencing a lot of noise or very bright lights.
- students have the option to work individually if they want to.
- students have additional activities to do when they complete the initial task faster than others.

Teachers should keep in mind that autistic students may also misunderstand humour or take things people say literally when they aren't meant in that way.

AD(H)D (Attention Deficit (Hyperactivity) Disorder)

Only some individuals with AD(H)D experience hyperactivity and other individuals are inattentive and not hyperactive. Teachers can support and include students with both types of AD(H)D by:

- allowing them to take regular breaks, for example to complete an errand, so it's easier for them to concentrate.
- allowing students to continue the activity that they're doing when they're in a state of hyperfocus where they can concentrate extremely well for longer periods of time.
- keeping in mind that ADHD also affects students' working memory and timekeeping skills and so it is a good idea to encourage them to write down things that they need to remember and to make checklists.
- telling students what to do, but also showing them what to do and writing it on the board.

Dyslexia

Avoid stereotyping dyslexic students as being unable to learn. Dyslexic students are just as capable as processing information, including from written text, as anyone else but their brain does this in a different and more indirect way. In addition, many dyslexic students are very creative and excellent problem-solvers. Teachers can help dyslexic students to read and write in English by:

- connecting words with pictures, shapes or symbols, for example in flashcards.
- colour coding different words or phrases, such as parts of speech, to help them remember grammar points.
- focusing on the sounds of words rather than how they are written as this tends to be easier for dyslexic students to remember.

Tourette syndrome

Avoid stereotyping dyslexic students as being unable to learn. Dyslexic students are just as capable as processing information, including from written text, as anyone else but their brain does this in a different and more indirect way. In addition, many dyslexic students are very creative and excellent problem-solvers. Teachers can help dyslexic students to read and write in English by:

- connecting words with pictures, shapes or symbols, for example in flashcards.
- colour coding different words or phrases, such as parts of speech, to help them remember grammar points.
- focusing on the sounds of words rather than how they are written as this tends to be easier for dyslexic students to remember.

HOW TO TEACH FOR EXAMS WITH *JORDAN HIGH NOTE*

Jordan High Note is a general English course that is beneficial for both exam and non-exam students. It provides a number of resources that help develop the technical skills students need to deal with exam tasks, while also improving and extending their general language skills.

Exam training is woven seamlessly into the flow of a lesson. Each unit includes types of exam tasks that are typical of most school-leaving and international exams such as multiple choice, matching or gap fill and which test crucial subskills such as finding specific information or identifying facts from opinions. Students are exposed to realistic tasks with a focus on the target language of the unit. Over the course of the book, students build their exam strategies and their confidence through step-by-step activities and task-based exam tips.

DEVELOPMENT OF LANGUAGE

Exam tasks require students to demonstrate a range of language at the appropriate level. The vocabulary and grammar sections in *Jordan High Note* develop this range in topic-related units, which makes it easy for students to apply them to exam tasks and to the real world.

SKILLS STRATEGIES

Jordan High Note carefully develops students' general reading and listening strategies which students can use both in exams and in real life. The *Active Reading* boxes contain concise descriptions of such crucial sub-skills as understanding the main idea, finding specific information, differentiating fact from opinion, understanding the author's attitude, understanding links in a text and summarising. The descriptions are then followed by a series of practice exercises which help students apply and internalise a given strategy.

GRADED EXAM TASKS

Exam tasks are introduced to students early in the course, but in a graded way. This may mean that a task has fewer questions or a simpler text or that it tests a more limited range of language. This helps them understand the exam task and therefore learn to deal with it more effectively.

EXAM STRATEGIES

There are exam strategies in every *Revision* section. They focus on those aspects of a given exam task that will help students deal with it effectively. The tips help students understand exactly what is being tested, what to look out for and develop a bank of appropriate exam techniques that they can refer to. As they work through the Student's Book and become familiar with the tips, the exam tasks become easier.

WRITING TASKS

To help students identify good practice in writing tasks, lessons in the Student's Book provide model texts. There are also tasks that encourage students to analyse the model texts, which gives them greater understanding of how to complete the tasks themselves. There is a task at the end of each Writing section which mirrors the model so that students can practise writing an answer themselves.

RESOURCES FOR SELF-STUDY

There are numerous resources which provide opportunities for self-study, give supplementary information and further practice. These can be used in class or at home. They include:

- a *Word List* at the back of the Student's Book
- a *Grammar Reference* section at the back of the Student's Book
- audioscripts for the listening tasks
- revision sections in the Workbook

EXAM CORRELATION

The table below shows the correlation between the language level of each part of the *Jordan High Note* series and international exam requirements.

| | GSE | CEFR | EXAMS |
|-------------------------------------|-------|--------|--|
| <i>Jordan High Note</i> Grade 8 | 30–40 | A2/A2+ | Pearson Test of English Level 1, Cambridge Key (KET) and Preliminary (PET) |
| <i>Jordan High Note</i> Grade 9 | 37–52 | A2+/B1 | Pearson Test of English Level 1 & 2, Cambridge Preliminary (PET) |
| <i>Jordan High Note</i> Grade 10 | 50–62 | B1+/B2 | Pearson Test of English Level 2 & 3, Cambridge Preliminary (PET) and First (FCE) |
| <i>Jordan High Note</i> Grade 11 | 61–75 | B2/B2+ | Pearson Test of English Level 3 & 4, Cambridge First (FCE) |
| <i>Jordan High Note</i> Grade 12 | 73–85 | B2+/C1 | Pearson Test of English Level 4, Cambridge Advanced (CAE) |

It is worth noting that a careful development of language in *Jordan High Note*, its systematic development of skills strategies, and a wide variety of exam tasks covered in the course may prove beneficial also for those students who intend to take other international exams than those described above, e.g. TOEFL, IELTS or International GCSE.

HOW TO FLIP THE CLASSROOM WITH *JORDAN HIGH NOTE*

The flipped classroom is an approach where classroom instruction is given to students at home, so tasks are usually given for homework and then completed in class with the teacher's support. Teachers who flip their classrooms believe that the approach allows students to become more independent in their learning: rather than receive information in the classroom, they take more control and ensure they learn outside the classroom. In class, students have time to ask the teacher questions if they still do not understand and choose when they need support. This autonomy can motivate students and may result in a higher level of engagement. What is more, they gain more practice time and receive more feedback from the teacher on performance.

In English language learning, flipping the classroom means that students listen to or read information about language at home before a lesson, leaving more time for practice of that language in the classroom. Alternatively, it could be information about an exam technique or how to write a specific type of text. Students can tackle the same tasks or collaborate in groups on different tasks to ensure they work at a level suitable for them.

In the lesson, the teacher begins by checking students' understanding of the material that was set as homework (reading, listening or a grammar explanation), then gives several practice tasks to complete. Finally, at the end of the lesson, students reflect on what they have learnt to help them identify progress and areas where they still need to improve. This reflection allows students to gain a greater understanding of their strengths and weaknesses, and encourages them to set achievable learning goals for future lessons.

Jordan High Note provides the following resources that will help flip the classroom:

READING AND LISTENING TEXTS

The teacher can set a reading text (and its recorded version) or a listening text in a lesson as homework for the next class. By doing this, the time in class can be spent on checking comprehension and the actual discussion about the text rather than reading it or listening to it for the first time, which usually takes a lot of time. Another advantage of this approach is that students' involvement with the text will be greater if they have seen it several times, which accelerates the learning process.

GRAMMAR REFERENCE

The *Grammar Reference* section at the back of the Student's Book contains detailed information about the meaning, function and form of the target language, with examples. These can be used by the teacher in class, when explaining language, but they can also be set as homework for students to study.

VOCABULARY: WORD LISTS

The teacher can also start a unit by checking students' knowledge of the unit vocabulary with the aim of identifying the areas which need more focus and maximising a student's exposure to the new words. For this purpose, he or she can ask students to analyse the *Word List* at the back of the Student's Book.

WORKBOOK SUPPORT

The Workbook contains lessons providing further practice and production of the language and skills taught in each Student's Book lesson. With students at this level, the grammar is unlikely to be completely new to them and so a test-teach-test approach can be used. However, the Workbook lessons have been designed to be used in class, to provide as much practice as possible. This means that the teacher is available to offer support and clarify any confusing aspects of the language.

STUDENT BOOK SYMBOLS

The following symbols are used throughout the Student's Book. They give students a quick way to see various educational tools.



Audio is available.



Students to use their Graphic Organiser.



Students to make a presentation to the class.

06 UNIT 6 MAPPING

| UNIT NUMBER/ TOPIC | TOPICS | SCOPE AND SEQUENCE MATRIX | LEARNING OUTCOMES AND PERFORMANCE INDICATORS |
|------------------------------|---------------------|---|--|
| UNIT 6 Do the right thing | Theme 1: Society | <p>Listening: analysing main ideas and supporting details; deducing motive and viewpoint, citing supporting evidence; discussing objectivity of information and speaker; using signal words to understand the sequence of and relationships between ideas; providing constructive feedback on peers' oral presentations; learning how to benefit from peers' feedback</p> <p>Speaking: sustaining 5-to-7-minute conversations; maintaining meaningful dialogues of up-to-10 exchanges; eliciting information from other students; using different structures (warning, advice) for different purposes; debating regularly in a deliberative discussion as an innovative teaching strategy; providing constructive feedback that helps the speaker to clarify his/her point of view; presenting literary texts</p> <p>Reading: anticipating the topic through looking at titles, subtitles and graphics; identifying a central idea of a text and how it is conveyed; connecting what is read with personal ideas and beliefs; tracing and evaluating an argument and specific claims in a text, distinguishing those that are supported by evidence from the ones that are not</p> <p>Writing: using writing strategies (brainstorming, outlining, drafting, revising, editing, redrafting, and publishing); composing coherent essays of 3-4 paragraphs on different topics for different audiences; using appropriate organisational patterns; journalling one's writing process of a short story or a short essay; using criteria to evaluate their writings and sources</p> <p>Viewing and presenting: analysing visual information by asking relevant questions and discussing intended meaning; explaining why certain features of the visual text have been chosen for a particular purpose and audience; deducing how certain conventions (photos with text, news reports with images, excerpts of films, websites) were used to influence the viewer's attitude and opinions; making inferences from explicit and implicit information; deducing the relationship between visual and written information; orally presenting ideas and opinions on a variety of topics; responding to open-ended questions on visual texts with examples and justification</p> | <p>Listening: analyse main ideas and supporting details; respond to critical thinking questions before, during, and after listening citing evidence; make inferences citing evidence; guess the meaning of unknown vocabulary words and phrases from context; use resources (dictionaries, online search engines) to help construct meaning; predict content from context (previewing listening questions, looking at titles); ask and answer questions about what a speaker says in order to clarify comprehension, collect additional information, or deepen understanding of a topic or issue; recognise redundancies to help identify main ideas or important points; identify the purpose of a presentation by giving evidence provide constructive feedback (accuracy, clarity, completeness) on peers' oral presentations; identify signal words and use them to understand the sequence of and relationships between ideas (main idea vs. detail, cause/ effect, contrast, time order, exemplification, fact vs. opinion, elaboration, paraphrase); respond to conversations where speakers are making suggestions, expressing likes, dislikes, and preferences, making assumptions, giving opinions, agreeing and disagreeing; use morphology (suffixes, prefixes, roots) to help construct meaning; demonstrate how rhetorical devices help them understand meaning of a text; identify common organisational patterns (logical or chronological division of ideas, comparison, and contrast) and rhetorical structures to understand meaning</p> <p>Speaking: rehearse and develop informative speech; stop and restart utterances that are not clear and pause to rephrase; maintain conversations of up to seven minutes; interact in meaningful communicative dialogues of up to 10 exchanges; stay on the topic and maintain relevance; respond to questions from other speakers; negotiate meaning and sustain conversations; lead classroom discussions about topics of personal or academic interest; debating regularly in a deliberative discussion as an innovative teaching strategy</p> <p>Reading: anticipate the topic by looking at the title, subtitles, and graphics; skim and scan a text for general ideas, organization, and specific details; make use of contextual clues to infer meanings of unfamiliar words, phrases, or idiomatic expressions; identify a central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments; determine the meaning of words and phrases as they are used in a reading text; identify the author's point of view or purpose and explain how it is conveyed; connect what they read with personal ideas and beliefs; determine the referent of a pronoun used in the text; identify the word in a text whose meaning, or opposite is given; evaluate texts critically and support this with relevant textual references; demonstrate how particular elements of a story shape others (e.g., how setting shapes the characters or plot)</p> <p>Writing: make a list to develop ideas for writing on a focused topic; practice brainstorming, outlining, drafting, revising, editing, and publishing; practice and develop research skills; for example, the ability to evaluate, use, and cite sources; practice introducing and concluding an essay; write narrative, descriptive, and argumentative essays; write essays on various topics; revise essays with a peer to enhance precision, clarity, and correctness; write short essays using modes of persuasion</p> <p>Viewing and presenting: demonstrate understanding of visual information by asking relevant questions and discussing intended meaning; realise that visual presentations have been created to reach out to particular audiences and influence them in some way; use images to help make meaning of oral and/ or written text; explain why some of the features of the visual text have been chosen for a particular purpose and audience, and explain how the conventions used (photos with text, news reports with images, excerpts of films, websites) influence the viewer's attitude and opinions; find own examples to share understanding; make inferences from explicit and implicit information; examine texts and illustrations identifying the relationship between visual and written information; present and develop ideas and opinions on a variety of topics orally; respond to questions related to the visual texts with examples and justification; project voice clearly when speaking, using intonation and pauses</p> |



OVERVIEW

Objectives: Grammar

- Can scan a long text or a set of related texts in order to find specific information (GSE 63–B2).
- Can use language related to correct, true or incorrect, untrue situations (GSE 59–75 – B2–B2+).
- Can describe possible future outcomes of a present action or situation using the first conditional (GSE 46–B1).
- Can describe hypothetical (counterfactual) results of a current action or situation using the second conditional (GSE 48–B1).
- Can express and comment on ideas and suggestions in informal discussions (GSE 56–B1+).
- Can speculate about causes, consequences or hypothetical situations (GSE 64–B2).

Resources:

- SB: pages 4–5; Grammar Reference page 69; Word List page 64
- Online resources: Photocopiable Resource 23
- Assessment: Grammar Quiz Unit 6 Lesson 1

Suggested answers

switch off my phone - turn the power off
 put it away - put it somewhere you can't see it
 not polite - doesn't show care for other people's feelings
 leave a message - record a voice message on someone else's phone
 accept the call - answer a phone call
 pay attention - listen carefully and attentively to something someone is saying
 lower their voice - speak more quietly
 make sure - be certain
 on silent - a phone setting so that it doesn't make any noise when you get a call or message
 on vibrate - a phone setting so that it shakes quickly when you get a call or message
 light up - when the light of a phone screen glows
 ring tone - the sound a phone makes when it receives a call
 missing a call - not realising that someone is calling you so you don't answer it

WARM-UP (5 minutes)

(T-S, S-S, S-T) Write on the board *I never use my phone when ...*. Elicit in which situation students never use their phones. Put students into pairs. Ask students to complete the sentence and share it with their partner. If your students are shy, give them an example from your life. Get feedback as a class.

Answers

Students' own answers

PRESENTATION (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Refer students to the rubric. Look at the photos with the class and ask students to say what they think is happening in each of them. Have students answer the questions in pairs. Ask pairs to share their answers with the class.

Answers

Students' own answers

- 2** (T-S, S-T) Exercise 2. Draw students' attention to the quiz and tell them to answer it individually. Then have them compare answers with a partner. Invite some of them to share how similar or different their answers are to their partners'.

Answers

Students' own answers

- 3** (T-S, S-T) Exercise 3. Put students into new pairs. Focus on the underlined words in the quiz. Ask students to discuss the meaning of the words according to their own interpretation in context.

- 4** (T-S, S-T) Exercise 4. Ask students to complete the activity individually. Check answers as a class.

Answers

- 1** F - she's texting him.
2 T
3 T

Audioscript 6.1

N = Nour **H** = Hala

N: What are you doing, Hala?

H: I'm just texting my brother. I need to tell him that I need a lift home. If he doesn't answer, I'll call him later.

N: OK. I expect he will - eventually. Have you done that quiz about phone etiquette in this magazine?

H: Yes, I have, Nour, it was quite fun! What did you choose for the first question?

N: Right, so, let me see ... question one if you were in a restaurant with friends and everyone had their phones on the table, what would you do with your phone?

H: I thought I would choose A but maybe B ... sometimes. I know it's good manners to switch off your phone in public places. But lots of people just keep using them, even when they're with other people!

N: I agree, I must stop doing that, too. I think it's more considerate to put your phone away when you're out with your friends. But what did you think about the other questions, what about question four?

H: This happened to me the other day on the bus. I felt proud of myself because I turned round and said, 'Would you mind lowering your voice?' I tried to be polite and they said sorry, and ended their call.

N: That's a win. Well done, Hala! I wouldn't do anything, to be honest, because I'm quite shy and I don't like interrupting people, especially those I don't know. But I think you were right, sometimes you just have to say something!



06 LESSON 1A VOCABULARY AND GRAMMAR (SB)

- 5 (T-S, S-S, S-T) Exercise 5. Do items 1 and 2 as a class. Then get students to complete the activity in their pairs. Check answers as a class.

Answers

- 1 Yes, it's possible
- 2 She'll call him later.
- 3 No, she isn't.
- 4 Hala's sentence
- 5 Nour's sentence.

- 6 (T-S, S-T) Exercise 6. Refer students to the Grammar box. Ask students to read through it individually and ask any questions if they do not understand something. Then ask students to complete the activity individually. Check answers as a class. You may go through each grammar point and ask students to make up their own sentence using the conditional in question.

Refer students to the Grammar Reference section on page 69 for more information.

Answers

second conditionals

PRACTICE (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 7. Ask students to read the questions carefully. Play the recording for students to complete the activity. Then play the recording for students to check their answers. Check answers as a class.

Answers

- 1 She promises to switch off notifications.
- 2 She'll switch off her phone and put it on vibrate.
- 3 She'll put her phone in her bag before she starts talking to the shop assistant.
- 4 She thinks she should answer it because it could be her brother.



Audioscript 6.2

H = Hala N = Nour

- N:** So let's put the quiz to the test – what about a hypothetical situation? For example, if you were at a friend's house – my house for example – would you turn off notifications so your phone didn't make a noise? Or would you never turn off your phone, in case you missed a message?
- H:** Sorry, Nour! Sorry! You're right. Notifications can be so annoying! I promise I'll switch them off as soon as my brother answers my text!
- N:** It's OK! But let's see ... What do you think you'll do with your phone next time you're in the library and you're waiting for an important call?
- H:** I know what I should do – so I'll do that! I'll switch off my phone immediately so the light from the screen doesn't distract anyone. But I'll also put it on vibrate so that I don't miss my call.
- N:** Yeah. I'll definitely make sure I switch off my phone immediately, if I'm not expecting any calls.
- H:** And next time I go into a shop to buy something, I'll put my phone in my bag before I start talking to the shop assistant.
- N:** I think that's important, too. And what will you do if someone calls or texts you when you're in the middle of a conversation?
- H:** Listen to that! We're being tested already, Nour!

N: It's OK. You should answer it; it's probably your brother calling you back. Is it?

H: I'll ignore it, or I'll send it to voicemail

N: He's probably calling to say he'll text you back if you don't answer ...

H: Oh no!

- 2 (T-S, S-T) Exercise 8. Ask students to work individually. Tell them to match the fragments to form sentences. Explain that there will be four sentences in total. Volunteers can read the sentences to the class.

Answers

1b 2d 3c 4a

TIP

Pronunciation is an important part of both grammar and vocabulary. When teaching a grammar structure, be sure to pay attention to any issues of pronunciation which may be relevant. This could include rhythm, stress patterns, connected speech or intonation.

PRODUCTION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 9. Have students work individually to complete the activity so the sentences are true for themselves. Ask students to share their sentences with their partners. Monitor and check. Volunteers can share their sentences with the class.

Answers

2 could 3 had to 4 didn't have to

- 2 (T-S, S-S, S-T) Exercise 10. Put students into new pairs. Have students complete the questions so they are true for them. Then ask them to share answers with a partner. As students work, monitor for proper use of language and vocabulary. Correct as necessary.

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.

HOMEWORK

On the board, write the question: If you could go anywhere for a weekend, where would you go and with whom? Tell students to write their answers to the question, and then ask three friends or family members and write their answers. In the next lesson, students can share the answers in pairs.

CONTINGENCY PLAN

If your students need extra support with the listening: give them a photocopy of the audioscript and allow them to read along as they listen.

If your students need an extra challenge, ask students to write five first conditional sentences of things that parents often say to their children, e.g. *If you eat all your vegetables, you will grow big and strong.* There is a downloadable photocopiable resource number 23 to use.

OVERVIEW

Objective: Grammar

- Can describe possible future outcomes of a present action or situation using the first conditional (GSE 46–B1).
- Can describe hypothetical (counterfactual) results of a current action or situation using the second conditional (GSE 48–B1).

Resources:

- SB: pages 4–5
- WB: pages 4–5

WARM-UP (5 minutes)

(T-S, S-T) Ask students to write two sentences using the First Conditional. Then ask them to rewrite them using the Second Conditional. Ask volunteers to read their sentences to the class. Check everyone understands the differences between the First and Second Conditional.

PRACTICE (20 minutes)

- 1 (T-S, S-S, S-T) ★ Exercise 1. Go through the example with the class. Students work individually to complete the sentences with the words in brackets. Remind them that they should only use the First Conditional. You may like to revise which verb tense they can use after *if* (Present Simple) in a First Conditional sentence. They then compare answers in pairs. Check answers as a class.

Answers

- 2 will believe, give 3 talks, will listen 4 go, will bring
5 will never speak, doesn't apologise 6 will lend, promise
7 will be, don't give

- 2 (T-S, S-S, S-T) ★★ Exercise 2. Write the example on the board and show students how to put the sentence into the correct order. Students work individually to put the words in correct order. Remind students that they have to change the tense of the verbs to Present Simple and *will + verb*. Also remind them that the condition part of the sentence is after *if*. Check answers as a class.

Answers

- 2 Will Aunt Fatima tell her the story if she asks her to?
3 Will you take a message if they want to leave one?
4 Will she go to the shopping centre if Hala invites her?
5 If Sami stays at home, will you keep him company?

- 3 (T-S, S-S, S-T) ★★ Exercise 3. Go through the example with the class. Point out that the answers are for the questions in Exercise 2, so students need to use the same verbs as in Exercise 2. Check the answers by asking pairs of students to read out the question in Exercise 2 and the answer in Exercise 3.

Answers

- 2 won't tell 3 won't take 4 won't go 5 won't keep

- 4 (T-S, S-S, S-T) ★★ Exercise 4. Refer students to the rubric. Make sure they understand that they need to change one of the verbs to make a sentence in the Second Conditional. Go through the example with the class. Students complete the sentences individually. Check answers as a class.

Answers

- 2 I think Amani would like you if you were nicer to her.
3 If I were you I'd talk to your mum about this.
4 If Imad bought the tickets, I'd go with him to the show.
5 Laila would watch the TV show if she weren't so afraid.
6 If we could live anywhere, we'd choose Australia.

- 5 (T-S, S-S, S-T) ★★ Exercise 5. Students work individually to complete the questions with the correct form of the verbs in the box. Check answers with the class. Then put students in pairs so they can ask and answer the questions.

Answers

- 2 broke 3 Would you study 4 would you talk
5 would you choose

- 6 (T-S, S-S, S-T) ★★ Exercise 6. Make sure students understand that they should choose the correct meaning for the sentence. You may like to do number 1 as an example. Students complete the exercise individually, then compare answers in pairs. Check answers with the class.

Answers

- 1 b 2 b 3 a 4 b

- 7 (T-S, S-S, S-T) ★★ Exercise 7. Go through the example with the class. Students complete the short answers individually. Check answers by asking pairs of volunteer students to read out the questions and answers.

Answers

- 2 No, I wouldn't. 3 Yes, she will. 4 No, he wouldn't.
5 Yes, I would. 6 No, she won't.

PRODUCTION (15 minutes)

- 1 (T-S, S-S, S-T) ★★ Exercise 8. Ask students to complete the conversation using the correct form of the verbs and phrases in the box. Remind them that they should decide if they need to use the First Conditional or Second Conditional in each gap. Check answers as a class by asking volunteer pairs of students to read out the conversation.

Answers

- 3 I won't be able to answer.
4 where would you go?
5 I wouldn't go to a hot country
6 if your family moved abroad
7 I would/'d choose a big city
8 I wouldn't go to another village

- 2 Exercise 9. Refer students to the rubric. Make sure they understand that they are hypothetical questions. Students write a short paragraph. Monitor students during the activity and offer support as necessary.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-S) Ask students to swap their paragraph with another student. Ask them to read each other's work and offer suggestions for improving it.

HOMEWORK

Ask students to ask the questions in Exercise 9 to a family member and write Second Conditional sentences with their answers.

OVERVIEW

Objectives:

- Can speculate about causes, consequences or hypothetical situations (GSE 64–B2).
- Can predict the content of a simple academic text, using headings, images and captions (GSE 48–B1).
- Can understand the plot of extended narratives written in standard, non-literary language (GSE 62–B2).
- Can follow chronological sequence in a formal structured text (GSE 52–B1+).
- Can express opinions and attitudes using a range of basic expressions and sentences (GSE 52–B1+).
- Can discuss options and possible actions (GSE 59–B2).
- Can use language related to actions and gestures (GSE 59–75 – B2–B2+).
- Can extract the main points from news items, etc. with opinions, arguments and discussion (GSE 65–B2).
- Can show degrees of agreement using a range of language (GSE 61–B2).

Resources:

- SB: pages 6–7; Word List page 64

WARM-UP (5 minutes)

(T–S, S–S, S–T) Exercise 1. Put students into pairs. Have students ask and answer the two questions with their partners. Then ask volunteers to share their ideas with the class.

Answers

Students' own answers

PRE-READING (5 minutes)

1 (T–S, S–T) Ask students to remind you what *skimming* is.

Suggested answers

Skimming is reading a text very quickly to get a general idea of what it is about.

2 (T–S, S–S, S–T) Exercise 2. Refer students to the picture and the title of the story. In their pairs, get students to discuss what they think the girls in the picture will do. Give them a minute to do this. Ask students to share their ideas with the class. Then have students skim the text quickly to check their ideas. If you are using the accompanying recording for the text, do not play it yet as this will give students the answers to Exercise 3.

Answers

Students' own answers

WHILE READING (5 minutes)



(T–S, S–S, S–T) Exercise 3. Explain to students that they will match the sentences to the gaps. Point out that there are three extra sentences that do not fit the text. Tell students to read sentences A–H before reading the text. You may also like to play the accompanying recording for this text so that students can check their answers and listen to the full text. Check answers as a class. Ask students to explain how they found the answers.

Answers

1F 2E 3A 4H 5C

TIP

When doing an activity like this, students need to pay attention to the preceding and following sentences. This will help them become aware of linking devices and cohesion in their own writing texts.

POST-READING (15 minutes)

1 (T–S, S–S, S–T) Exercise 4. Have students complete the activity in their pairs. Monitor for proper use of language and vocabulary. Correct where necessary. Then ask students to share their ideas with the class.

Answers

Students' own answers

2 (T–S, S–S, S–T) Exercise 5. Put students into new pairs. Ask students to look at the mind map. Explain that it shows different ways of communicating. Explain any unknown words if necessary. Have students complete the activity in pairs. Check answers as a class. Write any difficult words on the board (*whisper, murmur, sigh, frown, shiver*) and model and drill pronunciation.

Answers

Ways of speaking: groan, sigh

Ways of looking: glance, stare

Facial movements: roll your eyes, grin, raise an eyebrow, frown

Body movements: shake your head, shiver, shrug your shoulders, hug

3 (T–S, S–T) Exercise 6. Have students complete the activity individually. Check answers as a class.

Answers

1 whisper 2 groan 3 stare 4 gazed 5 frown 6 shiver
7 roll 8 shake

Extra Activity

After checking answers to Exercise 6, get students to write similar definitions for the verbs in italics they did not choose. Point out that in items 7 and 8, they need to define collocations (and not single words, as in items 1–6). Elicit or give them the correct collocations for the two verbs (raise an eyebrow, shrug your shoulders). If you think your students will struggle with these, you could ask them to only write definitions for the verbs in 1–6.

4 (T–S, S–S, S–T) Get students to work in their pairs to make sentences with five of the alternative words in exercise 6. students read their sentences to the class to decide if they are correct.

Answers

Students' own answers

- 5 (T-S, S-S, S-T) Exercise 7. In their pairs, ask students to take turns acting out the movements. Ask volunteers to share their movements.

Answers

Students' own answers

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 8. Put students into small groups to discuss the quote and whether they agree or disagree with it. Then ask groups to share their ideas with the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.

HOMEWORK

Ask students to look for more quotes about integrity like the ones in Exercise 8. In the next lesson, they can share and discuss their quotes in pairs, small groups or, if time is short, as a whole class. They could also select a few of the quotes and make them into posters to display around the classroom.

CONTINGENCY PLAN

If your students need extra support with the reading: have them 'buddy read' in pairs. They take turns reading out a paragraph each, pausing to discuss their understanding of the paragraph before moving onto the next one.

If your students need an extra challenge: you could get students to look for more quotes about integrity like the ones in Exercise 8. They can then share and discuss their quotes in pairs or small groups.

OVERVIEW

Objectives:

- Can express and comment on ideas and suggestions in informal discussions (GSE 56–B1+).
- Can understand most of a radio programme aimed at a general audience (GSE 65–B2).
- Can briefly give reasons and explanations for opinions, plans and actions (GSE 51–B1+).
- Can understand most of a radio programme about a familiar topic (GSE 60–B2).
- Can use language related to language and linguistics (GSE 59–75 – B2–B2+).
- Can show degrees of agreement using a range of language (GSE 61–B2).
- Can speculate about causes, consequences or hypothetical situations (GSE 64–B2).

Resources:

- SB: page 8; Word List pages 88–89
- TB: Culture Notes pages 140
- Online resources: Photocopiable Resource 24

WARM-UP (5 minutes)

(T-S, S-T) Tell students about a time you were very lucky or unlucky. Ask students if they believe in luck. Have a class discussion on luck. Ask Do people win a gold medal or an Oscar because they are lucky? Why? Why not?

Answers

Students' own answers

PRE-LISTENING (10 minutes)

(T-S, S-S, S-T) Exercise 1. Put students into pairs to rank the activities from least to most likely. After two minutes, group two pairs together and compare their lists. Ask students to share their ideas.

Answers

Students' own answers

WHILE LISTENING (5 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Refer students to the questions. Put students into new pairs and have them ask and answer the questions. Remind them to justify their ideas. Then ask students to share their ideas with the class.

Answers

Students' own answers

- 2 (T-S, S-T) Exercise 3. Ask students to read the questions and answers carefully. Play the recording for students to complete the activity. Then play the recording again for students to check their answers. Check answers as a class.

Answers

1a 2b 3b 4c

TIP

Tell students to underline key words in each answer before listening to the recording. This will help them identify in the recording where to find the answers.



Audioscript 6.4

P = Presenter M = Mariam

P: ... we take a look at money. How should we spend our money and is it important to give money to charity? With me in the studio is Mariam Alhakkeem, a financial journalist who has interviewed some rich people to ask them how they spend their money. Can't rich people just go and spend whatever they like, Mariam? They've worked hard and earned it after all.

M: Well of course if you work hard, you want to enjoy your money. But there's another way to look at money. There is a principle of charitable giving in many cultures. In fact, I give a portion of my income to charity every month. I feel that there is an obligation to share wealth with those members of the community who are in need.

P: That's a good point, of course. And in your interviews, did you find the answer to the old question of whether money buys happiness?

M: Well, you know, even rich people understand quite well that material possessions don't necessarily bring us satisfaction, and that the initial excitement of being rich can quickly turn to sadness if you don't have enough meaning in your life.

P: Really? Can you give our listeners an example?

M: Of course. You can buy an expensive car, but then be ashamed to drive it because people might stare at you. You can go abroad on a luxurious holiday, but then feel embarrassed when you see poor children in the streets. You could buy some properties, generally a wise investment, but then move back into a small flat with your mum because you feel lonely. So you see that being rich could actually be a disappointment unless you think about other people as well as yourself.

P: Is it important for people to remain anonymous when they give to charity?

M: Some people do prefer to do that as they don't want media attention and want to help quietly without having the spotlight on them.

P: I'm sure. Of course, another option is to just to give it all away. Tell us about The Giving Pledge, Mariam?

M: Yes, of course. Well, the Giving Pledge is a charity set up by a group of millionaires. They want to encourage wealthy people to give away more than 50 per cent of their wealth to good causes. One example is Indian billionaire, Nikhil Kamath. He believes that we must address inequality by starting at the top of the money pyramid. At age 36, he promised to give away most of his money in his lifetime. He believes it makes him a better person.

POST-LISTENING/PRODUCTION (10 minutes)

- 1** (T-S, S-T) Exercise 4. Get students to complete the activity individually. Ask volunteers to write the answers on the board to check spelling. Check answers as a class. If you have time, write the harder-to-pronounce words on the board (embarrassed, envious, jealous) and model and drill the pronunciation.

Answers

2 loneliness **3** sadness **4** embarrassment
5 disappointment **6** excitement **7** envy **8** jealousy
9 sympathy

- 2** (T-S, S-S, S-T) Exercise 5. Model the activity using the example given. Put students into new pairs. Have students complete the sentences using the words from Exercise 4. Check answers as a class.

Answers

2 happiness **3** envy **4** disappointment **5** loneliness;
6 embarrassment **7** sympathy **8** excitement

- 3** (T-S, S-S, S-T) Exercise 6. In the same pairs, ask students to discuss which sentences in Exercise 5 are true for themselves. Get feedback as a class.

Answers

Students' own answers

Extra Activity

After Exercise 6, students choose one of the emotions in the table in Exercise 5 and then, in small groups, talk about a time when they felt that way.



- 4** (T-S, S-T) Exercise 7. Write the schwa /ə/ on the board. Elicit that it is called a schwa and that it is a very common sound in English. Model the sound using examples, such as teacher, doctor. Play the recording for students to underline the schwa in the words. Check answers as a class. Model and drill the words.

Answers

sadness, happiness; jealousy, sympathy; disappointment, embarrassment, excitement

Audioscript 6.5

/ə/

/ə/

/ə/

loneliness

sadness

happiness

jealousy

sympathy

disappointment

embarrassment

excitement

- 5** (T-S, S-S, S-T) Exercise 8. Put students into small groups and have them complete the activity. Remind students to use the second conditional. Elicit an example sentence and write it on the board, e.g. *If I suddenly got a lot of money, I would take my family on holiday.* Allow five minutes for the activity. Monitor for proper use of language and vocabulary and correct where necessary. Ask students to share their ideas with the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.

HOMEWORK

Ask students to prepare a short quiz for a partner. They should think of three or four ways to complete the question: *What would you do if you saw somebody ... ?* They should write down their questions so that they can ask a partner in the next lesson.

CONTINGENCY PLAN

If your students need extra support; allow them to use bilingual dictionaries to get the meaning of the adjectives and nouns in their own language.

If your students need an extra challenge: ask them to write sentences that describe the emotions in Exercise 5 without naming them. Then, in pairs, they take turns reading their sentences and guessing the emotion.

There is a downloadable photocopyable resource number 24 to use.

OVERVIEW

Objectives:

- Can understand most of a radio programme aimed at a general audience (GSE 65–B2).
- Can understand most of a radio programme about a familiar topic (GSE 60–B2).

Pronunciation:

- Rising and falling intonation

Resources:

- SB: page 8
- WB: page 6

WARM-UP/PRE-LISTENING (5 minutes)

(T-S, S-S) Ask students what they remember about the radio programme they heard in the previous lesson. Have a quick class discussion about what radio programmes students listen to.

WHILE LISTENING (15 minutes)

- 1 (T-S, S-T) Exercise 1. Tell students they are going to listen to a radio interview. Read the rubric and make sure they understand the questions. Play the recording and ask students to choose the correct answer. If necessary, play it again so that they can confirm their answers. Then check the answer with the class.

Answers

b



Audioscript 6.6

I = Interviewer M = Muneer

- I: Well, we've got a special treat for listeners this morning. I'm sure you all remember our feature on young Farid Aljabi last week – the four-year-old with a rare genetic illness. His parents were trying to raise enough money to take him to the USA for a life-changing operation. A donor came up with the money needed but wanted to remain anonymous. Well, the newspapers got hold of the story and the anonymous donor is no longer anonymous! And he's here with us on the programme today. Hello, Muneer.

M: Hello.

- 2 (T-S, S-T) Exercise 2. Ask students to read the questions and underline the key words. Make sure they understand the questions and possible answers. Play the recording for students to answer the questions. Check answers as a class.

Answers

1 b 2 b 3 c 4 b

Audioscript 6.7

I = Interviewer M = Muneer



- I: Well, we've got a special treat for listeners this morning. I'm sure you all remember our feature on young Farid Aljabi last week – the four-year-old with a rare genetic illness. His parents were trying to raise enough money to take him to the USA for a life-changing operation. A donor came up with the money needed but wanted to remain anonymous. Well, the newspapers got hold of the story and the anonymous donor is no longer anonymous! And he's here with us on the programme today. Hello, Muneer.

M: Hello.

- I: So, Muneer, you did something brilliant. Why did you want to keep it quiet?

M: It's because it was my decision to help young Jack and it wasn't anyone else's business. For me it was quite a simple thing to do. I was lucky – I had the money, Farid's parents didn't, so I gave it to them – simple. I don't usually shy away from publicity – my wife's a well-known actress – but this was private and so I decided to remain anonymous.

- I: And how did you feel when you read about yourself in the newspapers?

M: It was my wife who told me the story had got out and she thought I'd be angry because she knew how much I wanted to remain in the background on this. She's very supportive of me and agrees with my reasons both for donating and staying anonymous. But, being realistic, I suppose it was inevitable that someone would leak the information to the media. I just don't understand what all the fuss is about. I just helped a bit financially.

- I: But you've agreed to come on the show this morning. Why is that?

M: Well, as the story is out there now and I can't avoid the attention, I guess I thought I'd come here and talk about it. Do I get all worried about privacy or make the most of it to help others? I rather hope that talking about it might encourage other people like me to do the same and donate money to people who really need it. We are all different – some of us are born with intelligence, some with skills and abilities, and some of us have both.

- I: I hear you used to run your own business and made your fortune that way?

M: Yes, I built up my own company and I had a very satisfying working life. I enjoyed what I did, and the financial advice I took was extremely good, meaning that I made some very good investments. There are a lot of people in the same situation and it's those people I'm talking to. You can let your money sit there doing nothing or you can help people who need it. Share some of your good luck guys! Do the right thing.

POST-LISTENING/PRODUCTION (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 3. Tell students to read the Active Pronunciation box. Read the sentences to demonstrate the rising and falling intonation. Put students in pairs and ask them to discuss which intonation is used in the two sentences from the listening. Play the recording and check answers with the class. Ask students to work in the same pairs again. They practice reading the sentences aloud with the correct intonation.

Answers

- 1 money - rising; didn't - rising; gave - falling
- 2 intelligence - rising; abilities - rising



Audioscript 6.8

- 1 I had the money, Farid's parents didn't, so I gave it to him – simple.
- 2 We are all different – some of us are born with intelligence, some with skills and abilities, and some of us have both.
- 2 (T-S, S-S, S-T) Exercise 4. Read the rubric and check that students understand what to do. Put students in pairs and ask them to practice reading the sentences with the correct intonation. Then play the recording for them to check their answers. Play the recording again for students to listen and repeat.



Audioscript 6.9

- 1 This morning I got up, had breakfast, set off for school and then caught the 8.15 bus.
- 2 We've been given loads of homework – English, Maths, History and French.
- 3 Before handing in the essay, I checked the spelling, the grammar and the punctuation.
- 3 (T-S, S-T, S-S) Exercise 5. Ask students to look at the sentences and notice the highlighted words. Focus on the first highlighted word. Ask students to raise their hands if they think it has a rising tone and keep their hand down if it has a falling tone. Repeat this with all the highlighted words. Then play the recording and check answers as a class. Put students in pairs and ask them to take turns saying the sentences with the correct intonation.



Audioscript 6.10

- 1 Do I get all worried about privacy, or make the most of it to help others?
- 2 You can let your money sit there doing nothing, or you can help people who need it.

Answers

- 1 privacy - rising; others - falling
- 2 nothing - rising; need it - falling

- 4 (T-S, S-S) Exercise 6. Put students in pairs to practice reading the sentences aloud. Remind them to refer to Active pronunciation to check how to use intonation correctly. Then play the recording for students to check. Play again for students to listen and repeat.

Audioscript 6.11



- 1 Shall we walk home through the park or along by the river?
- 2 We've got several fillings for your sandwiches – there's chicken, beef or cheese.
- 3 My dad could still be at work, or training at the gym.
- 4 When we went to London, we couldn't decide whether to go to Trafalgar Square, the British Museum or the Tate Gallery.

WRAP-UP (5 minutes)

(T-S, S-S) Students work with new partners. They look through the unit and practise saying different sentences with correct intonation.

HOMEWORK

Ask students to write a short dialogue and practise saying it with correct intonation.

06 LESSON 4A GRAMMAR (SB)

OVERVIEW

Objectives: Grammar

- Can use language related to personality, abilities and traits (GSE 59–75 – B2–B2+).
- Can use a range of complex conjunctions in conditional statements (all three types) (GSE 64–B2).
- Can exchange information on a wide range of topics within their field with some confidence (GSE 59–B2).
- Can describe people's personality and emotions in some detail (GSE 59–B2).

Resources:

- SB: page 9; Grammar Reference page 69; Word List page 64; Communication page 75
- Online resources: Photocopiable Resource 25
- Assessment: Grammar Quiz Unit 6 Lesson 4

WARM-UP (5 minutes)

(T-S, S-S, S-T) Put students into pairs. Write *empathy* on the board. Elicit the different forms of the word: empathetic, empathise. In pairs, have students discuss the meaning of empathy. Get class feedback. Then have a class discussion about whether students find it easy or difficult to empathise with others. You can ask students questions like *What do you think?* or *Do you agree?* to make sure all students have a chance to speak.

Answers

Empathy is the ability to understand other people's emotions and problems.
Students' own answers.

TIP

Learning vocabulary is not about learning individual words; it's about learning word families and the relationships between words. When you are dealing with a topic, be sure to spend some time looking at the word families related to the topic, and not just isolated words. This can be done by eliciting the different forms of a word, such as word categories, positives and negatives.

PRESENTATION (15 minutes)

- 1 (T-S, S-S, S-T) Have students work in pairs to ask each other the questions they prepared for homework. Ask students to share their questions and answers with the class.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 1. Have students work in their pairs to complete the quiz. Then ask students for their results. Ask students if they agree with the results.

Answers

Students' own answers

- 3 (T-S, S-S, S-T) Exercise 2. Put students into new pairs. Ask students to look at sentences a and b and answer the questions. Then give students a few minutes to read the Grammar box and the *Watch out!* box and ask any questions if they don't understand something. Check answers as a class.

Answers

- 1 always
- 2 the first (if) clause gives the condition, the second (main) clause gives the result
- 3 Present Simple is used in both clauses

Refer students to the Grammar Reference on page 69 for more information.

PRACTICE (10 minutes)

- 1 (T-S, S-T) Exercise 3. Have students complete the activity individually. Check answers as a class. As further practice, you could go through each of the Grammar box points and ask students to come up with sentences with the zero conditional and alternatives for if.

Answers

- 2 If/When I feel embarrassed, my cheeks go red.
- 3 My mum talks very quickly if/when she gets excited.
- 4 My sister asks her friends for advice if/when she has a personal problem.

- 2 (T-S, S-T) Exercise 4. Tell students to refer to the Grammar box if they need help. Have students work individually to complete the activity. Check answers as a class. Ask students to raise their hands if they got five or six questions right. If only a few students raise their hands, refer back to the Grammar box and explain again.

Answers

- 1 before
- 2 unless
- 3 As soon as
- 4 As long as
- 5 After

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 5. Say if a few items from Exercise 4 are true for you. Then put students into new pairs to complete the activity. As students work, monitor for proper use of language and vocabulary. Correct where necessary. Then ask students to share their ideas with the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.

HOMEWORK

Dictate the following sentences to students and ask them to complete them about themselves. You could also have them talk to a family member to complete the sentences about him/her, and then compare his/her family members to their own.

I will stay at home this weekend if ...

I will provided that the weather is nice.

As long as I finish all my homework, I can ...

I won't ... until ...

CONTINGENCY PLAN

If your students need extra support with the grammar point, ask them to complete the sentences in the quiz in their own words. If your students need an extra challenge, have students make Wh-questions about the situations in Exercise 3. Have students work in pairs to ask and answer the questions. Then ask students to work with a different partner and tell him/her about the previous partner's answers.

There is a downloadable photocopiable resource number 25 to use.

06 LESSON 4B GRAMMAR (WB)

OVERVIEW

Objectives:

- Can use a range of complex conjunctions in conditional statements (all three types) (GSE 64-B2).

Resources:

- SB: page 9
- WB: page 7

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to write two sentences about their weekend using the Zero Conditional and two sentences using the First Conditional. Then ask volunteer students to read their sentences to the class. Make sure that students understand the difference between Zero Conditional and First Conditional.

Answers

Students' own answers

PRACTICE (20 minutes)

- 1** (T-S, S-T) Exercise 1. Go through the example sentence with students. Students work individually to complete the gaps with the correct form of the verb. Check answers as a class by asking students to read out the completed sentences.

Answers

2 freezes, cool **3** boil, becomes **4** gets, rains **5** take, go
6 listens, talk

- 2** (T-S, S-S, S-T) Exercise 2. Remind students that there are some alternative words to *if* that they can use in conditional sentences. Elicit these from students and write them on the board. Quickly revise what each of them means. Then ask students to read the sentences and choose the correct alternative to *if* to complete the sentence. Students compare their answers in pairs. Then check answers as a class.

Answers

1 After **2** provided that **3** unless **4** as soon as
5 as long as

- 3** (T-S, S-T) Exercise 3. Read the rubric and the example sentence. Make sure that students understand that they need to complete the sentences with the correct word or words to make a conditional sentence. You may like to tell them that they don't need to write any verbs. Students complete the sentences individually. Check answers as a class.

Answers

2 unless **3** as long **4** provided

- 4** (T-S, S-T) Exercise 4. Ask students to complete the conversation with the correct word. Explain that the word may be an alternative to *if* or a verb. Tell them to look at the words around the gap to help them find the answer. Check answers as a class. Then put students in pairs and ask them to role-play the conversation.

Answers

2 unless **3** as soon as **4** make **5** long as **6** don't **7** want
8 after

PRODUCTION (15 minutes)

Exercise 5. Refer students to the rubric and the words in the box. Make sure they understand that they should think about how they behave and what they like or don't like about ways that people behave when you meet them for the first time. Encourage them to include some conditional sentences using the words in the box. Students write a short paragraph. Monitor students during the activity and offer support as necessary.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-S) Ask students to swap their paragraph with another student. Ask them to read each other's work and offer suggestions for improving it.

HOMEWORK

Students use the words in the box in Exercise 8 to write sentences about school.

OVERVIEW

Objectives:

- Can express opinions and attitudes using a range of basic expressions and sentences (GSE 52–B1+).
- Can understand problem and solution relationships in informal conversation (GSE 58–B1+).
- Can follow an everyday conversation or information interview on common topics (GSE 57–B1+).
- Can ask for advice on a wide range of topics (GSE 57–B1+).
- Can give advice on a wide range of subjects (GSE 66–B2).

Resources:

- SB: page 10; Word List page 64

WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Put students into pairs. Have students discuss the question with their partners. Ask them to think about the best and worst ways to tell a friend you have to cancel an arrangement. Get feedback as a class. Alternatively, this can be done as a role play. Put students into pairs and have them choose to be Student A or Student B. Ask Student A to imagine they have to cancel an arrangement to meet and Student B has to respond. Give students some time to prepare. Then ask students to role play in front of the class.

Answers

Students' own answers

TIP

Enhance students' confidence in speaking with role-play activities. Practising natural language in a 'real' context will help students feel more comfortable speaking English and more prepared to speak in real-life situations. Make sure you give students time to prepare their role plays.

PRESENTATION (15 minutes)

- (T-S, S-S, S-T) Exercise 2. Refer to the photo. In their pairs, have students discuss what they think Muna and Faten are talking about. Ask students to read the questions. Then play the recording for students to complete the activity. Repeat the recording if necessary. Then ask students to share their answers with the class.

Answers

- 1 She was invited to a party and she really wants to go, but she was supposed to be going to Russeifa that weekend to stay with Samia, her best friend from primary school.
- 2 Muna advises Faten to tell Samia the truth.
- 3 and 4 Students' own answers.



Audioscript 6.12

F = Faten M = Muna

- F:** Muna, I wonder if you could give me some advice. I've got a bit of a problem and I don't know what to do.
- M:** Oh no! What's up, Faten?
- F:** Well, I really want to go to Jameela's family party on Saturday night ...

M: Well, yeah. Everybody's going!

F: But I'm supposed to be going to Russeifa this weekend to stay with Samia; she was my best friend at primary school. I'd love to see her again but if I go to Russeifa, I'll miss the party!

M: Hmm. Oh dear. Well, you could invite your friend to visit you and then she could come to the party, too.

F: Yeah, I thought of that, but I'm pretty sure she wouldn't want to come. She's very shy and she doesn't know anyone there.

M: Well, in that case, I think you should forget about Samia and come to the party. It's going to be fantastic.

F: But we've been planning this weekend for ages. I can't let her down! She'll be so upset! Oh! I've no idea what to do!

M: The best thing to do is to tell her the truth. If you explain the situation, she'll understand and you can plan another weekend some other time.

F: Do you think so? Actually, yes, you're right! She'll understand, of course, she will. Thanks. That's really helpful!

- 2 (T-S, S-S, S-T) Exercise 3. Have students discuss the question with their partners. Then play the recording for students to check their answers.

Answers

They both got other invitations for the weekend.

Audioscript 6.13

A = Abeer S = Samia F = Faten



A: Yes! Nice one, Samia. Great game.

S: Thanks, it was close! Do you remember my aunt Halima, Abeer? You know, the one who moved to France with her husband last year?

A: Of course, I do. You showed me their wedding photos in France like a thousand times.

S: Oh yeah. Well, you know they live in Paris?

A: Yeah.

S: Guess what?

A: What?

S: She's invited me to go and stay with them next weekend. They're paying for the flights and everything!

A: Wow!

S: The thing is, my friend Faten is coming to stay with me that weekend!

A: Hmm ...

S: So, what do you think I should do? Do you think I should go to Paris or stay here with my friend?

A: If I were you, I'd go to Paris. No question about it.

S: But I haven't seen Faten for ages! She'd be so disappointed if I told her not to come! What could I say?

A: Well, it's probably not a good idea to make up a stupid excuse, that's for sure. You'd better just tell her the truth. I'm sure she'll understand. It's not every day you get to go to Paris, is it?

S: You're right, that's good advice. I'll give it a try. I'll call her as soon as I get home! Thanks, Abeer.

A: You're welcome. Good luck!

F: Hello, Samia?

S: Oh, hi, Faten! I was going to phone you ...

06 LESSON 5A SPEAKING (SB)

- 3 (T-S, S-S, S-T) Exercise 4. Refer students to the Speaking box and ask them to read it individually. Have students complete the activity in their pairs. Check answers as a class.

Answers

2 problem 3 better 4 were 5 helpful 6 thought

PRACTICE (5 minutes)

- 1 (T-S, S-T) Exercise 5. Get students to work individually to complete the activity. Check answers as a class.

Answers

1b 2b 3b

- 2 (T-S, S-S, S-T) Have students look at the alternative answers. In their pairs, have them make sentences which could be alternative stimuli for the responses. For example, a possible answer for item 1 would be *If you're feeling sick, I think you'd better stay at home today.* Check answers as a class.

Answers

Students' own answers

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 6. Model the activity with a student, using the example given. Read through the items and ask students to say what type of advice they would give for each one. Put students into new pairs and have them complete the activity. Tell students to use the expressions from the Speaking box. Encourage students to give reasons for their advice. As students work, monitor for proper use of language and vocabulary. Correct where necessary. Then ask different pairs to share their ideas with the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.

HOMEWORK

Ask students to note down a problem that a character has in a TV series they are currently watching or a book they are currently reading. Have them write down some advice using the language from the Speaking box.

CONTINGENCY PLAN

If your students need an extra challenge: put them into groups. Have them think about a real or invented problem. In their groups, students ask each other for advice.

OVERVIEW

Objectives:

- Can use language related to family members and relationships (GSE 59–75 – B2–B2+).
- Can explain the main points in an idea or problem with reasonable precision (GSE 55–B1+).
- Can guess the meaning of an unfamiliar word from context (GSE 55–B1+).
- Can describe what they would do and how they would react to situations in a text (GSE 61–B2).
- Can use language related to family members and relationships (GSE 59–75 – B2–B2+).
- Can give advice on a range of subjects (GSE 66–B2).
- Can give advice, including reasons (GSE 61–B2).
- Can describe the personal significance of events and experiences in detail (GSE 63–B2).

Resources:

- SB: page 11; Word List page 64
- Online resources: Photocopiable Resource 26
- Assessment: Vocabulary Quiz 6

WARM-UP (10 minutes)

- (T-S, S-S, S-T) Books closed. Put students into pairs. Tell students who you usually turn to for advice and explain why, e.g. I always ask my brother for computer advice because he knows so much about them. Have students discuss in their pairs who they usually ask for advice and when the last time they asked someone for advice was. Get feedback as a class.

Answers

Students' own answers

- (T-S, S-S, S-T) Exercise 1. Model the activity using the example provided. Put students into groups and have them complete the activity. Ask groups to share their ideas to the class.

Answers

Students' own answers

PRACTICE (20 minutes)

- (T-S, S-S, S-T) Exercise 2. Ask students if they ever write to advice columns. Give students two minutes to read the text. Then put students into pairs and have them complete the activity. Ask students to share their ideas with the class.

Answers

Students' own answers

- (T-S, S-T) Exercise 3. Model the activity using the examples given. Refer students to the highlighted vocabulary. Explain any unknown words if necessary. Then have students work individually to complete the activity. Check answers ask a class.

Answers

Happy relationships: have each other's back, hit it off, care for somebody, reach out, count on somebody, be there for somebody, mean a lot to somebody; go the extra mile for somebody, develop a connection

Problems in relationships: fall out, go through a tough time, hit a wall

- (T-S, S-S, S-T) Exercise 4. Ask students to read through the answer options before completing the activity. Then have students complete the activity in their pairs. Check answers as a class. Ask students to share their opinions with the class about other piece of advice they would give Lucy.

Answers

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

TIP

As a critical-thinking activity, ask students to say which of the two pieces of advice they have read so far is the best and why.

PRODUCTION (10 minutes)

- (T-S, S-S, S-T) Exercise 5. Have students write their own piece of advice to either person. Remind them to use vocabulary from the lesson and the Speaking box expressions from Lesson 5A. Allow 10 minutes for this. Have students read their work to the class. Alternatively, put students into groups. Students read each other their advice and students must decide which is the best piece of advice.

Answers

Students' own answers

- (T-S, S-S, S-T) Exercise 6. Put students into new pairs and have them ask and answer the questions. Monitor and correct where necessary. Ask pairs to share their answers with the class.

Answers

Students' own answers

Extra Activity

Depending on your teaching situation and if you think your students will feel comfortable doing so, after Exercise 6, get them to discuss a few more personal questions using vocabulary from the lesson: *Has anyone ever: a) made fun of you? Who? When? b) insulted you? What happened? How did you react?*

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.

HOMEWORK

Ask students to write about a time when someone went the extra mile for them. You could also assign Vocabulary Quiz 6 as homework.

CONTINGENCY PLAN

If your students need extra support with the new vocabulary, ask students to write sentences about themselves using the vocabulary. Personalising the vocabulary can help them to remember its meaning. If your students need an extra challenge: students write a reply to Pbea3 from the text in Exercise 2. There is a downloadable photocopiable resource number 26 to use.

06 LESSON 6B VOCABULARY (WB)

OVERVIEW

Objectives:

- Can use language related to family members and relationships (GSE 59–75 – B2–B2+).

Resources:

- SB: page 11
- WB: page 8

WARM-UP (5 minutes)

(T-S, S-S, S-T) On the board, write one word from each of the new vocabulary phrases: back, hit, grow, tough, fall, care, reach, count, mile, connection. Put students in pairs and give them two minutes to try to remember the full phrase. Then have students share their answers.

Answers

have each other's back, hit it off, grow apart, fall out, go through a tough time, care for someone, reach out, count on, go the extra mile, develop a connection

PRACTICE (15 minutes)

- 1 (T-S, S-T) Exercise 1. Students work individually to circle the correct words to complete the sentences. Check answers with the class.

Answers

1 count on 2 falling out with 3 means a lot to me
4 goes the extra mile 5 grew apart

- 2 (T-S, S-T) Exercise 2. Model the exercise by going through number 1 with the class. Suggest that students underline the last word in the beginning and the first word in the ending. Students do the matching. Check answers with the class by asking volunteers to read out the full sentences.

Answers

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

- 3 (T-S, S-T) Exercise 3. Go through the example with the class. Students complete the sentences. Remind them that the first letter is given. Check answers with the class.

Answers

2 out 3 out 4 back 5 apart

- 4 (T-S, S-T) Exercise 4. Ask a volunteer S to read out the first paragraph in the text. Explain to students that this is the problem and they are going to complete the advice. Direct students to the words in the box. Students work individually to complete the text with the words. Then they compare their answers in pairs. Check answers with the class.

Answers

2 means 3 connection 4 count 5 tough time 6 mile
7 out

PRODUCTION (20 minutes)

- 1 (T-S, S-T) Exercise 5. Ask volunteer students to read out the first text. Go through the example sentence with the class. Ask students to find the corresponding information in the first text (moved to another city). Encourage students to look at the gaps in the second text and find the corresponding sentences in the first text. This will help them work out the answers. Students work individually or pairs to complete the text. Check answers with the class.

Answers

2 grow apart 3 tough time 4 reached out 5 went the extra mile 6 count on

- 2 (T-S, S-T) Exercise 6. Direct students to the rubric. If there is time, quickly brainstorm places that students can go where they might not know anyone, e.g. a new school, a sports club, etc.

Answers

Students' own answers

WRAP-UP (5 minutes)

Have a class discussion about ways that they can make new friends. Invite students to use their texts from Exercise 6 as examples.

HOMEWORK

Ask students to choose a problem in a relationship between two characters in a story they have read, or a TV show they watch. They write a short advice letter to one of the character using the new vocabulary from this lesson.

OVERVIEW

Objectives:

- Can give or seek personal views and opinions in discussing topics of interest (GSE 46–B1).
- Can report the opinions of others, using simple language (GSE 51–B1+).
- Can respond to opinions expressed by others (GSE 51–B1+).
- Can recognise significant points and arguments in straightforward newspaper articles on familiar topics (GSE 56–B1+).
- Can write a detailed, reasoned argument for or against a case (GSE 72–B2+).
- Can present additional ideas using a range of linking words and phrases (GSE 62–B2).
- Can distinguish between the main idea and related ideas in a simple academic text (GSE 54–B1+).

Resources:

- SB: page 12; Word List page 64

WARM-UP (5 minutes)

- (T-S, S-S, S-T) Put students into groups. Refer students to their homework. Students share their situations where someone went the extra mile for them. Ask for volunteers to share their stories with the class.

Answers

Students' own answers

- (T-S, S-S, S-T) Exercise 1. Refer students to the questions. Put students into pairs and have them discuss the questions. Ask students to share their ideas with the class.

Answers

Students' own answers

PRACTICE (15 minutes)

- (T-S, S-T) Exercise 2. Refer students to the essay. Explain to students that it contains reasons for and against using your phone in a public place. Give students five minutes to complete the activity individually. Then check answers as a class. Next, have a class discussion on whether they agree with the writer's opinion or not.

Answers

2 The writer believes it is usually better to take your phone with you when you go out but only use it in public when it is really important.

- (T-S, S-T) Exercise 3. Ask students to look at the essay and say what each paragraph is about. Have students complete the activity individually. Check answers as a class.

Answers

1d 2a 3c 4b

- (T-S, S-S, S-T) Exercise 4. Refer students to the Writing box and give them a few minutes to study it. Ask students to complete the activity individually. Have them check their answers in pairs. Check answers as a class.

Answers

Arguments against using your phone in public: our friends can feel ignored when we are talking on our phones/ although mobile phones are very useful, they can be dangerous. How many times have you seen someone walk across the road while looking at their phone and not paying attention to what is around them?

Arguments for using your phone in public: might be very important to keep your phone switched on. For instance, if you have missed the train and you want to tell someone you are going to be late.

PRESENTATION (10 minutes)

- (T-S, S-S, S-T) Exercise 5. Model the activity using the example given. Ask students to read the linking words already in the exercise before completing the activity. Have students work in their pairs to complete the activity. Check answers as a class. Write the difficult vocabulary on the board and model and drill the pronunciation.

Answers

2 What is more 3 For instance 4 For this reason 5 Having said that 6 although 7 To conclude 8 Personally, I believe

- (T-S, S-T) Exercise 6. Ask students to work individually. Remind them to refer to Exercise 5 and the essay for extra help if they like. Check answers as a class.

Answers

1 Although 2 for this reason 3 nevertheless 4 On the other hand 5 both answers are possible.

- (T-S, S-S, S-T) Exercise 7. Ask students to look at Exercise 6 again. Explain that they have to match the topics in Exercise 7 with the ideas presented in Exercise 6. Put students into new pairs to complete the activity. Check answers as a class.

Answers

a: 3 b: 1 and 5 c: 2 and 4

TIP

Have students come up with their own sentences with linking words to help them use them correctly.

PRODUCTION (15 minutes)

(T-S, S-S, S-T) Exercise 8. Refer students to the topics in Exercise 7. Explain that students will write a for-and-against essay on one of these topics. Give students one minute to decide which topic they want to write about. Students should think of supporting examples and reasons for their opinions.

Refer students to the Writing box. Explain that they can follow this when writing their essay. Then have them look at the linking words. Tell students that they should use these in their essay as they present ideas. Have students use their notes to write their essay individually and then check against the Writing box to make sure they have included key points. Repeat with linking words. Students should write about 250 words.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-S, S-T) Students work in pairs and read each other's essays, and give feedback on what they like about it as well as what can be improved. Remind students to check they have included all the features from the Writing box.

HOMEWORK

Students rewrite their essays, using their partner's feedback to help them.

CONTINGENCY

If your students need more support writing their essays: before they attempt the writing task in Exercise 8 on their own, you could get them to plan another for-and-against essay in pairs, using one of the topics in Exercise 7. They should follow steps 1-2 in Exercise 8 to plan their essay. They can then write their essay for homework, using the plan they made with their partner.

OVERVIEW

- The Revision lesson can be set as homework or self-study.

Objectives:

- All language-related objectives from Unit 1.

Resources:

- SB: Word List page 64; Grammar Reference page 69
- WB: pages 10–11; Self-assessment 6 page 9
- Assessment: Unit 6 Language Test

VOCABULARY AND GRAMMAR

Exercise 1.

Answers

1 cares 2 through 3 back 4 share 5 count 6 there
7 family 8 grow 9 reach 10 extra 11 mean 12 wall

Exercise 2.

Answers

1 grin 2 hug 3 shiver 4 shrug shoulders

Exercise 3.

Answers

1 get, voicemail 2 call 3 notifications, distracted
4 expecting, ringtone 5 light up, off

Exercise 4.

Answers

1 will win, trains 2 study, will be able to 3 won't buy, gets
4 pay, will lend
1 as long as 2 After 3 unless 4 Provided that

Exercise 5.

Answers

2 saw 3 were 4 would go 5 would offer 6 went
7 would say 8 reach 9 will know 10 struggled
11 would love 12 would like 13 were

USE OF ENGLISH

Exercise 6.

Answers

2 If I was/were braver 3 I were you, I'd 4 raised an
eyebrow 5 Unless we buy the tickets

LISTENING

Exercise 7.

Answers

1 social worker 2 website 3 relationships 4 bullying
5 friends and family 6 loneliness 7 sympathetic

Audioscript 6.14

Thanks for inviting me this evening. As you know, I'm a social worker in London and part-time agony aunt, which is a rather outdated way to describe someone who makes a living by trying to help people with all sorts of problems! I have a web page, which isn't aimed at any particular age group. Readers send me an email about something that's bothering them and I reply as soon as I can. I make a big effort to give them constructive advice that will really help them deal with their problems and move on. I'm proud to be following in the footsteps of some eminent aunts who began writing for teen magazines in the 1970s. However, although our mission is essentially the same, to help people, I believe there are a few important differences between now and the past.

To begin with, I don't work for a magazine, but I have my own website and use social networks. What's more, and much more important, teens don't need information about how relationships work as they did last century. They have the world at their fingertips, so they don't need me for that. So, the kind of problems I help with are different and are usually much more sophisticated. For example, I helped a young reader the other day who is a cyberbullying victim. However, everyone who gets in touch with me has one thing in common. They are all seeking reassurance, just like they were in the past. Something you may be wondering about is why teens still bother with agony aunts. Although many will talk to their friends and families, not all of them want to. Of course, it depends on the problem. And as for social workers, well, we often deal with situations that are more formalised or already problematic.

A teen won't get in touch with the social services unless there is something seriously wrong, and even then, he or she might not. So, agony aunts fill a gap and therefore I believe they have an important role in society.

SPEAKING

Exercise 8.

Answers

Students' own answers

WRITING

Exercise 9.

Answers

Students' own answers



OVERVIEW

Objectives:

- To develop the practical skills necessary to succeed in the twenty-first century and to encourage collaboration, critical thinking and creativity.

Resources:

- SB: pages 14–15

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. Put students into pairs. Write the word *goals* on the board. Elicit that this can mean a goal in football, but also a goal in life, i.e. something we want to achieve. Ask students to discuss their goals in terms of learning English with their partner. Get feedback as a class.

Answers

Students' own answers

PRE-READING (5 minutes)

(T-S, S-S, S-T) Exercise 1. In their same pairs, have students discuss items 1–3. Then ask students to share their ideas with the class.

Answers

Students' own answers

WHILE READING (10 minutes)

(T-S, S-T) Exercise 2. Ask students to read the items and underline key words (*1 lack of preparation, 2 wasn't sure which goal, 3 did not do research, 4 goal impossible to reach*). Have students complete the activity individually. Check answers as a class.

Answers

A2; B1; C3; Statement 4 is not used

TIP

Tell students to read the whole text before answering the questions in Exercise 3. Remind them to make some notes of the main ideas alongside the paragraphs to help them answer the questions.

POST-READING (10 minutes)

- 1 (S-S, T-S) Exercise 3. Get students to discuss the questions in their same pairs. Get feedback as a class.

Answers

Students' own answers

- 2 (T-S, S-T) Exercise 4. Tell students they are going to listen to an expert talk about setting goals. Ask students to read the items. Play the recording for students to complete the activity. Repeat if necessary. Then check answers as a class.

Answers

c

Audioscript 6.15

P = Presenter S = Suha



- P: Today, Suha, a life coach, is with us to talk about setting goals. Hi, Suha. It seems that achieving the goals we set ourselves can often be a problem?
- S: Hi! Yes, that's true – we all make plans and then for some reason fail to stick to them. How many times have you said things like, 'I've got to learn a new language' or 'I need to get fitter.' Think carefully – did you actually achieve those goals or not?
- P: To be honest? Not really. So, why might that be?
- S: Well, there are several reasons. Perhaps our goal is too big and impossible to reach, or maybe it's just too vague. Sometimes we start working towards it and then give up, demotivated by a lack of progress. So, we should think carefully about how we can achieve our ambitions. You simply need to make sure your goals are SMART – S-M-A-R-T, so it leads to success.
- P: SMART? I haven't heard that acronym before. What does it mean?
- S: You're right, it's an acronym – that is, the letters stand for different things that we should consider when setting goals. So 'S' stands for 'specific'. A goal should be clear, and you need to know exactly what you want to accomplish. It's also a good idea to break your bigger goals down into smaller, doable steps.
- P: Steps like planning to go running or cycling twice a week?
- S: Yes, for example. Then we've got 'M' – 'M' stands for 'measurable'. It's important to keep track of your progress. You need to think about how and when you'll know you've achieved your goal.
- P: OK. What about 'A'?
- S: Well, 'A' stands for 'achievable'. Your goal must be something which is possible to reach – you need to make sure you have the time and skills to achieve a goal. As a rule, I think we should choose challenging but realistic goals. In other words, it's not a good idea to set goals which are too easy or too difficult, because this can be demotivating.
- P: I think you're absolutely right!

S: Ok, so next, we have an 'R' for 'relevant', important, that is. Think how achieving this goal will help you, is it worth the time and the effort? Is it something that matters to you, and not just something that is suggested by other people?

P: I guess it's not a good idea to work towards a goal that you don't care about, right?

S: Exactly. And finally, we have a 'T'.

P: Right – 'T' must have something to do with time?

S: Correct! 'T' is for 'time-bound'. We need to give ourselves a time limit for achieving this goal. Can you set deadlines so you can check your progress? Will you achieve it in a month, a year, by the end of the school semester? So, let's see – what are the things you'd like to achieve this year?



3 (T-S, S-T) Exercise 5. Refer students to the words in the box. Explain any unknown words. Then ask them to try to complete the activity from memory individually. Next, play the recording for students to complete the activity. Check answers as a class.

Answers

2 when **3** possible **4** important **5** deadlines

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 6. Put students into new pairs. Elicit that the SMART diagram is used when setting goals. Have students complete the activity. Then ask pairs to share their answers with the class.

Answers

1d 2c 3b 4e 5a

WRAP-UP (5 minutes)

(S-T, T-S) Ask students to reflect on what they have learnt. Tell them to think about what they found interesting, new, easy or challenging.

HOMEWORK

Ask students to prepare the project and presentation in Exercise 7. Set a date for when they will present it and set a time limit for the presentations so that they don't prepare anything too long.

CONTINGENCY PLAN

If your students need extra support: show them a short video explaining SMART goals.

If your students need an extra challenge: students discuss in pairs how they could use SMART goal setting in other areas of their life, outside of school.

07 UNIT 7 MAPPING

| UNIT NUMBER/ TOPIC | TOPICS | SCOPE AND SEQUENCE MATRIX | LEARNING OUTCOMES AND PERFORMANCE INDICATORS |
|----------------------------|---|---|--|
| UNIT 7 In the spotlight | Theme 6: Recreation Theme 2: Culture | <p>Listening: analysing main ideas and supporting details; deducing motive and viewpoint, citing supporting evidence; discussing objectivity of information and speaker; using signal words to understand the sequence of and relationships between ideas; providing constructive feedback on peers' oral presentations; learning how to benefit from peers' feedback</p> <p>Speaking: sustaining 5-to-7-minute conversations; maintaining meaningful dialogues of up-to-10 exchanges; eliciting information from other students; narrating events using different tenses; providing constructive feedback that helps the speaker to clarify his/her point of view; using different structures (warning, advice) for different purposes</p> <p>Reading: anticipating the topic through looking at titles, subtitles and graphics; identifying a central idea of a text and how it is conveyed; connecting what is read with personal ideas and beliefs; tracing and evaluating an argument and specific claims in a text, distinguishing those that are supported by evidence from the ones that are not</p> <p>Writing: using writing strategies (brainstorming, outlining, drafting, revising, editing, redrafting, and publishing); using appropriate organisational patterns; using criteria to evaluate their writings and sources</p> <p>Viewing and presenting: analysing visual information by asking relevant questions and discussing intended meaning; explaining why certain features of the visual text have been chosen for a particular purpose and audience; deducing how certain conventions (photos with text, news reports with images, excerpts of films, websites) were used to influence the viewer's attitude and opinions; making inferences from explicit and implicit information; deducing the relationship between visual and written information; orally presenting ideas and opinions on a variety of topics; responding to open-ended questions on visual texts with examples and justification</p> | <p>Listening: analyse main ideas and supporting details; respond to critical thinking questions before, during, and after listening citing evidence; make inferences citing evidence; guess the meaning of unknown vocabulary words and phrases from context; use resources (dictionaries, online search engines) to help construct meaning; predict content from context (previewing listening questions, looking at titles); ask and answer questions about what a speaker says in order to clarify comprehension, collect additional information, or deepen understanding of a topic or issue; recognise redundancies to help identify main ideas or important points; identify the purpose of a presentation by giving evidence; provide constructive feedback (accuracy, clarity, completeness) on peers' oral presentations; identify signal words and use them to understand the sequence of and relationships between ideas (main idea vs. detail, cause/ effect, contrast, time order, exemplification, fact vs. opinion, elaboration, paraphrase); respond to conversations where speakers are expressing likes, dislikes, and preferences, giving advice or directions, making assumptions, giving opinions, agreeing and disagreeing; use morphology (suffixes, prefixes, roots) to help construct meaning; demonstrate how rhetorical devices help them understand meaning of a text; identify common organisational patterns (logical or chronological division of ideas, comparison, and contrast) and rhetorical structures to understand meaning</p> <p>Speaking: rehearse and develop informative speech; stop and restart utterances that are not clear and pause to rephrase; maintain conversations of up to seven minutes; interact in meaningful communicative dialogues of up to 10 exchanges; stay on the topic and maintain relevance; respond to questions from other speakers; negotiate meaning and sustain conversations; lead classroom discussions about topics of personal or academic interest</p> <p>Reading: anticipate the topic by looking at the title, subtitles, and graphics; skim and scan a text for general ideas, organization, and specific details; make use of contextual clues to infer meanings of unfamiliar words, phrases, or idiomatic expressions; identify a central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments; determine the meaning of words and phrases as they are used in a reading text; identify the author's point of view or purpose and explain how it is conveyed; connect what they read with personal ideas and beliefs; determine the referent of a pronoun used in the text; identify the word in a text whose meaning, or opposite is given; evaluate texts critically and support this with relevant textual references; trace and evaluate an argument and specific claims in a text, distinguishing those that are supported by evidence from the ones that are not find words in the text that show the writer's viewpoint</p> <p>Writing: make a list to develop ideas for writing on a focused topic; practice brainstorming, outlining, drafting, revising, editing, and publishing</p> <p>Viewing and presenting: demonstrate understanding of visual information by asking relevant questions and discussing intended meaning; realise that visual presentations have been created to reach out to particular audiences and influence them in some way; use images to help make meaning of oral and/ or written text; explain why some of the features of the visual text have been chosen for a particular purpose and audience, and explain how the conventions used (photos with text, news reports with images, excerpts of films, websites) influence the viewer's attitude and opinions; find own examples to share understanding; make inferences from explicit and implicit information; examine texts and illustrations identifying the relationship between visual and written information; present and develop ideas and opinions on a variety of topics orally; respond to questions related to the visual texts with examples and justification; project voice clearly when speaking, using intonation and pauses; make connections to more than one of the six course themes</p> |



OVERVIEW

Objectives: Grammar

- Can use language related to the news and news reporting (GSE 59-75 – B2-B2+).
- Can recognise significant points and arguments in straightforward newspaper articles on familiar topics (GSE 56-B1+).
- Can follow an everyday conversation or informal interview on common topics (GSE 51-B1+).
- Can use a wide range of common reporting verbs with 'that' + complement clause and appropriate tense changes (GSE 53-B1+).
- Can make tense changes (present to past) in reported speech (GSE 56-B1+).
- Can justify and sustain views clearly by providing relevant explanations and arguments (GSE 60-B2).
- Can describe the personal significance of events and experiences in detail (GSE 63-B2).

Resources:

- SB: pages 16-17; Grammar Reference page 70; Word List page 65
- TB: Culture Notes page 140;
- Online resources: Photocopiable Resource 27
- Assessment: Grammar Quiz Unit 7 Lesson 1

WARM-UP (10 minutes)

- (T-S, S-S, S-T) Ask students how often they watch the news. Ask why they watch or listen to the news. Put students into pairs and ask them to discuss their answers. Have students share their ideas with the class.
- (T-S, S-T) Exercise 1. Refer students to the photos. Elicit what they can see. Refer students to the rubric. Then have students read the text. At this stage, don't explain any unknown words. Explain to students that they should try to guess the meaning of the words in context. Elicit answers as a class.

Answers

'And finally ...' reports are news items that often come last in a TV news programme. They are often human interest stories.

- (T-S, S-S, S-T) Exercise 2. Have students read both news items and decide in their pairs which they think is the real one and which is fake. Get feedback as a class.

Answers

Story 1 is fake and Story 2 is true.

PRESENTATION (10 minutes)

- (T-S, S-T) Exercise 3. Model the activity using the example given. Tell students they are going to listen to an interview related to the news items. Refer students to news item 1. Have students work individually to find and underline the reported sentences in the text for items 1-8.

Answers

- 2 She said they liked talking about science and wanted more children to enjoy science.
- 3 They admitted they had never expected it to be so popular.
- 4 The local mayor ... said they had to teach local children about science.

Audioscript 7.1

I = Interviewer H = Hamzah M = Mayor

I: Good afternoon, everyone. Today, we have the pleasure of speaking with the talented students who put on an exciting day of science events for children here at the free library, and we're also joined by the town mayor. Let's start with Hamzah, who'll tell us how it all began. Hamzah, could you please explain how you got involved in the project?

H: Well, we saw an advert looking for volunteers, and since we all like talking about science and want more children to enjoy science, we decided that we could volunteer our time teaching children about science.

I: That's fantastic! Could you tell us a bit about how you suggested your idea to the library?

H: Yes, we got together at university on Saturday and discussed our ideas. Then we put them together into a program and made a presentation to show to the library.

I: That's truly inspiring. And I understand that the number of children who attended exceeded your expectations?

H: Absolutely! We never expected it to be so popular.

I: That's fantastic. Now, let's turn to the mayor. Mayor, what are your thoughts on the project?

M: Oh, it's been a great success, and we must support other projects that teach local children about science like this one does. I want to personally thank these talented young people for their impressive vision and hard work in bringing this project to life. Their commitment and knowledge have made a positive and lasting impact on our town.

I: Well, thank you both for sharing your insights. It's truly inspiring to see young people taking the lead in creating positive change in their community.

- (T-S, S-T) Exercise 4. Refer students to the Grammar box. Ask students to read it individually and ask any questions if they do not understand something. Get students to find and underline more examples of reported speech in news item 2.

Answers

...one of the organisers ... said that about 300 competitors meet to participate...

He explained that competitors must send small pieces of flat stone across the surface...

He told us that the stone had to bounce at least twice.

He added that the winner was the person who could skim the stone the furthest distance.

The organisers admitted that the event is marked by ... friendly competition, but said there was always a warm community spirit...

Last year's winner confessed he was nervous before he started but he soon forgot anyone was watching.

Spectators at the event agreed that the competition was a huge success.

The organisers pointed out that the World Stone Skimming Championships continued to celebrate tradition...

Refer students to the Grammar Reference section on page 70 for more information.

07 LESSON 1A VOCABULARY AND GRAMMAR (SB)

TIP

It can be helpful to write grammar explanations diagrammatically on the board for students to visualise the concept better. In this case, you could write an example of direct speech on the board and the same quote in reported speech underneath it. Underline time words, circle pronouns and use arrows to show the alteration of the tenses.

PRACTICE (10 minutes)

- 1 (T-S, S-T) Exercise 5. Ask students to complete the activity individually. Tell students to refer to the Grammar box if necessary. Check answers as a class.

Answers

1 told 2 pointed out 3 said 4 warned 5 explained
6 claimed 7 promised

- 2 (T-S, S-S, S-T) Exercise 6. Model the activity using the example given. Explain to students that they will use the prompts to help them do the activity. Have students complete the activity in their pairs. Check answers as a class.

Answers

2 She claimed that she hadn't watched the TV news for ages.
3 She added that she didn't think she would watch it again in the near future.
4 She explained that she could get all the news she needed on her phone.

PRODUCTION (10 minutes)

- 1 (T-S, S-T) Exercise 7. Tell students how you find out news – from newspapers, online, on TV or the radio. Then ask students what the latest piece of fake news they have heard was. Ask how they realised it was fake. Then have a class discussion answering the rubric question. You can ask students *What do you think?* or *Do you agree?* to make sure that all students have the chance to speak.

Answers

Students' own answers

Extra Activity

Put students in (new) pairs and get them to tell each other about some of the funniest and strangest things people have said to them. Remind them that they should use reported speech and encourage them to use different reporting verbs where possible.

- 2 (T-S, S-S, S-T) Exercise 8. Put students into new pairs. Read the instructions. Then give students some minutes to write their news report. Remind them to use reported speech. Then have students swap news reports with other classmates and read their classmates' productions.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.

HOMEWORK

Ask students to find out about the viewing habits of people in their country and make notes. What types of shows are popular with different age groups? Which shows are people's favourites? You could ask them to look for information online and/or interview different people in their family/social circle. You could also assign Grammar Quiz Unit 7 Lesson 1 as homework.

CONTINGENCY PLAN

If your students need extra support with reported speech: invite four or five students to say something - they can say anything! Write their sentences on the board. Then work together with the group to transform the sentences into reported speech, word by word.

If your students need an extra challenge: ask them to work in pairs and use reported speech to talk about a time when someone said something that made them feel annoyed, confused, embarrassed, happy or relieved. You can model first with an example of your own.

There is a downloadable photocopiable resource number 27 to use.

OVERVIEW

Objectives:

- Can make tense changes (present to past) in reported speech (GSE 56-B1+).

Resources:

- SB: pages 16-17
- WB: pages 12-13

WARM-UP (5 minutes)

Tell students to pay attention to everything you say in the next minute. Say four or five sentences. Then ask students to report to you what you said. Write the direct and reported speech on the board. Make sure that students understand the verb tense shifts and other word changes in reported speech.

PRACTICE (15 minutes)

- 1** (T-S, S-T) Exercise 1. Copy the example on the board. Underline the verbs in the first and second sentences. Ask students to explain why watch changes to watched (backshift). Ask them to identify other words that changed and why (I → he because you are reporting what someone else said). Students complete the reported sentences individually. Check answers as a class.

Answers

2 were interviewing **3** didn't like **4** wasn't growing **5** was

- 2** (T-S, S-T) Exercise 2. Students work individually to match the expressions with the reported expressions. Check answers by splitting the class into two groups. Group 1 says the expression and Group 2 says the reported expression.

Answers

1 b **2** f **3** g **4** c **5** a **6** e **7** h **8** d

- 3** (T-S, S-T) Exercise 3. Refer students to the sets of sentences. Make sure they understand that the first sentence is reported speech, and the second sentence is the direct speech. Model the first sentence with the class and elicit the answer. Students choose the correct option to complete the reported sentences.

Answers

1 didn't go **2** haven't finished **3** didn't talk

- 4** (T-S, S-T) Exercise 4. Refer students to the verbs in the box. Remind students that these are alternative ways to report what someone says rather than use *say* or *tell*. Students match the verbs to the definitions individually.

Answers

2 warn **3** add **4** reply **5** confess **6** complain **7** agree **8** promise

- 5** (T-S, S-T) Exercise 5. Students complete the sentences with the correct verb from the box.

Answers

2 claimed **3** complained **4** warned **5** predicted

- 6** (T-S, S-T) Exercise 6. Go through the example with the class. Make sure they understand that the direct speech is in brackets and they have to report this to complete the sentences.

Answers

2 couldn't give **3** wouldn't work **4** should see **5** might interview **6** had to hand in

- 7** (T-S, S-S, S-T) Exercise 7. Students work individually to complete the sentences with the correct verb from the box.

Answers

2 to read **3** not to touch **4** to tell **5** not to be

PRODUCTION (20 minutes)

- 1** (T-S, S-S, S-T) Exercise 8. Work through the example on the board. Make sure students understand that they have to reuse the same verb in the reported sentence.

Answers

2 told Muneer to find a better news programme
3 told Manal not to laugh at it
4 advised his colleague not to drink the water
5 told the organiser to give the prize to that student
6 told Kareem not to watch that programme

- 2** (T-S, S-S, S-T) Exercise 9. Read out the dialogue with a volunteer student. Refer students to the gapped sentences. Students rewrite the sentences in the reported speech in pairs. Check answers with the class.

Answers

2 told Fred to tell him about it.
3 Fred told Lewis that some journalist came to the school the day before.
4 Lewis said that he imagined it was about Fred's/his teacher's new book.
5 Fred said that he couldn't believe that his teacher had written a book.
6 Lewis said that he would be famous.

- 3** Exercise 10. Refer students to the rubric. Make sure they understand that they should use reported speech to tell about a recent conversation they had. Students write a short paragraph.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-S) Ask students to swap their paragraph with another student. Ask them to read each other's work and offer suggestions for improving it.

HOMEWORK

Students report what characters are saying on television using reported speech.

07 LESSON 2A VOCABULARY (SB)

OVERVIEW

Objectives:

- Can use language related to TV, radio and broadcasting (GSE 10–29 – A1–A1).
- Can give detailed answers to questions in a face-to-face survey (GSE 61–B2).
- Can use a monolingual dictionary to check the meaning of words without need to refer to a bilingual dictionary (GSE 59–B2).
- Can express opinions and attitudes related to TV, radio and broadcasting (GSE 10–29 – A1–A1).
- Can express their thoughts in some detail on cultural topics (e.g. music, films) (GSE 55–B1+).
- Can justify and sustain views clearly by providing relevant explanations and arguments (GSE 60–B2).

Resources:

- SB: page 18; Word List page 65
- TB: Culture Notes page 140
- Online resources: Photocopiable Resource 28
- Assessment: Vocabulary Quiz 7

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask how often students watch TV and if they enjoy it. Why/Why not? Then ask students what types of shows they like watching, and how many episodes they usually watch in one sitting. Have a class discussion. Alternatively, start the class with a clip of a popular TV series. Ask students if they watch the series and if they like it. They can then continue with the discussion.

PRESENTATION (5 minutes)

(T-S, S-T) Exercise 1. Model the activity with the example given. Refer students to the *Viewing Habits in the UK* box on the right side of the page. Ask students to match the highlighted phrases to the definitions individually. Check answers. Then have a class discussion on the most surprising statistic. Encourage students to give reasons for their answers.

Answers

- 2 episode 3 binge-watching 4 screen time 5 spoilers
6 on-demand content 7 subscription streaming service
8 viewers

PRACTICE (10 minutes)

1 (T-S, S-S, S-T) Exercise 2. Model the activity using the example given. Have students complete the first part of the activity individually. Then have students complete the activity in their pairs. Have students share their answers as a class.

Answers

- 2 subtitles 3 seasons 4 trailers

TIP

Use the sentences from Exercise 3 to collect information about the class and create a statistical chart. On the board, write the numbers 1–6, each number corresponding to each item from Exercise 3. Ask each student which ones are true for them and add a tick under each number. Have students make sentences with the data presented, e.g. 25% of our class prefer action to dialogue.

2 (T-S, S-S, S-T) Exercise 3. Model the activity using the example given. Explain to students that they will match words from A with words from B to make compound adjectives. Have students work individually. Get students to compare answers with their partners. Then check answers as a class.

Answers

- 2 award-winning 3 eagerly-awaited 4 thought-provoking
5 little-known 6 feature-length

Extra Activity

Dictate only the first or second part of each of the compound adjectives in Exercise 3. Tell students where the hyphen goes each time so they'll know which part is missing. Students try to complete the compound adjectives as fast as they can.

3 (T-S, S-S, S-T) Exercise 4. Refer students to the examples in the box. Say them aloud. Then play the recording for students to put the words in the correct box. Have students practise saying the words in their pairs. As students work, monitor for correct pronunciation. Make sure both students in each pair practise saying the words.

Answers

- surprising: discussion, statistics, subscription
episode: binge-watching, dialogue, little-known, subtitles

Audioscript 7.2

binge-watching
dialogue
discussion
statistics
subscription
subtitles



PRODUCTION (15 minutes)

(T-S, S-S, S-T) Exercise 5. Ask students to read the rubric and share their thoughts with the class. Then put students into small groups and have them complete the activity. Tell them to refer to their homework for help. As students work, monitor for proper use of vocabulary and language. Ask volunteer students to share their group's ideas with the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.

HOMEWORK

Ask students to visit the social media page(s) of an artist/author they like and make notes about the different ways in which he/she promotes his/her work through social media. You could also assign Vocabulary Quiz 7 as homework.

CONTINGENCY PLAN

If your students need extra support with the adjectives in Exercise 3: write the halves of the adjectives on slips of paper. Have students play a memory game in pairs. They take turns turning over two slips of paper until they find two that are a match and make an adjective. Then they can try to make an example sentence with the adjective.

If your students need an extra challenge: ask them to work in pairs and use the adjectives in Exercise 3 to talk about their favourite TV shows. Encourage them to think about different types of shows that they watch or know about that can be described with the adjectives from Exercise 3.

There is also a downloadable photocopiable resource number 28 to use.

07 LESSON 2B VOCABULARY (WB)

OVERVIEW

Objective:

- Can use language related to TV, radio and broadcasting (GSE 10-29 – A1-A1).
- Can express opinions and attitudes related to TV, radio and broadcasting (GSE 10-29 – A1-A1).

Resources:

- SB: page 19
- WB: page 14

WARM-UP (5 minutes)

Books closed. Write the new words from Lesson 3A on the board with letters missing. Put students in pairs and set a time limit of two minutes for them to copy and complete the words. After the time is up, check answers with the class. Take this opportunity to remind students of meaning and correct pronunciation.

PRACTICE (25 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Refer students to the rubric and the words in the box. Students work individually to complete the sentences with the correct words, then compare their answers in pairs. Check answers as a class.

Answers

2 viewers 3 screen time 4 binge-watching 5 subscription streaming service 6 spoilers 7 on-demand content 8 series

- 2 (T-S, S-T) Exercise 2. Students choose the correct word to complete the sentences individually. Check answers with the class.

Answers

1 dialogue 2 subtitles 3 credits 4 seasons 5 trailers 6 title sequence

- 3 (T-S, S-T) Exercise 3. Refer students to the sentence beginnings and endings. Tell them to match the last word in the sentence beginning to the first word in the sentence ending to make a compound adjective. Students match the beginnings to the endings individually. Check answers by asking volunteer students to read out the full sentence.

Answers

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

- 4 (T-S, S-T) Exercise 4. Tell students to underline the key words in the sentences. Students complete the sentences with an adjective so that they mean the same as the first sentence. Remind students that they can look at Exercise 3 to check the adjectives. Check answers as a class.

Answers

2 eagerly-awaited 3 little-known 4 feature-length 5 (really) thought-provoking 6 well-reviewed

PRODUCTION (10 minutes)

Exercise 5. Refer students to the rubric. If there is time, students can discuss the task in pairs before writing. Then ask them to write a short paragraph. Remind them to use as much vocabulary from the lesson as they can. Monitor students as they write.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-S) Ask students to swap their paragraph with another student. Ask them to read each other's work and offer suggestions for improving it.

HOMEWORK

Ask students to choose five of the words or expressions from this lesson and draw and label a picture to help to remember them.

OVERVIEW

Objectives:

- Can use language related to people who are famous in the media (GSE 59-75 – B2-B2+).
- Can understand most of a radio programme about a familiar topic (GSE 60-B2).
- Can use language related to success or failure (GSE 59-75 – B2-B2+).
- Can use a wide range of common reporting verbs with 'that' + complement clause and appropriate tense changes (GSE 53-B1+).
- Can justify a viewpoint on a topical issue by discussing pros and cons of various options (GSE 60 –B2).

Resources:

- SB: page 19; Word List page 67
- Online resources: Photocopiable Resource 29

WARM-UP (5 minutes)

(T-S, S-S, S-T) Show students pictures of artists or performers that you like or that you think your students will know. Put students into pairs. Ask them to try to identify the individuals and say if they follow them or not. Get feedback as a class. Alternatively, you can play 20 questions with a few artists or authors. Think of a particular person. Students can ask 20 questions to try and guess who it is. The questions can only be Yes/No questions.

Answers

Students' own answers

PRE-LISTENING (5 minutes)

(T-S, S-S, S-T) Exercise 1. Refer students to their homework. Ask students which artists or authors they researched. Then put students into pairs and have them do the activity. Ask volunteers to share their ideas with the class.

Answers

Students' own answers

WHILE LISTENING (10 minutes)

1 (T-S, S-T) Exercise 2. Elicit different ways artists promote their work on media. Ask students to read the ideas on how to promote your work on social media. Tell students they are going to listen to four interviews and they must match the speakers with the ideas. Play the recording for students to complete the activity individually. Check answers as a class.

Answers

1b 2c 3d 4a

Audioscript 7.3

P = Presenter C = Clare R = Rowan
M = Matilda Pa = Paige



- P:** Today, we're looking at how creative people use social media to promote their work and become successful.
- P:** Clare, how did you make a name for yourself?
- C:** Well, I spent years selling my paintings on the street but I didn't sell many. But then I created a new social media page just for my paintings. I put a lot of time and thought into it. I added high-quality photos of my paintings and videos of me talking about my work. And a few months ago, I got my first break when the people at this gallery contacted me. They'd seen my page and they said they loved what I was doing and now they've put on this major exhibition of my paintings here in London.
- P:** And how did you become a podcast host, Rowan?
- R:** Well, I trained as a gardener. I designed and looked after the gardens of some very rich people. Most of them had lots of grand ideas but they didn't know much about gardening. Things often went wrong, and I had lots of stories to tell about my work. I started telling them to my friends, and they thought they were really funny. So that's when I decided to write my stories down and post them to a blog. It started off OK but in the end, it came to nothing. It was a huge flop. But I got some positive comments. So, I started my own podcast channel and recorded myself telling the stories. I didn't get many views at first but then it really took off. A famous gardener asked me to be on his TV show! I've just recorded my 100th episode!
- P:** Matilda, you've been writing novels and short stories for years, but you've only just become successful. How come?
- M:** Well, when I wrote my first novel, *Digital Sunshine*, I thought it was great, but nobody wanted to publish it. That was a bit of a setback but I didn't give up. I started my own blog – it's called Selena 4U – and that got a lot of people interested in my work. Then, I self-published my novel online. Lots of people downloaded it for free. Eventually, a major publisher took it on and I haven't looked back since. I'm the author of a best-seller and I'm working on a new book called *The Sunshine Café*.
- P:** Paige, you released your first clothing collection back in 2022. Was it a success?
- Pa:** Not at all! I made T-shirts with different slogans on them. I only sold one T-shirt! What a disaster! So, after that I went back to square one and started turning old material into items of clothing. One day, I made a summer dress for the first time from a patterned tablecloth. My friend filmed a video of me doing it.
- P:** That was in 2024, wasn't it?
- Pa:** Yes, it was. Oh no, actually, we filmed it the year before, in late 2023. Anyway, I used social media to create interest in the video. The video went viral in 2024, the dress sold for a great price, and now I get lots of orders! Every collection's a sell-out!

07 LESSON 3A LISTENING AND VOCABULARY (SB)

- 2 (T-S, S-S, S-T) Exercise 3. Ask students to look at each picture and discuss what they see with their partner. Ask them to guess the answers from memory. Play the recording for students to complete the activity. Check answers as a class.

Answers

1C 2B 3A 4B

POST-LISTENING (10 minutes)

(T-S, S-S, S-T) Exercise 4. Read the first item aloud and ask students if it is a positive or negative phrase (positive). Elicit that it refers to success. Ask students to find which item (a-l) it correlates to. Ask students to name anyone who has made a name for themselves. Have students complete the activity in their pairs. Check answers as a class.

Answers

Success: make a name for yourself, got my first break, took off, haven't looked back, best-seller, went viral; a sell-out
Failure: was a huge flop, came to nothing, a bit of a setback; a disaster, went back to square one
b) take off; c) make a name for yourself; d) come to nothing; e) a bit of a setback; f) not look back; g) a best-seller; h) get (my) first break; i) go back to square one; j) go viral; k) a sell-out; l) a disaster

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 5. Put students into new pairs and ask them to discuss the question. Monitor for proper use of language and vocabulary. Correct where necessary. Ask groups to share their ideas with the class.

Answers

Students' own answers

TIP

It's a good idea to try to relate the content of the lesson to your students' daily lives. This makes the language more memorable and the lesson more enjoyable.

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.

HOMEWORK

Ask students to make notes about their favourite piece of art. They should answer: *What is it? Who is it by? What do they know about it? Why do they like it?* If appropriate, they could also bring photos (or look for some online and have them available on their phones).

CONTINGENCY PLAN

If students need extra support with listening: go over each of the pictures for each question in Exercise 3 and elicit what they show.

If students need an extra challenge: give students a copy of the audioscript. Ask them to choose several examples of direct speech by the speakers and report them using these verbs: *point out, admit, tell, explain, agree, add, say, claim*.

There is a downloadable photocopiable resource number 29 to use.

OVERVIEW

Objectives:

- Can understand most of a radio programme about a familiar topic (GSE 60–B2).
- Can use language related to success or failure (GSE 59–75 – B2–B2+).
- Can use a wide range of common reporting verbs with 'that' + complement clause and appropriate tense changes (GSE 53–B1+)

Pronunciation: /v/ and /w/ in initial position

Resources:

- SB: page 19
- WB: page 15

WARM-UP/PRE-LISTENING (5 minutes)

Write the following questions on the board. Ask students to complete them with the correct words. Then put them in pairs to ask and answer. Invite some students to share their answers with the class.

Have you ever started something that came to _____?

Do you ever go back to _____ one when you are doing a school project?

Can you describe a video that went _____ online?

Have you ever read a _____-seller? What did you think about it?

Answers

1 nothing 2 square 3 viral 4 best
Students' own answers

WHILE LISTENING (20 minutes)

- 1 (T-S, S-T) Exercise 1. Refer students to the rubric and items. Play the recording for students to match the speakers to their concerns. Check answers with the class.

Answers

1 Mustafa 2 Kareem 3 Aisha 4 Hisham



Audioscript 7.4

I = Interviewer A = Aisha H = Hisham
M = Mustafah K = Kareem

I: I'm talking to people in the organisers' tent at the Traditional Arts Festival. Aisha is the art director. Everything looks stunning!

A: Thanks for that. This festival was a big challenge for me. I have a wonderful team who actually make all the signs, but the research and design is down to me. I spent ages researching traditional arts. I worry about all the tiny things. I want everything on the signs to be absolutely right, and to include as many of the different art forms on show as possible!

I: I agree, Aisha, thanks. And this is Hisham. Hisham, wow! How impressive was that set when the curtains first went up!

H: Yeah, I listen for that gasp from the audience every time. It's what every set designer wants to hear! And I never really relax until I hear it. I always aim to inspire the audience

from the very first scene, so that they're transported to wherever you want them to be; from then on, it's all plain sailing because they believe in what you're showing them.

I wanted people to really be able to imagine being in a desert with a tribe hundreds of years ago, listening to traditional instruments as the sun goes down. I went to an interactive history museum and that inspired me.

I: Yes, the beginning is atmospheric. Now, let me bring in Mustafa here. He's responsible for the spectacular lighting effects tonight. You've been doing this for a while, haven't you, Mustafa?

M: Yeah, officially for twenty years! But I've been interested in lights and lighting all my life. My very first production was in the family garden one night! My two elder sisters made me shine torches on them so they could have spotlights! I wanted to use the real lights when our primary school staged its end-of-year show, but they refused to let me. Now, I get to play with lights all the time and make a living from it. How good is that? It's a big responsibility because a mistake can ruin a performance, but that's all part of the experience! And it's all down to a torch I got for my sixth birthday! The patterns I could make on my bedroom wall fascinated me and I've never looked back.

I: Brilliant! And now over to the director, Kareem Alhayek. This has got to be the biggest edition of the Traditional Arts Festival yet. I love it!

K: Thank you, and yes, I think it might be! I'm definitely very proud of the festival. As you know, I've worked on arts festivals in Saudi Arabia, Oman, Paris, ... even Boston in the United States! But to come back and work on an arts festival in my own country has been a great opportunity, and I'm just really grateful to everyone who's put so much work in. Let's hope it gets good reviews in tomorrow's media.

- 2 (T-S, S-T) Exercise 2. Tell students they are going to listen to the interviews again. Refer them to the pictures. Ask them to describe what they can see in each picture. Play the recording again for students to choose the correct picture to answer each question. Check answers with the class.

Answers

1 c 2 b 3 b 4 c

- 3 (T-S, S-S, S-T) Exercise 3. Tell students to read the Active Pronunciation box. Demonstrate making the /v/ sound at the beginning of a word and then a /w/ sound at the beginning of the word. Encourage students to make the sounds and try to notice that their teeth touch their bottom lip to make the /v/ sound but not to make the /w/ sound. Refer students to the rubric and the pairs of words. You may like to explain that students will hear both words and they need to tick the one they hear first. Play the recording. Students compare their answers in pairs. Check answers as a class.

Answers

1 lived 2 thief's 3 very 4 fine 5 safer 6 halve
7 over 8 van 9 refuse

07 LESSON 3B LISTENING AND VOCABULARY (WB)



Audioscript 7.5

- 1 lived, lift
- 2 thief's, thieves
- 3 very, ferry
- 4 fine, vine
- 5 safer, saver
- 6 halve, half
- 7 over, offer
- 8 van, fan
- 9 refuse, reviews

- 4 (T-S, S-S, S-T) Exercise 4. Ask students to read the sentences in pairs and practise saying them. Play the recording once for students to listen to the correct pronunciation. Then play the recording again for students to listen and repeat.

Answers

In the circled words, the v is pronounced /v/ and in the underlined words the v is pronounced like /f/.

- 1 Where do we have to meet at the library?
- 2 I wish we didn't have a test tomorrow. I'll have to revise all evening!
- 3 I usually have two showers every day.
I have to have one after football because I get so dirty!
- 4 Have you got a dictionary? I have to look up some words for the essay.



Audioscript 7.6

- 1 Where do we have to meet at the library?
 - 2 I wish we didn't have a test tomorrow. I'll have to revise all evening!
 - 3 I usually have two showers every day. I have to have one after football because I get so dirty!
 - 4 Have you got a dictionary? I have to look up some words for the essay.
- 3 (T-S, S-T) Exercise 5. Ask students to underline the words beginning with /v/ and /w/ in the sentences and think about how to say them. Play the recording once for students to listen to the correct pronunciation. Then play the recording again for students to listen and repeat.

Audioscript 7.7



- 1 I'm worrying about what to wear for work.
- 2 Caitlin visited various villages on her vacation.
- 3 Your vote is very valuable and everyone has a voice.
- 4 It's vital that we wait for Vicky before we watch the video.

WRAP-UP (5 minutes)

(T-S, S-T) Students work with new partners and practise saying the sentences from this unit.

HOMEWORK

Ask students to try writing and saying their own sentences with words beginning with /v/ and /w/.

OVERVIEW

Objectives:

- Can use language related to visual arts and artists (GSE 59–75 – B2–B2+).
- Can scan a long text or a set of related texts in order to find specific information (GSE 63–B2).
- Can justify and sustain views clearly by providing relevant explanations and arguments (GSE 60–B2).
- Can guess the meaning of an unfamiliar word from context (GSE 55–B1+).
- Can distinguish between main ideas and supporting details in familiar, standard texts (GSE 51–B1+).
- Can follow a discussion in which speakers use some idiomatic language (GSE 68–B2+).
- Can express opinions and attitudes using a range of basic expressions and sentences (GSE 52–B1+).
- Can show degrees of agreement using a range of language (GSE 61–B2).

Resources:

- SB: pages 20–21; Word List page 65; Communication page 75
- TB: Culture Notes page 140

WARM-UP (5 minutes)

- 1** (T–S, S–S, S–T) Exercise 1. Elicit that another word for *discipline* is *subject*. Put students into small groups. Give them one minute for this activity. Then ask groups to share their ideas with the class. Ask how many disciplines each group was able to name.

Answers

Students' own answers

- 2** (T–S, S–S, S–T) As a follow-on from Exercise 1, students can share their homework with their groups.

PRE-READING (5 minutes)

(T–S, S–T) Exercise 2. Ask students what they think makes a painting a piece of art. Refer students to the pictures and ask which one they think is a piece of art. Have students explain their reasons. Then have students read the activity individually and answer the rubric question. Remind students to scan the text rather than read it in detail. Elicit answers as a class.

Answers

paintings, sculptures, architecture



WHILE READING (10 minutes)

(T–S, S–T) Exercise 3. Tell students to read the questions and answer options before reading the text. Give students five minutes to complete the activity individually. Tell students to show where they found the answers in the article. Check answers as a class.

Answers

1c 2a 3a

POST-READING (10 minutes)

- 1** (T–S, S–S, S–T) Exercise 4. Have students complete the activity in their same pairs. Check answers as a class. Write the answers on the board and model and drill any difficult pronunciation (*atmospheric, profound, sophisticated, unique*).

Answers

Always positive: atmospheric, breathtaking, expressive, meaningful, profound, sophisticated, spectacular

Depends on the context: abstract, puzzling, shocking, unique

- 2** (T–S, S–T) Exercise 5. Refer students to the adjectives in the word box. Read them and check students' understanding. Then have students complete the activity individually. Check answers as a class.

Answers

1 expressive 2 meaningful 3 puzzling 4 realistic
5 breathtaking 6 sophisticated 7 abstract

- 3** (T–S, S–T) Exercise 6. Get students to read the rubric. Play the recording for students to complete the activity individually. Repeat if necessary. Check answers as a class.

Answers

Sana doesn't like abstract art and doesn't consider it real art, whereas Alia enjoys looking at it and feels it is thought-provoking.

Audioscript 7.9

S = Sana A = Amani

S: Hey, Amani. What's this then? Ha! Call that art? There's nothing to it.

A: You don't like it, Sana? I think it's very expressive. I mean, OK it's not very sophisticated, but it's certainly meaningful and atmospheric, too.

S: Atmospheric? I don't get it, Amani. I mean, it's just a pair of glasses on the floor!

A: Well, it speaks to me. It's about the ... experience of viewing art – how we feel when we really take time to, you know, look. I think it's profound.

S: Well, I don't feel anything. It leaves me cold.

A: The artist is saying, make up your own mind about art'. It gets you thinking.

S: It looks like it was done by a child.

A: I think you're being very negative, Sana.

S: I could do better myself. Are you sure it's really part of the exhibition?



07 LESSON 4A READING AND VOCABULARY (SB)

- 4 (T-S, S-S, S-T) Exercise 7. Model the activity using the example given. Refer students to the words in the word box. Explain any phrases students may have difficulty with. Have students then complete the activity in their pairs. Check answers as a class.

Answers

- 2 I don't get it.
- 3 it speaks to me
- 4 It leaves me cold.
- 5 It gets you thinking.
- 6 I could do better myself.

- 5 (T-S, S-S, S-T) Exercise 8. Ask students to write adjectives and expressions from this lesson on the board. Refer students to the pictures on page 75 of their Student's Books and have them complete the activity in their pairs. Encourage them to use the language on the board. Monitor for proper use of language and vocabulary. Correct where necessary. Invite students to share their ideas with the class.

Answers

Students' own answers

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 9. Put students into groups. Refer students to the statements. students discuss whether or not they agree with the statements. Allow one minute per statement. Get feedback as a class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.

HOMEWORK

Ask students to write a short text giving their opinion of modern art. They could include which of the modern pieces mentioned in the article they think are art or not.

CONTINGENCY PLAN

If your students need extra support with the reading: ask them to read through the text and underline the words they don't understand. Allow them to ask you the meaning of these words or pair them with a more confident student to discuss the meaning. You may like to set a limit to the number of words they can underline.

If your students need an extra challenge: after Exercise 9, students describe the artwork they talked about in the previous extra activity. They should use adjectives from Exercise 5 and expressions from Exercise 7.

OVERVIEW

Objectives:

- Can give detailed accounts of experiences, describing feelings and reactions (GSE 49–B1).
- Can extract key factual information from a phone conversation on a familiar topic (GSE 46–B1).
- Can report yes/no questions with 'if/whether' (GSE 55–B1+).
- Can report past wh- questions (GSE 50–B1).
- Can identify key information in linguistically complex conversations at natural speed (GSE 71–B2+).
- Can report factual information given by other people (GSE 55–B1+).

Resources:

- SB: page 22; Grammar Reference page 70; Word List page 65
- TB: Culture Notes page 140
- Online resources: Photocopiable Resource 30
- Assessment: Grammar Quiz Unit 7 Lesson 5

WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Put students into pairs. Have students discuss the questions in their pairs. Ask students to share their ideas with the class. Ask students how they would feel if they had an audition.

Answers

Students' own answers

PRESENTATION (15 minutes)

- 1 (T-S, S-T) Exercise 2. Refer students to the question. Play the recording for students to listen for the answer. Check answer as a class.

Answers

nervous



Audioscript 7.10

S = Sawsan G = Ghada

- G: Hi Sawsan.
S: Ghada! How did it go?
G: Fine, thanks.
S: So, what happened?
G: Well, I arrived and there were, like, loads of other people. I went to register and they wanted to know where I was from, and all that, and then they asked if I'd auditioned the year before. And then they told us to wait until our names were called.
S: Were you nervous?
G: Totally. But there were loads of helpers around and they kept asking me whether I needed anything.
S: That's nice. Did you wait a long time?
G: About an hour. And then they asked us to wait in the green room.

S: What's the green room?

G: It's the place where you wait just before you go on the stage. Oh yeah, this is funny; I asked them why it was called the green room and the guy said he didn't know but the previous day one participant had been so nervous that he'd turned very green. So maybe that's why!

- 2 (T-S, S-T) Exercise 3. Ask students to work individually and use the examples given to choose the correct answers for items 1–4. Refer students to the Grammar box. Give students a few minutes to read it and ask any questions if they don't understand something. Repeat with the *Watch out!* box. Next, check answers as a class.

Answers

1 ask, want to know 2 yes/no questions 3 don't use

Refer students to the Grammar Reference section on page 70 for more information.

PRACTICE (10 minutes)

- 1 (T-S, S-T) Exercise 4. Ask students what they think will happen at the audition. Play the recording and then check answers as a class. Ask students if their guesses were correct.

Answers

Ghada fell over during the audition. Yes, she did get through to the next round.

Audioscript 7.11

S = Sawsan G = Ghada



- G: I asked them why it was called the green room and the guy said he didn't know, but the previous day one male participant had been so nervous that he had turned very green. So maybe that's why!
S: And then what happened?
G: After about ten minutes a girl came and asked if I was ready and then I went out onto the stage. I was so nervous!
S: I bet. But did you....?
G: Anyway, the judges were really nice. One of them wanted to know how long I'd been writing poetry for and then another one asked me what the title of my poem was. After that, they asked me to start reading. So I did. And then ...
S: Hmm?
G: And then I thought it had all gone wrong.
S: What?
G: Well, I dropped the paper with my poem on it and as I bent down to pick it up, I slipped and fell on the floor.
S: Oh no!
G: I know. What a disaster! Anyway, one of the judges came straight over and asked if I'd hurt myself. I said no and then she asked if I wanted to start again.
S: Oh, thank goodness it was only a temporary setback.
G: I know, I was so relieved. I think I delivered the poem well in the end.
S: And did you get through to the next round?
G: Yes!
S: Woohoo! Well done, superstar!

07 LESSON 5A GRAMMAR (SB)

- 2 (T-S, S-S, S-T) Exercise 5. Model the activity using the example provided. Put students into new pairs. Explain to students that they are now going to make direct questions. Tell students to refer to the Grammar box and the *Watch out!* box if they need help. Have students complete the activity. Check answers as a class.

Answers

- 2 How long have you been writing poetry for?
3 What's the title of the poem that you're going to read?
4 Did/Have you hurt yourself?

TIP

To make the target language more memorable, relate it to students' lives and put it into a real context. In this case, ask students to remember a question they asked someone or someone asked them in the last few days. Have students report back to the class.

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 6. Get students to write three yes/no questions and three *wh*- questions. They can refer to the questions they wrote for homework. Have students swap questions with another student. Get students to ask another student these questions. Ask students to use reported speech to tell the writer the answers to the questions. As students work, monitor for proper use of language and vocabulary. Correct where necessary. Then ask students to share their ideas with the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.

HOMEWORK

Ask students to make notes about the most exciting experience they have ever had. You could also assign Grammar Quiz Unit 7 Lesson 5 as homework.

CONTINGENCY PLAN

If your students need extra support with reported questions: write these questions from the recording on the board:

Are you OK?

How did it go?

What happened?

Were you nervous?

Did you wait a long time?

Ask students to help you report the questions together. Write these on the board.

If your students need an extra challenge: put students into pairs. Each student asks their classmate five questions, which students should write down. Then put students into new pairs. They report the questions that their previous partner asked them.

There is also a downloadable photocopiable resource number 30 to use.

OVERVIEW

Objective:

- Can report yes/no questions with 'if/whether' (GSE 55-B1+).
- Can report past wh- questions (GSE 50-B1).
- Can report factual information given by other people (GSE 55-B1+).

Resources:

- SB: page 22
- WB: page 16

WARM-UP (5 minutes)

(T-S, S-S) Put students in pairs. Ask them to read their reported sentences from their homework in Lesson 1B. Then tell them to ask their partner three questions about the book/TV show that the reported sentences came from. Students should answer their partner's questions and also write down the questions. They will need these questions at the end of this lesson.

Answers

Students' own answers

PRACTICE (15 minutes)

- 1** (T-S, S-T) Exercise 1. Copy the first item on the board. Ask students to tell you the correct answer and explain why. Quickly revise the rules for reporting questions or remind students they can read these on SB page 22. Students work individually to choose the correct option to report the question. Check answers as a class.

Answers

1 if 2 why 3 where 4 when 5 if 6 whether

- 2** (T-S, S-T) Exercise 2. Refer students to the example and ask them to identify the reported question and the direct question. Tell students to underline the main verb in each of the reported questions 2-6. Students work individually to complete the sentence. Check answers as a class.

Answers

2 is the presenter 3 Do you need 4 Are you preparing
5 Have you auditioned 6 Are you going to perform

- 3** (T-S, S-T) Exercise 3. Work through the example on the board. Ask students to underline the question word and the verb in the questions 2-6. Students work individually to complete the sentence. Check answers as a class by asking volunteer pairs of students to read the direct question and the reported question.

Answers

2 why she chose/had chosen 3 how he was travelling
4 what sports she can play/could play 5 when the show will start/would start 6 which player he liked best

PRODUCTION (15 minutes)

(T-S, S-T, S-S) Exercise 4. Ask a volunteer pair of students to role play the conversation. Refer students to the text and explain that this is a report of the conversation. Go through the example with the class. Students work individually or in pairs to complete the sentences with reported speech. Check answers as a class.

Answers

- 2 where he was from
3 if/whether he could start
4 if/whether he had practised his performance that day
5 if/whether he should tell the judges that
6 how many times he had auditioned
7 where he could get
8 if/whether he would prefer

WRAP-UP (10 minutes)

(T-S, S-S) Ask students to use reported speech to rewrite the questions their partners asked them in the Warm-up. Then put them in new pairs to report the questions.

HOMEWORK

Students repeat the same exercise as the Homework in Lesson 1B, but this time they should report questions that the characters ask.

07 LESSON 6A SPEAKING (SB)

OVERVIEW

Objectives:

- Can use language related to theatre, dance and public performance (GSE 59–75 – B2–B2+).
- Can follow chronological sequences in extended informal speech at natural speed (GSE 65–B2).
- Can describe the personal significance of events and experiences in detail (GSE 63–B2).
- Can tell a short story about something funny or interesting that has happened, including detail to maintain the listener's interest (GSE 59–B2).

Resources:

- SB: page 23; Word List page 67

WARM-UP (5 minutes)

(T-S, S-S, S-T) Write or display these questions on the board: *Have you ever been in a play? If yes, did you enjoy it? Would you like to do it again? If no, do you think you would like to be? Why or why not?* Put students into pairs to discuss the questions. Get feedback as a class. Alternatively, you could ask stronger students to come up with their own questions relating to the theatre and acting. Give students two minutes to create the questions. Monitor and make any corrections where necessary.

Answers

Students' own answers

TIP

When you can, ask students to create the questions that are used in discussions. This way there will be a range of questions being asked, which will make the lesson more interesting. It will also enable students to make use of different language structures they know, meaning this activity is suited to mixed-level classes. Be sure to monitor and correct any questions before they begin the discussion.

PRESENTATION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Join the previous pairs together to form small groups. Elicit that sometimes things can go wrong in a performance. Ask students to discuss what could go wrong using the prompts in the box. Monitor and correct students as necessary. Get feedback as a class.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 2. Tell students they are going to listen to three actors discussing times when things went wrong. Have students listen and make notes of what happened. Then play the recording. Get students to compare their notes in their groups. Play the recording again if necessary. Check answers as a class. In groups, have students discuss which of the experiences they would find the most embarrassing. Get feedback as a class.

Answers

The first speaker fainted during a play but a fellow actor kept him on the stage instead of taking care of him. The second speaker was using a microphone and the sound didn't work. The third speaker had to shave his head for a role in a play.



Audioscript 7.12

H = Harry C = Callum E = Eric

H: You guys won't believe what happened last night.

C: What?

H: It was really embarrassing.

E: Go on.

H: You know I've been working recently and last night was our first performance. Just for friends and family to come and watch. I was on stage about to say my lines, and, yeah, at first I just felt a bit light. I just felt I couldn't really feel my legs. I thought maybe it was nerves. But then everything in front of me started to just go black. Suddenly, I couldn't hear anything. The next thing I knew, I woke up backstage. Just passed out on the floor.

C: You're kidding! I can't believe you fainted.

H: I know. I felt awful.

C: Did you panic?

H: Well, I just felt really embarrassed. And my parents were watching, my friends were watching. I felt really silly.

E: Did you recover okay, though?

H: Yeah, they gave me a chocolate bar. I think ... I think it was just nerves and I hadn't really eaten 'cause I was so focused on the play.

E: Wow, what an opening night! So, something embarrassing happened to me on stage too. I was appearing in a talent show. This happened a few weeks ago. The curtains went up, the microphone was in front of me, I was talking but there was just no noise coming out. It was the most embarrassing thing that had happened to me. I couldn't believe it.

H: Did they give you another chance?

E: Yeah, but I was so nervous by that time that it was a mess anyway.

C: Poor you! Nothing like that has ever really happened to me.

E: Lucky you.

H: Lucky you.

C: Actually... I suppose one thing did happen years ago. I auditioned for this role and I got it. And at first, I was really excited, but then when I got to the first day of rehearsals the director turned to me and said, 'Okay, ready to shave your head?'

C: And I said, 'What?'. And he said, 'Yes. This role requires you to shave your head.'

H: And they hadn't mentioned that before?

C: Well, I couldn't remember. Maybe they did but ... I was just so excited ...

H: So, did you do it?

C: Yeah, I did it. I just wanted the part so much.

E: I can't believe it.

C: I know.

H: But I mean, you're only going to be doing the play for a few nights. But the shaved head must have lasted for a long time.

E: Yeah, that was quite a big commitment.

C: It was, but what can I say? I was committed.

PRACTICE (5 minutes)

(T-S, S-T) Exercise 3. Refer students to the Speaking box again. Give students a few minutes to complete the activity individually. Check answers with the class by having volunteers read out the text around the class.

Answers

1 ago 2 Although 3 just 4 Despite 5 Suddenly 6 but
7 had 8 believe 9 embarrassed 10 end

PRODUCTION (15 minutes)

(T-S, S-S, S-T) Exercise 4. Tell students they are going to tell a story about a personal experience where something went wrong or they were embarrassed by something. If students can't think of a story to tell, tell them they can make one up, but it should be believable. Remind students to use the phrases in the Speaking box to tell their story. Give students about five minutes to prepare. As students work, monitor and help as necessary. Then put students into new groups so they can share their stories. Students must decide if the story is true or not. Get feedback as a class. Alternatively, model the activity by telling a story yourself. It can be a true story or you can invent one. Be sure to include phrases from the Speaking box. Students must guess if it was true or not.

Answers

Students' own answers

Extra Activity

Using the notes they made at home, students tell a partner about their exciting experience. Remind them to use language from the Speaking box to help them tell their story. In small classes, students could tell their story to the whole class – the class can then vote for the most exciting experience.

Refer students to their homework. Have students tell each other about the most exciting experience they've ever had. Get feedback as a class.

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.

HOMEWORK

Ask students to make a list of plays, live shows or performances they have seen recently.

CONTINGENCY PLAN

If your students need more support: Give students a copy of the audio script and ask them to find the phrases from the Speaking box so that they can read and understand them better in context.

If your students need more of a challenge after Exercise 4: Students also debate an additional statement. *If experts and critics agree that something is great art, then it must be.*

07 LESSON 7A WRITING (SB)

OVERVIEW

Objectives:

- Can predict the content of a simple academic text, using headings, images and captions (GSE 48-B1).
- Can recognise the writer's point of view in a structured text (GSE 58-B1+).
- Can guess the meaning of an unfamiliar word from context (GSE 55-B1+).
- Can write a structured review of a film, book or play with some references and examples (GSE 51-B1+).

Resources:

- SB: pages 24-25; Word List page 65
- TB: Culture Notes page 140

WARM-UP/PRESENTATION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Model the activity using the example given. Put students into pairs. Refer students to the photo and the words in the box. Have students complete the activity in pairs. Ask pairs to share their answers with the class.

Answer

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 2. In the same pairs, students ask and answer the questions. Get feedback as a class.

Answer

Students' own answers

PRACTICE (15 minutes)

- 1 (T-S, S-T) Exercise 3. Ask students to work individually to find and underline the adjectives that express the reviewers' opinion in the poster. Check answers as a class.

Answer

He/She thinks it's brilliant.

Adjectives used: breathtaking, simple but atmospheric, dramatic, sharp, witty, talented, convincing, stunning, impressive, spectacular, unique, entertaining

- 2 (T-S, S-T) Exercise 4. Ask students to look at the review again. Go through each paragraph and ask students what its main point is (1 introduces the play, 2 the scenes, 3 the atmosphere and actors, 4 reviewer's opinion). Then get students to complete the activity individually. Check answers as a class.

Answers

1c 2d 3a 4b

- 3 (T-S, S-S, S-T) Exercise 5. Model the activity using the example given. Refer students to the Writing box and give them a few minutes to study it. Then get students to work in their pairs to complete the activity. Check answers as a class. Now ask students if they think the review is more negative or positive (positive).

Answer

Adverbs + adjectives: totally convincing, seriously terrifying, particularly impressive, thoroughly entertaining
Other adjectives: basic, simple, atmospheric, dramatic, sharp, witty, talented, stunning, amazed, good, spectacular, unique, surprised

TIP

Ask to put the adjectives into positive, negative or neutral lists. This will help them remember the meanings of the words better.

- 4 (T-S, S-T) Exercise 6. Ask students to find sentences with *quite*, *so* and *such* in the review and to then study the *Watch out!* box. Then give students a few minutes to complete the activity individually. Check answers as a class. Alternatively, you could put into groups of three. Each student in each group is assigned *quite*, *so* or *such*. Each student must find the examples of only their item and read the part of the *Watch out!* box which refers to that item. Ask to share what they find out with the other in the group.

Answer

Examples from review: quite witty, so talented, so well, quite a good competition, such young students, such a thoroughly entertaining show

2 quite a long 3 such funny 4 quite a good 5 such an amusing

- 5 (T-S, S-S, S-T) Exercise 7. Put students into new groups and have them complete the activity. As students work, monitor for correct use of language and vocabulary. Correct where necessary. Then have groups share their answers with the class.

Answers

Students' own answers

PRODUCTION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 8. Refer students to the review on page 24 and find how it starts and what the final paragraph is about (It starts by saying what the play is about and ends with a personal opinion). Elicit different words or phrases from it that make it positive. Then refer students to the Writing box. Explain that they can follow this when writing their review. Have students write their review and then check it against the Writing box to make sure they have included key points. Allow 15 minutes. Students should write about 250 words.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) When students have finished writing, put them in pairs for some peer correction. They check each other's work and make suggestions for improvements. They then rewrite their reviews, in class or as homework, following their partner's feedback.

TIP

To prepare for the writing, brainstorm with students what things they could write about in a review about a play or performance.

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.

HOMEWORK

Ask students to rewrite their story after the feedback from their peers.

CONTINGENCY PLAN

If your students need more support: use the following questions before Exercise 4, to lead in to the topic of reviews: Do you read reviews before deciding whether to watch a play or film? Why/Why not? What information should a review include in order to help the reader decide whether a play or film is worth watching?

If your students need an extra challenge: tell students to include at least three adjectives, two modifiers and two recommendations in their reviews.

OVERVIEW

- The Revision lesson can be set as homework or self-study.

Objectives:

- All language-related objectives from Unit 7.

Resources:

- SB: Word List page 65; Grammar Reference page 70
- WB: pages 18–19; Self-assessment 7 page 17
- Assessment: Unit 7 Language Test

VOCABULARY AND GRAMMAR

Exercise 1.

Answers

2 breaking 3 spoilers 4 on-demand 5 programme
6 newsreader

Exercise 2.

Answers

1 audition 2 props 3 lines 4 sell-out 5 abstract
6 took off

Exercise 3.

Answers

2 He told me not to forget to come/go to their play that evening.
3 They said they had seen me on the news programme the night before/the previous night.
4 They agreed (that) the news report had been very thought-provoking.
5 We pointed out she had to work very hard if she wanted to make a name for herself.

Exercise 4.

Answers

2 asked them if/whether they had ever binge-watched their favourite series.
3 asked her what she thought would happen in the next/following episode.
4 asked him if/whether he thought that was a fake news item.

USE OF ENGLISH

Exercise 5.

Answers

2 entertainment 3 choice 4 viewers 5 eagerly
6 productions

READING

Exercise 6.

Answers

1C 2A 3C 4B

SPEAKING

Exercise 7.

Answers

Students' own answers

WRITING

Exercise 8.

Answers

Students' own answers

NOTES

نسخة قيد الاعمال والتجديد

08 UNIT 8 MAPPING

| UNIT NUMBER/ TOPIC | TOPICS | SCOPE AND SEQUENCE MATRIX | LEARNING OUTCOMES AND PERFORMANCE INDICATORS |
|--|---|---|---|
| UNIT 8 The evolution of advertising | Theme 1: Society Theme 6: Recreation | <p>Listening: analysing main ideas and supporting details; deducing motive and viewpoint, citing supporting evidence; discussing objectivity of information and speaker; using signal words to understand the sequence of and relationships between ideas; providing constructive feedback on peers' oral presentations; learning how to benefit from peers' feedback</p> <p>Speaking: sustaining 5-to-7-minute conversations; maintaining meaningful dialogues of up-to-10 exchanges; eliciting information from other students; narrating events and describing processes using different tenses and the passive voice; debating regularly in a deliberative discussion as an innovative teaching strategy; providing constructive feedback that helps the speaker to clarify his/her point of view</p> <p>Reading: anticipating the topic through looking at titles, subtitles and graphics; identifying a central idea of a text and how it is conveyed; connecting what is read with personal ideas and beliefs; tracing and evaluating an argument and specific claims in a text, distinguishing those that are supported by evidence from the ones that are not</p> <p>Writing: using writing strategies (brainstorming, outlining, drafting, revising, editing, redrafting, and publishing); composing coherent essays of 3-4 paragraphs on different topics for different audiences; using appropriate organisational patterns; journalling one's writing process of a short story or a short essay; using criteria to evaluate their writings and sources</p> <p>Viewing and presenting: analysing visual information by asking relevant questions and discussing intended meaning; explaining why certain features of the visual text have been chosen for a particular purpose and audience; deducing how certain conventions (photos with text, news reports with images, excerpts of films, websites) were used to influence the viewer's attitude and opinions; making inferences from explicit and implicit information; deducing the relationship between visual and written information; orally presenting ideas and opinions on a variety of topics; responding to open-ended questions on visual texts with examples and justification</p> | <p>Listening: analyse main ideas and supporting details; respond to critical thinking questions before, during, and after listening citing evidence; make inferences citing evidence; guess the meaning of unknown vocabulary words and phrases from context; use resources (dictionaries, online search engines) to help construct meaning; predict content from context (previewing listening questions, looking at titles); ask and answer questions about what a speaker says in order to clarify comprehension, collect additional information, or deepen understanding of a topic or issue; recognise redundancies to help identify main ideas or important points; identify the purpose of a presentation by giving evidence provide constructive feedback (accuracy, clarity, completeness) on peers' oral presentations; respond to conversations where speakers are expressing likes, dislikes, and preferences, giving advice, making assumptions, giving opinions, agreeing and disagreeing; use morphology (suffixes, prefixes, roots) to help construct meaning; demonstrate how rhetorical devices help them understand meaning of a text; identify common organisational patterns (logical or chronological division of ideas, comparison, and contrast) and rhetorical structures to understand meaning</p> <p>Speaking: rehearse and develop informative speech; stop and restart utterances that are not clear and pause to rephrase; maintain conversations of up to seven minutes; interact in meaningful communicative dialogues of up to 10 exchanges; stay on the topic and maintain relevance; respond to questions from other speakers; negotiate meaning and sustain conversations; lead classroom discussions about topics of personal or academic interest; describe events and processes using the passive voice; debating regularly in a deliberative discussion as an innovative teaching strategy</p> <p>Reading: anticipate the topic by looking at the title, subtitles, and graphics; skim and scan a text for general ideas, organization, and specific details; make use of contextual clues to infer meanings of unfamiliar words, phrases, or idiomatic expressions; identify a central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments; determine the meaning of words and phrases as they are used in a reading text; identify the author's point of view or purpose and explain how it is conveyed; connect what they read with personal ideas and beliefs; determine the referent of a pronoun used in the text; identify the word in a text whose meaning, or opposite is given; evaluate texts critically and support this with relevant textual references</p> <p>Writing: make a list to develop ideas for writing on a focused topic; practice brainstorming, outlining, drafting, revising, editing, and publishing; practice and develop research skills; for example, the ability to evaluate, use, and cite sources; practice introducing and concluding an essay; write narrative, descriptive, and argumentative essays; write essays on various topics; revise essays with a peer to enhance precision, clarity, and correctness; write short essays using modes of persuasion</p> <p>Viewing and presenting: demonstrate understanding of visual information by asking relevant questions and discussing intended meaning; realise that visual presentations have been created to reach out to particular audiences and influence them in some way; use images to help make meaning of oral and/ or written text; explain why some of the features of the visual text have been chosen for a particular purpose and audience, and explain how the conventions used (photos with text, news reports with images, excerpts of films, websites) influence the viewer's attitude and opinions; find own examples to share understanding; make inferences from explicit and implicit information; examine texts and illustrations identifying the relationship between visual and written information; present and develop ideas and opinions on a variety of topics orally; respond to questions related to the visual texts with examples and justification; project voice clearly when speaking, using intonation and pauses; make connections to more than one of the six course themes; describe and interpret visual images of different types like posters and advertisements, and show how they affect audience</p> |



OVERVIEW

Objectives: Grammar

- Can use language related to advertising and branding (GSE 59-75 – B2-B2+).
- Can identify key information in an extended text or article (GSE 57-B1+).
- Can use the Past Simple passive (GSE 48-B1).
- Can use the Present Simple passive (GSE 48-B1).
- Can use the Present Continuous passive (GSE 55-B1+).
- Can use 'going to' and 'will' future forms of the passive (GSE 50-B1).
- Can use a range of modals with passive infinitives referring to the present or future (GSE 59-B2).
- Can express their opinions in discussions on contemporary social issues and current affairs (GSE 61-B2).

Resources:

- SB: pages 26-27; Grammar Reference and page 71; Word List page 66
- Online resources: Photocopiable Resource 31
- Assessment: Grammar Quiz Lesson 8 Unit 1

WARM-UP (5 minutes)

(T-S, S-T) Books closed. Ask students what types of things they see advertised that catch their attention. Alternatively, bring in adverts from newspapers or magazines or show a TV advert. Ask students to identify the product(s) advertised and comment on the advert(s).

Answers

Students' own answers

PRESENTATION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Put students into pairs. Ask them to complete the activity. Then have a class discussion and ask students to explain the highlighted words using their own words.

Answers

Students' own answers

Extra Activity

Do this activity after Exercise 1. Put students in new pairs and get them to take it in turns to give a definition of a word from Exercise 1 for their partner to guess.

- 2 (T-S, S-S, S-T) Exercise 2. Refer students to the *Watch out!* box. Elicit that it shows the differences in American and British English spelling and usage. Tell students that we can use either in our daily exchanges as both are correct. Students read the article individually. Next, in their pairs, have students discuss the questions. Ask students to share their ideas with the class.

Answers

- 1 American English
- 2 smaller adverts in newspapers and magazines, large posters on walls and in public places
- 3 pop-up ads and spam emails
- 4 To tell you about a product or service you didn't know about
- 5 to make you remember a product

TIP

Explain to students that there are many different "Englishes" spoken around the world – for example, British English, American English, South African English, Indian English. These "Englishes" have differences in vocabulary, pronunciation and grammar. Tell students that these differences generally do not impede understanding and communication, but students should try stick to one English.

- 3 (T-S, S-T) Exercise 3. Give students a few minutes to complete the activity individually. Check answers as a class.

Answers

1a 2b 3a

- 4 (T-S, S-T) Exercise 4. Refer students to the Grammar box. Ask students to read through it individually and ask any questions if they do not understand something. Have students find examples of passive sentences in the blog for each tense. Check answers as a class. Write the sentences on the board and underline the verb forms to highlight the conversion that is made from the active to the passive.

Answers

Adverts were mainly seen, they could be seen by many people, jingles were created, these commercials often seen during TV programs, colorful logos were also designed, new types of advertising have been introduced, slogans and logos are used

- 5 (T-S, S-S, S-T) Exercise 5. Write the first item on the board (a and b). Ask students which sentence is active (a) and which is passive (b). Ask *What is more important – the person or the action? (the person)*. Do the same for item 2 (*a is active and b is passive; the action is more important*). Elicit that in active sentences, we are interested in the person rather than the action, while in passive sentences, we are interested in the action rather than the person. In passive sentences, the person is often obvious or unknown. Have students do the same for items 3 and 4 in their same pairs. Check answers as a class.

Answers

1a 2b 3b 4a

1 active 2 passive 3 passive 4 active

In sentences 1 and 4 the focus is on the person who did the action.

In sentences 2 and 3 the action (what happened) is more important than who did it (the agent).

Refer students to the Grammar Reference section on page 71 for more information exercises.

PRACTICE (10 minutes)

(T-S, S-S, S-T) Exercise 6. Model the activity using the example given. You may like to draw students' attention to item 4 and explain that it is a question so the answer is split across two gaps. Put students into new pairs. Students complete the activity. Then play the recording for students to check their answers.

Answers

2 was sent 3 be replaced 4 are ... given/have ... been given
5 is completed 6 is purchased 7 are sold 8 be done
9 is removed 10 be sent

**Audioscript 8.1**

S = Speaker

- Kyle:** Hey! What are you doing?
- Jack:** Oh, I'm reading my emails. But every time I check my inbox, it's filled with all these spam messages. At least a dozen new ones are sent to me every single day!
- Kyle:** Same. Just yesterday, I was sent an advert for a sushi delivery service.
- Jack:** Ha! Ha! I know you love sushi but Mum's cooking can't be replaced! But, seriously, how have our personal details been given to all these companies?
- Kyle:** I'm not entirely sure. I think that whenever an online form is completed or something is purchased from a website, the person's name and email address are sold by the company to other businesses.
- Jack:** What can be done about all this spam mail?
- Kyle:** When you unsubscribe from the mailing list your name is removed and you won't be sent any more spam mail from that company.
- Jack:** OK. That's what we've got to do!

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 7. Pick an item and express your opinion on it. Ask students if they agree or disagree with you, explaining why. Then put students into small groups and have them complete the activity. Encourage students to use the passive. Ask groups to share their ideas with the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they found new, interesting, easy or challenging.

HOMEWORK

Ask students to create an advert for a product they think could be advertised at their school. It can be any product (real or invented) and they can use any form of advertising (e.g. a billboard ad they would print on the side of a school bus, a recorded radio commercial, a TV commercial they will video in their phones). Students can present their adverts in the next lesson, and you can do a class vote for the best one. You could also assign Grammar Quiz Unit 8 Lesson 1 as homework.

CONTINGENCY PLAN

If your students need some extra support with the passive: elicit that in the passive the verbs are in the **past participle**, regardless of what tense is used. The important part of the verb formation in the passive is the verb **be**, which shows what tense is used. For Present Simple, we use **is/are**, Past Simple **was/were**. Ask students to look at the Grammar box and say how the verb **be** is formed in the Present Continuous (**am/is/are being**), Past Continuous (**was/were being**), Present Perfect (**have/has been**), Future (**will be**) and modals (**be**).

If your students need an extra challenge: students write a paragraph giving their answer to this question: *Should adverts be shown to children and teenagers?*

There is also a downloadable photocopyable resource number 31 to use.

OVERVIEW

Objectives:

- Can use language related to advertising and branding (GSE 59-75 – B2-B2+).
- Can use the Past Simple passive (GSE 48-B1).
- Can use the Present Simple passive (GSE 48-B1).
- Can use the Present Continuous passive (GSE 55-B1+).
- Can use 'going to' and 'will' future forms of the passive (GSE 50-B1).
- Can use a range of modals with passive infinitives referring to the present or future (GSE 59-B2).

Resources:

- SB: pages 26-27
- WB: pages 20-21

WARM-UP (5 minutes)

(T-S, S-T) On the board, write the following sentence:
Influencers advertise this product.

Ask students to transform it into the passive voice:
This product is advertised by influencers.

Ask students to explain the difference between the two sentences. Then ask if 'influencers' is essential information in the passive voice (no). Ask students to transform the passive sentence using different verb tenses: Present Perfect, Future with *will*, Present Continuous, *must*, Past Simple, Past Continuous.

Answers

This product has been advertised by influencers.
This product will be advertised by influencers.
This product is being advertised by influencers.
This product must be advertised by influencers.
This product was advertised by influencers.
This product was being advertised by influencers.

PRACTICE (35 minutes)

- 1** (T-S, S-T) Exercise 1. Copy the first sentence onto the board and ask students to identify the passive form (*will be delivered*). Students work individually to underline the passive forms in the remaining sentences. Check answers with the class.

Answers

1 will be delivered **2** have been presented **3** was filmed
4 can't be revealed **5** is being discussed **6** are produced
7 was being damaged

- 2** (T-S, S-T) Exercise 2. Students match the verb tenses with the sentences in Exercise 1. Remind them that only the verb *be* changes tense in the passive voice. Check answers with the class.

Answers

a 2 b 1 c 6 d 7 e 5 f 4 g 3

- 3** (T-S, S-S, S-T) Exercise 3. Go through the example with the class. Refer students to the other sentences. Tell them to underline the main verb in the first sentence in each pair and identify the verb tense. Students work individually to complete the second sentence in the passive voice. Students compare answers in pairs, then check answers with the class.

Answers

2 are sold **3** is being tested **4** isn't being considered (by them) **5** is being signed (by them)

- 4** (T-S, S-T) Exercise 4. Refer students to the rubric and make sure they understand that they need to use the Past Simple passive of the verbs. Students complete the sentences individually. Check answers as a class.

Answers

2 were not/weren't advertised
3 was informed
4 was closed
5 was not/wasn't repainted

- 5** T-S, S-S, S-T) Exercise 5. Go through the example with the class. Refer students to the verbs in the box. Make sure students understand they need to use the Past Continuous passive of the verbs. Students complete the sentences individually, then compare answers in pairs. Check answers as a class.

Answers

2 were being offered
3 was being created
4 were being shown
5 was being installed

- 6** (T-S, S-T) Exercise 6. Students choose the correct option to complete the sentences. When checking answers with the class, revise that the passive voice always uses verb *be* + past participle.

Answers

1 b 2 b 3 a 4 a 5 b

- 7** (T-S, S-S, S-T) Exercise 7. Go through the example with the class. Students work individually to write the sentences with the future passive with *will*. They check their answers in pairs, then check answers as a class.

Answers

2 The adverts will be removed as soon as possible.
3 People will not be told about the problem.
4 Money will not be given in exchange for this publicity.
5 New products will be offered by the company.

- 8** (T-S, S-T) Exercise 8. Refer students to the words in the box and the sentences. Make sure they understand they should use the modal verbs in brackets. Go through the example with the class. Students complete the sentences individually. Check answers as a class.

Answers

2 can be found **3** must be stopped **4** should be informed
5 may not be included

- 9** (T-S, S-S, S-T) Exercise 9. Work through the example with the class on the board. Tell students to underline the time expression in each item - this will help them work out with verb tense to use. Students write questions individually or in pairs. Check answers as a class.

Answers

- 2 Has the logo been redesigned by Amer yet?
 3 Were the billboards removed yesterday afternoon?
 4 Is a jingle played at the beginning of every programme?
 5 Will all the spam emails be removed if I click this icon?/Are all the spam emails removed if I click this icon?

PRODUCTION (5 minutes)

(T-S, S-S, S-T) Exercise 10. Students complete the text with one word in each gap. They compare answers individually. Check answers with the class.

Answers

- 2 wasn't 3 be 4 weren't 5 being 6 been 7 has 8 will

WRAP-UP (5 minutes)

(T-S, S-S) Exercise 11. Refer students to the rubric. Ask students to talk about their experiences being influenced while buying a product.

HOMEWORK

Students complete Exercise 11 at home. They write a short paragraph. Remind them to use the grammar and vocabulary from this lesson.

OVERVIEW

Objective: Grammar

- Can express their opinions in discussions on contemporary social issues and current affairs (GSE 61–B2).
- Can summarise, comment on and discuss a wide range of factual and imaginative texts (GSE 66–B2).
- Can describe habits and routines (GSE 38–A2+).
- Can understand the main points of a simple podcast (GSE 48–B1).
- Can use language related to buying and selling (GSE 59–75 – B2–B2+).
- Can identify specific information in a simple presentation or lecture aimed at a general audience (GSE 49–B1).
- Can discuss everyday, practical issues when the conversation is conducted slowly and clearly (GSE 49–B1).
- Can briefly give reasons and explanations for opinions, plans and actions (GSE 51–B1+).

Resources:

- SB: page 28; Word List page 66
- Online resources: Photocopiable Resource 32

WARM-UP (5 minutes)

(T-S, S-S, S-T) Tell students the last few items you spent money on, e.g. milk, bread, shoes, etc. Put students into pairs. Have students discuss the last things they bought, what they usually spend their money on and what they think young people usually spend their money on. Ask students to share their ideas with the class.

Answers

Students' own answers

PRE-LISTENING (5 minutes)

(T-S, S-T) Exercise 1. Model the activity using the example given. Ask students to read the text individually. Then have a class discussion using each question in the rubric.

Answers

The teens in the survey spent the largest percentage of their money on food and clothing, and the smallest percentage on books, magazines, furniture and room accessories.

WHILE LISTENING (15 minutes)

- 1 (T-S, S-T) Exercise 2. Tell students they are going to listen to a podcast about money and spending money. Play the recording and get students to write down which categories of products from Exercise 2 are mentioned. Check answers as a class.

Answers

Speaker 1: books; Speaker 2: food; Speaker 3: magazines and games; Speaker 4: personal care products; Speaker 5: clothes

Audioscript 8.2



- 1 I love reading and I do it every day, so I get through a lot of books. Friends often advise me to buy second-hand books or use the library, but I love that new book smell and feel too much, so I go on the Internet to look for things on special offer, you know, like two for the price of one. I spend most of my savings on these websites!
- 2 I'm not really into shopping, even online, but I meet my mates at the shopping centre on Wednesday. We go for coffee and sit around and talk. Actually, the coffee is a rip-off considering it is made with just hot water and a few beans, but we like the place and we usually have something sweet – they have nice cookies and cakes. Then a bit later, we go for lunch – a burger or a pizza. On Thursday I always go to the gym to burn off the calories from Wednesday. My sister says I should just stop doing both things and save my money instead!
- 3 Just like my brother; I'm a fan of developments in the gaming industry. I buy several gaming magazines each month and I'm always online, learning about what's new. The reviews are my favourites, and I even enjoy the adverts. I like to know exactly what titles the big companies are working on. I don't buy used games because I want the very latest. However, the newest games are really expensive so you can spend a fortune if you're not careful.
- 4 So I have this great app. It tells you exactly which health and beauty shops have special offers on any particular day. I like to save money on products if possible, so I'm always looking for good deal. My brother thinks it's all a waste of money and that I should be saving up for a car instead, but he doesn't seem to understand that if you want to look good in the future, you have to take care of yourself when you're young.
- 5 I admit I spend most of my spare cash on the way I look. I enjoy taking care of myself. I don't have a lot of money, so I follow my brother's advice and get most of my clothes from charity shops. I don't have any problem with the fact that they've been worn before. It takes time to go bargain hunting, but it pays off when you get a good deal. I paid next to nothing for a pair of designer jeans last weekend.
- 2 (T-S, S-T) Exercise 3. Ask students to look at the highlighted words and say which ones are about good value for money, and which are about poor value for money. Then get students to complete the activity individually. Check answers as a class.

Answers

1f 2e 3h 4a 5d 6b 7c 8g
 Good value for money = phrases 1, 2, 6, 7, 8
 Poor value for money = phrases 3, 4, 5

08 LESSON 2A LISTENING AND VOCABULARY (SB)

3 (T-S, S-T) Exercise 4. Ask students to read through the items and underline key words (*a – saves money, b – spends money, c – ignores advice, d – saving money, major item, e – read up before spending, f – buys online*). Remind students that these are things they should be listening out for. Play the recording and have students complete the activity individually. Repeat if needed. Check answers as a class.

Answers

1f 2b 3e 4c 5a

POST-LISTENING (10 minutes)

(T-S, S-S, S-T) Exercise 5. Ask students to complete the first part of the activity individually. Check answers.

Answers

1 bargain 2 offer, deal 3 rip off 4 money

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Put students into new pairs and have them discuss the questions in Exercise 5. Give them two minutes to talk with their partner and then change partners so students can continue their discussions with another partner. Change partners again after two minutes. Monitor for proper use of language and vocabulary. Correct where necessary.

Ask students to share their answers with the class.

Answers

Students' own answers

TIP

Error correction is useful to make students aware of the mistakes they are making. Learning to identify errors reinforces to students that they are errors. Correcting the errors should help them to revert to the correct language when speaking.

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they found new, interesting, easy or challenging.

HOMEWORK

Students ask the questions in Exercise 5 to a family member and compare them to their own answers.

CONTINGENCY PLAN

If your students need more support with collocations: students study the collocations in Exercise 4 for a minute, then close their books. In pairs, they take it in turns to say the first part of a collocation, for their partner to provide the second part. (e.g. A: a waste ... B: of money). You could also do this by dividing students into two groups (A and B) and have students speak in unison.

If your students need an extra challenge: ask them to choose four of the phrases in Exercise 3. They write sentences with the phrases in the wrong position. Then they swap sentences with a classmate, who tries to put the phrases in the correct sentence. There is also a downloadable photocopiable resource number 32 to use.

OVERVIEW

Objective: Grammar

- Can use language related to buying and selling (GSE 59–75 – B2–B2+).
- Can identify specific information in a simple presentation or lecture aimed at a general audience (GSE 49–B1) (GSE 61–B2)

Pronunciation:

- Words with *gh*: *although, enough, taught, through, laugh, caught, rough, thought, cough, plough, tough, bought, thought*

Resources:

- SB: page 28
- WB: page 22

PRE-LISTENING/WARM-UP (5 minutes)

(T-S, S-T) Remind students that they learned about teenagers' spending habits in the previous lesson. Have a brief class discussion about what students remember about this.

WHILE LISTENING (15 minutes)

- 1 (T-S, S-T) Exercise 1. Refer students to the rubric. Ask them to read the topics. Make sure they understand that two topics will not be mentioned. Play the recording. Students tick the topics that are mentioned. Check answers as a class.

Answers

Topics 1, 3, 4, 5 and 7 are mentioned.



Audioscript 8.3

- 1 If I wanted something new, my parents would buy it for me. And, as for buying things for other people ... well, if it was my mum's birthday, my brother and I would be given money by my dad – usually about five pounds – to choose what we wanted. I suppose in a way that helped us understand the value of money. It was also an indication of how we would deal with money when we grew up. Although I always spent the full amount, my brother used to spend about one pound and pocket the rest!
- 2 Sometimes, when I was very young, I'd get money for my birthday, or from a visiting relative, and I would never spend it! I would hide it away save it in a box under my bed. Every evening I'd take it out and count it! I didn't think about what I could buy with it later. I was just proud that the pile was growing! It was like a collection or even a hobby. My ambition? To go into banking! What a surprise!
- 3 Looking back, I would say that my parents were very good at teaching my sister and me about money. We used to be given regular pocket money from an early age to buy comics or sweets, or we could save it up to get something bigger, like a toy. Unlike some of my friends who were spoilt and got everything they wanted as soon as they wanted it, we learned to appreciate money. It was exciting to see our savings increase and when we had enough to buy something we'd planned, we definitely valued it a lot more than if we'd got it straight away.

- 4 I always envied my friends at primary school. Their parents gave them an allowance – I think that's just a posh term for pocket money! My parents didn't. Yes, I got some money, but I had to earn every penny. They got the car washed every weekend and the grass cut – for a very good price! It was only as I got older that I realised they were getting things done for about half the going rate, and I put my prices up! But thinking back, they were wise. They taught me that nothing in life is free.
- 5 At playgroup, we used to play 'shops' with plastic coins and little cash registers. It was a way of teaching us about money I suppose, through a game. It was fun. One day I heard my dad at home talking to my mum about being short of money for something. So, the next day I helped myself to a handful of the plastic coins at playgroup and took them home for Dad. I was really proud of myself, but he made me take them back the next day! I guess he had a good laugh later!
- 2 (T-S, S-S, S-T) Exercise 2. Ask students to read the sentences. Play the recording again for students to match the speakers to the sentences. Play the recording a third time if necessary. Students compare answers in pairs. Check answers as a class.

Answers

1 b 2 e 3 f 4 a 5 d

POST-LISTENING/PRODUCTION (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 3. Tell students to read the *Active Pronunciation* box. Ask students if they ever have difficulty knowing how to pronounce words with *gh*. Reassure them that this is a common difficulty. Put students in pairs and ask them to practise saying the highlighted words. Then play the audio for them to check.

Answers

- 1 /ɔ:l'dəʊ/
- 2 /t'ɪnʌf/
- 3 tɔ:t
- 4 /θru:/
- 5 /lɑ:f/

Audioscript 8.4

- 1 Although I always spent the full amount, my brother used to spend about one pound.
- 2 When we had enough to buy something we'd planned, we definitely valued it a lot more.
- 3 They taught me that nothing in life is free.
- 4 It was a way of teaching us about money I suppose, through a game.
- 5 I guess he had a good laugh later!



- 2 (T-S, S-S, S-T) Exercise 4. Refer students to the words in the box. Model their pronunciation. Put students in pairs. They match the words with the ones with which they rhyme. Remind students to say the words aloud to help them recognise which ones rhyme. Play the recording. Check answers as a class. Then play the recording again for students to listen and repeat.

Answers

1 sort 2 stuff 3 sort 4 off 5 owl 6 stuff 7 sort



Audioscript 8.5

- 1 caught, sort
 - 2 rough, stuff
 - 3 thought, sort
 - 4 cough, off
 - 5 plough, owl
 - 6 tough, stuff
 - 7 bought, sort
- 3 (T-S, S-S, S-T) Exercise 5. Put students in pairs to practise saying the sentences. Play the recording for students to check the correct pronunciation. Then play the recording again for them to listen and repeat.



Audioscript 8.6

- 1 I thought my daughter's weight ought to be roughly the same as mine.
- 2 Although the children had enough toys each, they fought over the toy plough for their mini farm.
- 3 I caught a bug on holiday and I had a bad cough.
- 4 It was tough climbing the high hill in the snow, but it was a laugh to sleigh down the other side!

WRAP-UP (5 minutes)

Put students in pairs and ask them to try to say the sentences in Exercise 5 as quickly as possible while still pronouncing the words correctly.

HOMEWORK

Ask students to write a short paragraph about the money they were (or weren't) given as a child.

OVERVIEW

Objectives:

- Can explain the meaning of a word or phrase using simple language (GSE 45-B1).
- Can use language related to money (GSE 59-75 - B2-B2+).
- Can express and comment on ideas and suggestions in informal discussions (GSE 56-B1+).
- Can give or seek personal views and opinions in discussing topics of interest (GSE 46-B1).

Resources:

- SB: page 29; Word List page 66
- TB: Culture Notes page 140
- Online resources: Photocopiable Resource 33
- Assessment: Vocabulary Quiz 8

WARM-UP (5 minutes)

- 1 (T-S, S-T) Brainstorm any words or phrases related to money. Ask students to write their ideas on the board. Correct and clarify any answers.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 1. Put students into small groups. Refer students to the two quotes. Have students discuss what they think they mean. Ask students to share their ideas with the class.

Answers

Money doesn't grow on trees = It's not easy to find or get money.
A fool and his money are soon parted = Stupid people spend their money without thinking about it.

PRACTICE (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Refer students to the highlighted phrases. Ask students to complete the activity individually. Then have them check the answers in pairs. Check answers as a class.

Answers

1a 2b 3b 4a 5b 6a 7a 8b

- 2 (T-S, S-S, S-T) Exercise 3. In their pairs, students think about the meaning of the highlighted words and phrases and match them to the sentences in Exercise 2. Play the recording for students to check their answers.

Answers

1d 2f 3h 4e 5b 6a 7g 8c

Audioscript 8.7

M = Man W = Woman B = Boy G = Girl



- 1
M: My sister spends money like water. Sometimes I think she has more money than sense.
- 2
W: How can I finish developing my app? I've run out of money!
M: I can think of two ways to raise money: one - take out a loan; two - find a sponsor.
- 3
M: Sometimes I wonder if you think we're made of money! You know we can't afford a holiday in Florida, so stop going on about it!
- 4
B: I'm a bit short of money right now. Can I borrow twenty pounds?
G: Sorry, I can't lend you any money. I'm broke.
- 5
M: Look at the car he's driving. He must be rolling in money!
W: No, he isn't. Actually, he's got huge debts and his company is in the red.
- 6
G: My dad believes in getting his money's worth; he hates getting ripped off. But I wouldn't say he's mean, just careful with money.
- 7
M: A tiny minority of people in the world have money to burn, while almost one quarter of the world's population live in poverty. It's not right!
- 8
G: Have you got any money on you?
B: Not much. Just some loose change.
- 3 (T-S, S-T) Go through the new vocabulary in Exercises 2 and 3. Have students say which words are positive and which ones are negative.

Answers

Students' own answers

TIP

Tell students to add the expressions from Exercises 2 and 3 in the vocabulary part of their notebooks. Ask them to make their own sentences with the expressions to say to the class in the next lesson.

08 LESSON 3A VOCABULARY (SB)

PRODUCTION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 4. Model the activity using the example given. Have students complete the first part of the activity individually. Then put students into new pairs and have them discuss the questions. As students work, monitor for proper use of vocabulary. Correct as necessary. Then have students share their answers with the class.

Answers

1 with 2 run 3 change 4 afford 5 worth

- 2 (T-S, S-S, S-T) Exercise 5. Put students into groups to discuss the statement. Get feedback as a class. As students discuss the statement, make a note of any errors. Once feedback has been given, write the sentences with the errors on the board. Make sure the sentences are anonymous. Give students one minute to work with their groups to try to identify the errors and correct them. Check as a class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they found new, interesting, easy or challenging.

HOMEWORK

Ask students to look for online memes or interesting quotes which reflect their attitude to money. You could also assign Vocabulary Quiz 8 as homework.

CONTINGENCY PLAN

If your students need extra support with the new vocabulary: go over each phrase and ask students to explain what they mean literally. For example, if someone can roll around in money, they must have a lot of it. If someone has money 'on' them this means it's on their person somewhere, for example in a pocket. This can help them to consolidate their understanding of the phrases.

If your students need more of a challenge with the new vocabulary: have students write gap-fill sentences with words and phrases from Exercises 2 and 3. To make the exercise easier, they could supply the first letter of each gapped word. Then, in pairs, they swap sentences, complete them and check their answers with their partner.

There is also a downloadable photocopiable resource number 33 to use.

OVERVIEW

Objectives:

- Can use language related to money (GSE 59-75 – B2-B2+).

Resources:

- SB: page 29
- WB: page 23

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. Put students in pairs. Set a time limit of two minutes for students to write as many phrases with *money* in them in the time limit. After the time is up, ask students to tell the class how many phrases they wrote. Elicit these phrases and write them on the board.

PRACTICE (15 minutes)

- (T-S, S-T) Exercise 1. Students work individually to choose the correct option to complete the sentences. Check answers as a class.

Answers

1 water 2 made 3 rolling 4 burn 5 out of 6 short of
7 worth 8 on

- (T-S, S-T) Exercise 2. Refer students to the words in the box and the sentences. Go through the example with the class. Remind students they can check the definitions of these phrases on page 29 of the SB. Students complete the sentences individually. Check answers as a class.

Answers

2 debt 3 loose change 4 broke 5 loan 6 poverty

- (T-S, S-T) Exercise 3. Go through the example with the class. Point out that the first letter of each phrase is given. Students complete the sentences. Check answers as a class by asking volunteer students to read out the sentences.

Answers

2 raise 3 afford 4 sponsor

PRODUCTION (20 minutes)

- (T-S, S-S, S-T) Exercise 4. Refer students to the text. Go through the example. Remind students to look at the words before and after the gap to work out the context. Make sure they understand that all the missing words are part of phrases for money they have learnt in this lesson. Students can complete the text individually or in pairs. Check answers as a class.

Answers

2 rolling 3 made 4 loan 5 careful 6 broke 7 afford
8 on

- (T-S) Exercise 5. Refer students to the rubric. Make sure students understand they should answer all these questions in their paragraphs. Students write a short text. Monitor and help students as they write.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-S) Ask students to swap their paragraph with another student. Ask them to read each other's work and offer suggestions for improving it, including ways that they could include more of the new vocabulary from this unit.

HOMEWORK

Ask students to draw a mind map with phrases for money. They should add illustrations that explain the meaning. Students can do this by hand or use generative AI to do it on a computer.

OVERVIEW

Duration: 40 minutes**Objectives:**

- Can use language related to banking and insurance (GSE 59–75 – B2–B2+).
- Can skim a short text to identify its main purpose (GSE 45–B1).
- Can recognise when a speaker uses basic rhetorical questions in conversation (GSE 57–B1+).
- Can recognise the use of cohesive devices to link ideas within and between paragraphs in a written text (GSE 62–B2).
- Can generally understand straightforward factual texts on familiar topics (GSE 46–B1).
- Can guess the meaning of an unknown word from context (GSE 55–B1+).
- Can express their opinions in discussions on contemporary social issues and current affairs (GSE 61–B2).

Resources:

- SB: pages 30–31; Word List page 71
- TB: Culture Notes page 140
- Online resources: Photocopiable Resource 34

WARM-UP (10 minutes)

- 1 (T-S, S-T) Refer to the homework. Have students share their memes or quotes about money with the class.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Put students into pairs. Ask students to make up sentences using the phrases from Lesson 3A Exercises 2 and 3. Then ask them to share them with their partners without saying the phrase. For example, *I have a lot of _____ in my wallet (loose change)*. Students must guess the missing phrases from their partner's sentences. Ask students to share their ideas with the class.

Answers

Students' own answers

PRE-READING (5 minutes)

(T-S, S-S, S-T) Exercise 1. Go through each highlighted word/phrase, elicit definitions and explain if necessary. Have students complete the activity in the same pairs. Ask students to share their ideas with the class.

Answers

Students' own answers

WHILE READING (15 minutes)

- 1 (T-S, S-T) Exercise 2. Give students a minute to skim the text and answer the question. Allow one minute for this. Ask students to share their ideas with the class. If you use the accompanying audio for this text, do not play it yet as it will give students the answers to Exercises 3 and 4.

Answers

on a website, in a scientific magazine

- 2 (T-S, S-T) Exercise 3. Refer students to the first paragraph of the text. Give students one minute to complete the activity individually. Check the answer as a class.

Answers

C

- 3 (T-S, S-S, S-T) Exercise 4. Ask students to explain to their partner why they chose that answer in Exercise 3. Then refer students to the Active Reading box and have them study it individually. Take any questions.

Answers

The sentence before the gap mentions ways of paying for things you buy. Sentence c asks a question about buying things. The word *So* introduces a question that links back to the previous sentence. The sentence after the gap answers the question in sentence c.

- 4 (T-S, S-S, S-T) Exercise 5. Have students complete the activity individually. Remind them to use the points from the Active Reading box to help them. You may like to play the accompanying audio track so students can listen and read. Then get students to compare answers in their pairs before checking answers as a class.

**Answers**

1D 2F 3G 4A 5H 6E 7B

- 5 (T-S, S-T) Exercise 6. Give students five minutes to read the text and think about the question individually. Get feedback as a class.

Answers

Students' own answers

POST-READING (5 minutes)

(T-S, S-S, S-T) Exercise 7. Model the activity using the example given. Give students a few minutes to find the words in the text on page 31. Have students work in pairs to explain or try to guess the words. Check answers as a class. Get students to complete the activity individually. Check answers as a class.

Answers

2 currency 3 purchase 4 credit 5 charged 6 withdraw;
7 prepaid 8 PIN 9 cashpoint 10 contactless 11 account

TIP

Ask students to make their own sentences with the vocabulary from Exercise 7 and share them with the class.

Extra Activity

After Exercise 7, get students to discuss the money tips in pairs or groups. Would these make good tips for people travelling to their country?

PRODUCTION (5 minutes)

(T-S, S-S, S-T) Exercise 8. Put students into small groups to ask and answer the questions. Then have students share their ideas with the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they found new, interesting, easy or challenging.

HOMEWORK

Ask students to talk to an older family member about how payments have changed since they were children.

CONTINGENCY PLAN

If your students need extra support with the vocabulary: prepare cards with the new words and the definitions. In pairs, students match the words to the definitions.

If your students need an extra challenge: in pairs, students discuss something they would like to spend money on (this can be an object or going to a place) and how they can save up money to achieve this goal.

There is also a downloadable photocopiable resource number 34 to use.

08 LESSON 5A SPEAKING (SB)

OVERVIEW

Objectives:

- Can understand problem and solution relationships in informal conversation (GSE 58-B1+).
- Can predict the content of a simple presentation or lecture by listening to the introductory statement (GSE 55-B1+).
- Can make a complaint (GSE 51-B1+).
- Can use language related to language and linguistics (GSE 59-75 – B2-B2+).

Resources:

- SB: page 32; Word List page 66; Communication page 75
- TB: Culture Notes page 140

WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Put students into small groups and have them answer the questions. Then lead a class discussion on the questions. You can ask students *What do you think?* or *Do you agree?* to make sure all students get a chance to speak.

Answers

Students' own answers

PRESENTATION (5 minutes)

(T-S, S-T) Exercise 2. Ask students to read the questions. Then play the recording for students to answer them individually. Check answers as a class.

Answers

- 1 Eman calls to make a complaint about a double booking.
- 2 No, he cancels both her bookings, so she calls up again to complain.
- 3 The manager explains the morning sessions are fully booked and offers her a session in the afternoon. Eman says that's not possible.



Audioscript 8.9

V = Voicemail E = Eman N = Noura R = Reem

- V: Hello, you've reached *Find Your Way Out*. All our agents are busy right now...
- E: Hello, I'd like to make a complaint, please. Oh!
- V: Please hold the line. Someone will be with you shortly.
- E: I don't believe this. I've been waiting for almost ten minutes.
- N: Hello, *Find Your Way Out*, Noura speaking.
- E: Oh, hello! Sorry to bother you. I wonder if you could help me. I'm Eman Alra'i. I've got a slight problem with the booking for the escape room. I booked six people for Saturday morning at eleven, but I've received an email confirming two bookings, one at eleven, and the other at twelve. I'd like to cancel the twelve o'clock booking.
- N: Can I have your booking reference?
- E: Yes, it's ... 80835231.
- N: One moment please.
- N: Sorry about that.

E: It's OK. It was only six minutes this time.

N: Yes, well, the booking error was entirely our fault. I do apologise. There was a problem with our website but we've sorted it out.

E: Perfect. Thanks.

N: You're welcome. Goodbye!

E: Uh oh! An email from *Find Your Way Out*. I don't believe it! They've cancelled my booking!

R: *Find Your Way Out*, Reem speaking.

E: Hello, could you put me through to Noura?

R: Sorry, Noura's not available. Can I help?

E: Maybe. I booked an escape room but ...

R: Would you like a refund?

E: What? No, no ... I got two bookings by mistake and now I've been told both bookings have been cancelled. I want one booking for Saturday at ...

R: You can make a booking on our website. It's ...

E: Listen, would you mind making the booking for me? Six people, next Saturday, eleven o'clock, Eman Alra'i.

R: One moment, please. I'll just put you on hold ...

E: No! Sorry, I've been put on hold three times already.

R: Eman, I'm afraid we're fully booked at eleven o'clock. I can offer you another time. How about 3 p.m.?

E: No, it's got to be the morning.

R: Sorry, there's nothing I can do about it.

E: I'm not happy about this. I want to talk to the manager.

R: I am the manager.

E: You're the ...? Fine. Then I'll complain to you. I'm not satisfied with your service.

R: OK, I'll see what I can do.

PRACTICE (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 3. First, ask students to read the Speaking box. Model the activity using the example given. Have students look at the phrases in their pairs and place them in the Speaking box. Check answers as a class.

Answers

2c 3e 4a 5b 6f

- 2 (T-S, S-S, S-T) Exercise 4. Put students into groups. Refer students to the *Watch out!* box. Refer students to their homework. Have students discuss their complaint and if they complain in the same way in their country. If not, they can discuss how they complain.

Answers

Students' own answers

- 3 (T-S, S-T) Exercise 5. Have students read through the items. Get students to try to complete the activity without listening to the recording. Next, play the recording for students to complete the activity individually. Check answers as a class.

Answers

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



Audioscript 8.10

S = Speaker

- 1
- S1: I wonder if you can help me.
- S2: Sure, what can I do for you?
- 2
- S3: I'd like to return these jeans, please.
- S4: Yes, of course. Have you got the receipt?
- 3
- S5: I'm not satisfied with this laptop. There's a problem with the screen.
- S6: We'll be happy to replace it or would you like a refund?
- 4
- S7: I complained about my meal and the waiter was rude to me.
- S8: I'm sorry about that. I've spoken to him. It won't happen again.
- 5
- S9: I've been waiting for 20 minutes to check in. I want to talk to the manager.
- S10: I'm so sorry, the hotel is very busy today. I'll get her at once.
- 6
- S11: I wonder if you could exchange these for another pair. I can't find the receipt.
- S12: Sorry, in that case, there's nothing I can do about it.
- 4 (T-S, S-T) Exercise 6. Read each word from the word box aloud. As you do so, have students repeat them. Then have students complete the activity individually. Play the recording for students to check their work.

Answers

/eɪ/: available, complaint, escape, mistake, neighbour
replacing, weight
/aɪ/: designed, height, mind, price, satisfied, slight, website

- 5 (T-S, S-S, S-T) Play the recording from Exercise 6 again, with pauses for students to repeat the words after you. Then have students say the words from the pronunciation activity to each other. Monitor for correct use of pronunciation and correct where necessary.



Audioscript 8.11

/ei/
afraid
available
complaint
escape
mistake
neighbour
replacing
weight

/ai/
like
designed
height
mind
price
satisfied
slight
website

PRODUCTION (15 minutes)

(T-S, S-S, S-T) Exercise 7. Put students into new pairs. Explain to students that they will now use the language from the Speaking box to make and respond to complaints. Refer students to page 75 and have students read the different situations. Students take turns to make and respond to complaints. As students work, monitor for proper use of language and vocabulary. Correct where necessary. Then ask different pairs to share their ideas with the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they found new, interesting, easy or challenging.

HOMEWORK

Ask students to make a list of services they or their parents use regularly. Explain that they should think about what they ask (and pay) other people to do for them and give them a few examples if necessary (shopping delivery, car washing, computer servicing, etc.).

CONTINGENCY PLAN

If your students need extra support with the phrases in the Speaking box: try a drilling exercise. Write the full phrase on the board and have students say it in unison. Then delete one word and have students say the full phrase in unison. Continue until all the words have been deleted. You could model a couple of phrases in this way and then have students continue in pairs.

If your students need an extra challenge: after Exercise 8, put students in new pairs and ask them to think of a situation when they experienced bad service in a shop or restaurant, or they had a problem with something they bought. Get them to role play the situations using language from the Speaking box. They should take turns to make and respond to complaints.

08 LESSON 6A GRAMMAR (SB)

OVERVIEW

Objectives:

- Can use language related to maintenance, services and DIY (GSE 59–75 – B2–B2+).
- Can understand most of a radio programme aimed at a general audience (GSE 65–B1+).
- Can use 'get/have' to refer to having things done by other people (GSE 56–B1+).
- Can give an extended description of everyday topics, e.g. people, places, experiences (GSE 38–A2+).

Resources:

- SB: page 33; Grammar Reference page 71; Word List page 66
- Online resources: Photocopiable Resource 35
- Assessment: Grammar Quiz Unit 8 Lesson 6

WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Put students into groups. Refer students to their homework. Have students discuss the questions. Get feedback as a class.

Answers

bike servicing/repairs, professional photography in a studio

PRESENTATION (15 minutes)

- 1** (T-S, S-T) Exercise 2. Ask students to read the different services. Take any vocabulary questions. Ask if they have ever used these services. Then play the recording for students to complete the activity. Check answers as a class.

Answers

cleaning, hairdressing, eye-testing, gardening, shopping delivery, social media management



Audioscript 8.12

Kw = Khawla **Kh** = Khaled

- Kw:** My brother Khaled is on today's podcast! Khaled, what did you think about that episode of Get What You Pay For we watched last night?
- Kh:** It was really interesting. Some people have more money than sense! I mean, the things that people pay for these days!
- Kw:** That's true, but sometimes you do need an expert, don't you? I mean, Dad's getting his car serviced next week because, well, he doesn't know anything about car mechanics.
- Kh:** Well, sure, or sometimes it's not really possible to do something yourself, you know, like most people, I get my hair cut by the hairdresser because ...
- Kw:** Oh, you do? Because looking at you, you know, I thought maybe you did it yourself ...
- Kh:** Ha ha. You obviously haven't had your eyes tested in a long time.
- Kw:** Oh, very clever.
- Kh:** I mean paying to have your hair cut seems fair enough, but, paying to have your gardening done?

Kw: What's wrong with that?

Kh: It's lazy! And a waste of money. Gardening is fun!

Kw: Not for everyone. Anyway, Mum and Dad have our shopping delivered. Does that make them lazy?

Kh: No, it's great because we don't have to go to the supermarket. So that's not a good example ...

Kw: Ha ha ha!

Kh: What about that guy who has his social media accounts managed for him? He must have money to burn!

Kw: Well, he was a TV presenter and we all know how busy and important TV and podcast presenters are ...

Kh: Sure, Khawla, sure ...

Kw: No, but seriously, I don't see anything wrong with paying someone to manage your online image if you can afford it. Let's see what some of our listeners think ... (fade)

- 2** (T-S, S-S, S-T) Exercise 3. Put students into pairs and have them complete the first part of the activity. Then give students a few minutes to read the Grammar box individually and ask any questions if they don't understand something. Check answers as a class.

Answers

- 1 a** = something we do ourselves,
b = something someone else does for us
2 past participle

- 3** (T-S, S-T) Elicit that with *have/get* something done, it is the verbs *have* or *get* that take on the changes in the tense. On the board, write: Present Simple – *has/gets* – *have/get*. Past Simple – *had/got*. Then ask students to say different tenses and say how *has* or *get* changes in that tense. Remind students that the object goes between *has/get* and the past participle.

Refer students to the Grammar Reference section on page 71 for more information.

TIP

When presenting a grammar point, let students do as much of the thinking as possible. In other words, try not to tell them the grammar rules. Rather, let them work them out for themselves. For example, you can write a few example sentences on the board and give students a few minutes to discuss in pairs what the form of the structure is before eliciting (e.g. *have/has* or *get/gets* + *something* + past participle).

PRACTICE (10 minutes)

- 1** (T-S, S-T) Exercise 4. Model the activity using the example given. Ask students to complete the activity individually. Tell them to refer to the Grammar box if they need help. Check answers as a class.

Answers

- 2** have his car/it serviced **3** have them managed (this example can't be used with *get*) **4** have their gardening done

- 2** (T-S, S-T) Exercise 5. Model the activity using the example given. Ask students to read and complete the activity individually. Tell students to refer to the Grammar box if they need help. Check answers as a class.

Answers

2 getting my teeth checked 3 had your phone fixed
4 had this passport photograph taken

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 6. Model the activity using the example given. Put students into new pairs and have them complete the activity. As students work, monitor for proper use of language and vocabulary. Correct where necessary. Then ask students to share their ideas with the class.

Answers

Students' own answers

Extra Activity

After Exercise 6, refer students to the lists they made at home and elicit ideas on the board. They should answer the questions in Exercise 6 about any services on the board they haven't already discussed.

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they found new, interesting, easy or challenging.

HOMEWORK

Ask students to imagine they've got 1,000 JOD to spend, think about what they would spend it on and make notes. You could also assign Grammar Quiz Unit 8 Lesson 6 as homework.

CONTINGENCY PLAN

If your students need more support with the grammar point: write a few example sentences on the board using have/get done correctly and incorrectly, e.g.

1. *I get my hair cut yesterday.*
2. *We have the rubbish took away.*

Ask students to find the errors (1. the verb 'get' should be in the past tense and 2. the verb 'take' should be in the past participle) and reinforce that the causative verb ('have' or 'get') should change according to when the action takes place and the main verb should be in the past participle and not the past simple. If your students need extra challenge: ask them to make a list of all the things that they have done by other people in their everyday life/their family life and write sentences, e.g. *We get our shopping delivered. Mum gets our clothes ironed by a professional company.*

There is also a downloadable photocopiable resource number 35 to use.

08 LESSON 6B GRAMMAR (WB)

OVERVIEW

Objectives:

- Can use 'get/have' to refer to having things done by other people (GSE 56–B1+).
- Can use language related to maintenance, services and DIY (GSE 59–75 – B2–B2+).

Resources:

- SB: page 33
- WB: page 24

WARM-UP (5 minutes)

(T-S, S-T) As a class, ask students to brainstorm different services they can have done for them rather than doing them themselves. Write their answers on the board and leave them there for Exercise 4. Choose one to write an example sentence on the board using *have/get something done* and check students' understanding of *have/get something done*.

PRACTICE (15 minutes)

- 1 (T-S, S-T) Exercise 1. Make sure students understand that they should choose the sentence that means the same as the first one. You could tell them to underline the key words in the first sentence to help them. Students complete the exercise individually. Check answers as a class.

Answers

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

- 2 (T-S, S-S, S-T) Exercise 2. Work through the example sentence on the board. Remind students that they should use the past participle. Students write the sentences individually, then compare answers in pairs. Check answers as a class.

Answers

- 2 We have our shopping brought to our house every Saturday.
3 The girls are at the hairdresser, they are/ they're having their hair cut.
4 Salah is getting his homework corrected later today.
5 The shop had its sign painted last month.
6 I get my computer scanned for viruses once a week.

PRODUCTION (20 minutes)

- 1 (T-S, S-T) Exercise 3. Invite volunteer students to read out the conversation. Refer to the second conversation. Go through the example with students. You could tell them to underline the corresponding verb phrase in the first conversation to help them with the answers. Students complete the conversation individually. Check answers by asking volunteer pairs of students to read out the conversation.

Answers

- 2 have/get it delivered
3 have/get it brought
4 do you have/get them repaired
5 have/get my pipes repaired

- 2 (T-S) Exercise 4. Refer students to the rubric. Remind students of the brainstorming session in the Warm-up and tell them they can use the ideas on the board to help them. Students write a short text. Monitor and help students as they write.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-S) Ask students to swap their paragraph with another student. Ask them to read each other's work and offer suggestions for improving it. *Have they used have/get something done correctly?*

HOMEWORK

Ask students to choose five sentences from Units 6 to 8 and work out if they can be transformed to use *have/get something done*.

OVERVIEW

Objectives:

- Can give simple reasons to explain preferences, given a model (GSE 38-A2+).
- Can justify and sustain views clearly by providing relevant explanations and arguments (GSE 60-B2).
- Can understand basic opinions expressed in simple language in short texts (GSE 37-A2+).
- Can express a personal opinion in a simple academic text (GSE 49-B1).
- Can write a short, simple academic essay on a familiar topic, if provided with a model (GSE 56-B1+).
- Can present additional ideas using a range of linking words and phrases (GSE 62-B2).

Resources:

- SB: page 34; Word List page 66

WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Refer students to their homework. Put students into groups. In their groups, students discuss what they would spend 1,000 JOD on. Refer students to the questions. Have students discuss the questions. Get feedback as a class.

Answers

Students' own answers

PRESENTATION (5 minutes)

(T-S, S-S, S-T) Exercise 2. Put students into pairs and have them complete the activity. Ask pairs to share their answers with the class.

Answers

Students' own answers

PRACTICE (10 minutes)

- 1 (T-S, S-T) Exercise 3. Tell students to read the essay individually. Ask students to underline any vocabulary they do not understand and look it up in a dictionary. Get feedback as a class on any words they didn't know and what they mean. Have a class discussion on whether students agree or disagree with the writer. Encourage students to justify their answers.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 4. Ask students to look at the items. Tell students to skim the paragraphs to complete the activity. Then put students into pairs to complete the activity. Check answers as a class.

Answers

a 5 b 1 c 4 d 2 and 3 e 5 f 1

- 3 (T-S, S-S, S-T) Exercise 5. Refer students to the Writing box and give them a few minutes to study it. Then have students work in their pairs to complete the activity. Check answers as a class.

Answers

Main points:

Another reason I prefer experiences ... bring people together.

My final point is ... is more enjoyable.

Supporting argument:

Sharing a new experience ... creates lasting memories.

Personal examples:

For instance, I am still in touch ... was given back then.

For example, I spend ... not owning

- 4 (T-S, S-S, S-T) Exercise 6. Explain that the main points, supporting arguments and personal examples relate to a different essay. Put students into pairs to construct three paragraphs. Each paragraph should have one main point, one supporting example and one personal example. Have students complete the activity individually and compare with their partner. Check answers as a class.

Answers

Essay question: Is it better to make or buy presents for your friends? (or similar)

1 c ii 2 b i 3 a iii

- 5 (T-S, S-T) Exercise 7. Refer students to the underlined words in the essay on page 34. Elicit that they are examples of linkers. Have students work individually to categorise the linkers. Then get students to compare answers with their partner. Check answers as a class.

Answers

2 As far as I'm concerned, ... 3 My first reason for this opinion is ... 4 Another reason ... is 5 My final point is ... 6 In other words, ... 7 While some people say that ... I think ...

PRODUCTION (20 minutes)

(T-S, S-S, S-T) Exercise 8. Put students into pairs. Refer students to the general question '... is it better to ask for what you want or to wait for a surprise?'. Have a class discussion. Refer students to the Writing box. Explain that they can follow this when writing their essay. Next, look at the three items. Explain that these will help students write their essay. Give students five minutes to think about items 1 and 2 with their partner. They should take notes. Then give students three minutes to work individually and organise their ideas into a five-paragraph plan. Remind students that the five-paragraph plan for their essays includes the introduction and conclusion. Then allow 15 minutes for students to write their essay. Get students to check against the Writing box to make sure they have included key points.

Answers

Students' own answers

WRAP-UP (5 minutes)

Put students in pairs and ask them to read each other's essays and give their partner feedback. Is the information organised into five paragraphs? Are the ideas expressed clearly? Has their partner used phrases from Exercise 7? What has he/she done well? What could be improved?

HOMEWORK

Students use their partner's feedback to re-write their essays.

CONTINGENCY PLAN

If your students need more support: write the following sentences on the board. Ask students to say whether they belong in the introduction, the supporting body paragraphs or the opposing opinion paragraph.

1. *For example, studies show that people spend more when using a credit card.*
2. *This essay will argue that the world would be a better place without credit cards.*
3. *It is true that credit cards are useful for online shopping, but a bank transfer is also a good option.*
4. *To put it another way, credit cards can be dangerous.*
5. *My first reason for this opinion is that it takes too long.*

Answers

- 1 supporting body paragraph
- 2 introduction
- 3 opposing opinion paragraph
- 4 supporting body paragraph
- 5 supporting body paragraph

If your students need an extra challenge: after Exercise 6, put students in pairs and ask them to think of reasons why it might be better to buy presents for your friends. They should work together to think of a supporting argument and a personal example for each reason.

OVERVIEW

Objectives:

- All language-related objectives from Unit 8

Resources:

- SB: Word List page 66; Grammar Reference page 71
- WB: pages 26–27; Self-assessment 3 page 25
- Assessment: Unit 8 Language Test

VOCABULARY AND GRAMMAR

Exercise 1.

Answers

- 1 credit 2 withdrawing 3 waste of money 4 exchange
5 ran, water

Exercise 2.

Answers

- 2 slogan 3 advertising 4 jingle 5 spam 6 sense

Exercise 3.

Answers

- 2 I took photos while the actors were being interviewed.
3 Your steak is being cooked at this very moment!
4 Are a lot of shoes made in Portugal?
5 The first commercials shown on TV weren't very sophisticated.
6 Can something be done about this now please?
7 20 new jobs in advertising will be created next year.

Exercise 4.

Answers

- 2 Can we have/get our house decorated this time?
3 He has/gets his schedule managed by his personal assistant.
4 She had/got her back massaged so she's much better now.
5 Have you ever had your hair cut?
6 Will you have/get your hard disk replaced?

USE OF ENGLISH

Exercise 5.

Answers

- 2 had my eyes tested 3 are fully booked 4 she was in the red
5 has been charged ten pounds 6 advertising should be banned 7 I'll have my hair cut

LISTENING

Exercise 6.

Answers

- 1c 2c 3b 4d 5b

Audioscript 8.13

A = Arthur L = Lewis

A: Good morning, listeners! I'm Arthur Williams and today on 'Money Matters' we're going to explore how money is made at the South African Mint, the place where all of South Africa's coins are produced. Joining us is Lewis Jones, a financial journalist who recently visited the South African Mint to find out more about its operations. Welcome to the show, Lewis!

L: Thank you, Arthur! It's great to be here.

A: So, Lewis, could you start by telling us a bit about the South African Mint?

L: Of course. The South African Mint is located in Centurion, Gauteng, just outside of Pretoria. It was established in 1892 and is responsible for minting all coins of the South African Rand, as well as commemorative and collectible coins.

A: That's fascinating! How are coins made at the South African Mint?

L: The process is quite intricate. First, artists create designs for each coin. These designs often reflect the country's history, culture, and heritage. Once the designs are finalised, the production process begins.

A: And what does that involve?

L: The coins start as metal discs called blanks, which are made from various alloys. These blanks are cleaned and polished before undergoing a process called "striking." During striking, the design is pressed onto both sides of the metal disc with great precision.

A: How does the Mint ensure the quality of each coin?

L: The South African Mint takes great care to make sure all coins are perfect. They check each coin carefully using special machines that can find even tiny problems. This way, all coins from the Mint are very high quality.

A: That's amazing! How many coins does the South African Mint make?

L: The South African Mint can make millions of coins every day. They don't just make coins for South Africa, but also for many other countries in Africa and other parts of the world.

A: Do they make any special coins at the South African Mint?

L: Yes, they do! The Mint also makes special coins to remember important events or times in South Africa's history. For example, they have produced coins honouring Nelson Mandela and other significant figures.

A: Are all of these coins used as regular currency?

L: While many coins are used in everyday transactions, some commemorative coins are made with precious metals like silver and gold. These coins are often sought after by collectors and can be quite valuable.

A: Thank you, Lewis, for this fascinating insight into the South African Mint!

L: It's been my pleasure, Arthur! Thank you for having me.

A: And thank you, listeners, for tuning in. Join us next time on 'Money Matters' as we explore other aspects of South Africa's financial landscape.

SPEAKING

Exercise 7.

Answers

Students' own answers

WRITING

Exercise 8.

Answers

Students' own answers

OVERVIEW

Objectives:

- To develop practical skills necessary to succeed in the twenty-first century, and to encourage collaboration, critical thinking and creativity.

Resources:

- SB: pages 36–37; Communication page 75

WARM-UP (5 minutes)

(T-S, S-T) Ask students what type of creative things they enjoy doing. Ask how they feel when doing creative activities. Get feedback as a class. Alternatively, start the class by telling your students about something creative you enjoy doing and how it makes you feel.

Answers

Students' own answers

PRE-READING (10 minutes)

- (T-S, S-S, S-T) Exercise 1. Refer students to the rubric and photos. Have students discuss the questions in pairs. Get feedback as a class, encouraging students to explain their answers.

Answers

Students' own answers

- (T-S, S-S, S-T) Exercise 2. Put students into pairs and have them discuss the questions. Get feedback as a class.

Answers

Students' own answers

- (T-S, S-S, S-T) Exercise 3. Put students into small groups and have them complete the activity. Then ask groups to share their ideas with the class.

Answers

Students' own answers

TIP

Being creative in our notes can help us remember information better. Explain to students that when they study, they should make use of pictures and colours. Instead of writing linear notes, they could try drawing spidergrams or mind maps. Do an example on the board for Exercise 3.

- (T-S, S-T) Exercise 4. Tell students they are going to listen to people describing creative solutions to the problems in Exercise 3. Students must identify the solutions. Play the recording for students to complete the activity individually. Then check answers as a class. Ask if any of the ideas presented in the recording matched their ideas.

Answers

- rotating bench: after it rains, you can turn it around so as to sit on a dry surface
- a chair with a V-shaped cut for your bag
- coloured shopping baskets that customers can choose depending on whether they need help

Audioscript 8.14

P = Presenter

P: There are some small everyday problems that make our life a little more stressful.

We often don't realise how much easier things could be until someone comes up with a genius solution. The answers to these problems often lie in creative thinking. A slight change to an existing product often makes a huge difference. Here are some surprising ideas that make you wonder: why haven't I thought about that myself?

- It's difficult to keep park benches dry. Someone would need to go round all the time wiping them with a cloth. To solve the problem, a rotating park bench was designed. If you go to a bench after the rain and it's wet, all you need to do is just turn a handle and the bench rotates giving you a nice dry surface to sit on. Sounds great, doesn't it?
- One problem we often have is not knowing where to put your bag when you sit down on a chair, for example in a cafe or a restaurant. When you try to put it over the back of a chair, the bag often slips off or the balance of weight is wrong and the chair tips over. So, someone came up with a clever answer to have a V-shaped cut-out in the back of the chair so you can just put your bag strap into this. Simple but effective!
- It can be very annoying when shop assistants ask you if you need any help when you're fine and are just looking or know exactly what you want and don't need any help. So one shop decided to offer its customers two types of baskets to carry. One has a colour that means, 'I'm fine, and don't need any help.' The other means: 'Please, help me.' All you need to do is choose a basket and no one will bother you when you're shopping!
- (T-S, S-S, S-T) Exercise 5. Repeat the recording so students can draw an image of each of the solutions. Refer students to page 75 of their Student's Book. Ask students if their drawings are the same. Then put students into pairs to complete the activity. Ask pairs to share their answers with the class.

Answers

Students' own answers

WHILE READING (15 minutes)

- (T-S, S-S, S-T) Exercise 6. Refer students to the statements. Ask them to quickly read through them. You might need to explain any unknown words. Put students into new pairs. Have students discuss which statements are true about creativity. Ask pairs to share their answers with the class. Encourage students to explain their reasons.

Answers

Students' own answers

- (T-S, S-T) Exercise 7. Have students read the article and check their answers to Exercise 6. Check answers as a class. Elicit why some of the statements are incorrect. Ask what they found interesting about the article.



Answers

- 1 False: 'anyone can develop their creativity and become good at coming up with new ideas.' 'So don't think you're not a creative person, you can learn to be one.'
- 2 True: 'failure is actually necessary for eventual success.'
- 3 False: 'We also tend to think that creativity involves a moment of sudden inspiration. However, creativity rarely comes from one brilliant idea.' 'Don't wait for a sudden flash of inspiration.'
- 4 True: 'creativity is a skill that can be trained. For example, being open to new ideas and experiences is quite important.'
- 5 True: 'The enemy of creativity... is to continue in our old routines and use the same logic as we have always done.' 'We need to develop... 'lateral thinking' and learn to look at problems in different ways.'
- 6 False: 'it's not enough just to have some good ideas, you need to put them into practice, too.'
- 7 False: 'it takes a lot of time and preparation before you'll be ready to come up with something truly innovative.'

POST-READING/PRODUCTION (10 minutes)

(T-S, S-T) Exercise 8. Refer students to the Life Skills box. Have students work individually and match the tips 1-5 for developing creativity with examples a-e. Check answers as a class.

Answers

1b 2d 3a 4c 5e

(T-S, S-S, S-T) Exercise 9. Put students into small groups. Refer students to the rubric. In their groups, have students discuss reasons they agree or disagree with the opinion that technology is improving young people's creativity. Tell students to make notes. Allow five minutes for this part. Monitor for correct use of language and vocabulary as students work. Correct where necessary. After five minutes, start the discussion with the class. Give your opinion and ask a volunteer to respond, either agreeing or disagreeing with your idea and making another point. Another student must respond to that student, and so on. If your students are shy, have a ball in the classroom and throw the ball to someone. Whoever catches the ball needs to make a point.

Answers

Students' own answers

WRAP-UP (5 minutes)

Ask students to reflect on what they have learnt. Tell them to think about what they found interesting, new, easy or challenging.

HOMEWORK

Ask students to prepare the project and presentation in Exercise 10. Set a date for when they will present it and set a time limit for the presentations so that they don't prepare anything too long.

09 UNIT 9 MAPPING

| UNIT NUMBER/ TOPIC | TOPICS | SCOPE AND SEQUENCE MATRIX | LEARNING OUTCOMES AND PERFORMANCE INDICATORS |
|-------------------------------|--|---|--|
| UNIT 9 The power of nature | Theme 4: Environment Theme 1: Society | <p>Listening: analysing main ideas and supporting details; deducing motive and viewpoint, citing supporting evidence; discussing objectivity of information and speaker; using signal words to understand the sequence of and relationships between ideas; providing constructive feedback on peers' oral presentations; learning how to benefit from peers' feedback</p> <p>Speaking: sustaining 5-to-7-minute conversations; maintaining meaningful dialogues of up-to-10 exchanges; eliciting information from other students; providing constructive feedback that helps the speaker to clarify his/her point of view</p> <p>Reading: anticipating the topic through looking at titles, subtitles and graphics; identifying a central idea of a text and how it is conveyed; connecting what is read with personal ideas and beliefs; tracing and evaluating an argument and specific claims in a text, distinguishing those that are supported by evidence from the ones that are not</p> <p>Writing: using writing strategies (brainstorming, outlining, drafting, revising, editing, redrafting, and publishing); using appropriate organisational patterns; using criteria to evaluate their writings and sources</p> <p>Viewing and presenting: analysing visual information by asking relevant questions and discussing intended meaning; explaining why certain features of the visual text have been chosen for a particular purpose and audience; deducing how certain conventions (photos with text, news reports with images, excerpts of films, websites) were used to influence the viewer's attitude and opinions; making inferences from explicit and implicit information; deducing the relationship between visual and written information; orally presenting ideas and opinions on a variety of topics; responding to open-ended questions on visual texts with examples and justification</p> | <p>Listening: analyse main ideas and supporting details; respond to critical thinking questions before, during, and after listening citing evidence; make inferences citing evidence; guess the meaning of unknown vocabulary words and phrases from context; use resources (dictionaries, online search engines) to help construct meaning; predict content from context (previewing listening questions, looking at titles); ask and answer questions about what a speaker says in order to clarify comprehension, collect additional information, or deepen understanding of a topic or issue; recognise redundancies to help identify main ideas or important points; identify the purpose of a presentation by giving evidence provide constructive feedback (accuracy, clarity, completeness) on peers' oral presentations; identify signal words and use them to understand the sequence of and relationships between ideas (main idea vs. detail, cause/ effect, contrast, time order, exemplification, fact vs. opinion, elaboration, paraphrase); respond to conversations where speakers are making assumptions, giving opinions, agreeing and disagreeing; use morphology (suffixes, prefixes, roots) to help construct meaning; demonstrate how rhetorical devices help them understand meaning of a text; identify common organisational patterns (logical or chronological division of ideas, comparison, and contrast) and rhetorical structures to understand meaning</p> <p>Speaking: rehearse and develop informative speech; stop and restart utterances that are not clear and pause to rephrase; maintain conversations of up to seven minutes; interact in meaningful communicative dialogues of up to 10 exchanges; stay on the topic and maintain relevance; respond to questions from other speakers; negotiate meaning and sustain conversations; lead classroom discussions about topics of personal or academic interest; warn, give advice, and recommend using a variety of expressions (You should, I suggest, I do not think you should).</p> <p>Reading: anticipate the topic by looking at the title, subtitles, and graphics; skim and scan a text for general ideas, organization, and specific details; make use of contextual clues to infer meanings of unfamiliar words, phrases, or idiomatic expressions; identify a central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments; determine the meaning of words and phrases as they are used in a reading text; identify the author's point of view or purpose and explain how it is conveyed; connect what they read with personal ideas and beliefs; determine the referent of a pronoun used in the text; identify the word in a text whose meaning, or opposite is given; evaluate texts critically and support this with relevant textual references; demonstrate how particular elements of a story shape others (e.g., how setting shapes the characters or plot)</p> <p>Writing: make a list to develop ideas for writing on a focused topic; practice brainstorming, outlining, drafting, revising, editing, and publishing; practice and develop research skills; for example, the ability to evaluate, use, and cite sources</p> <p>Viewing and presenting: demonstrate understanding of visual information by asking relevant questions and discussing intended meaning; realise that visual presentations have been created to reach out to particular audiences and influence them in some way; use images to help make meaning of oral and/ or written text; explain why some of the features of the visual text have been chosen for a particular purpose and audience, and explain how the conventions used (photos with text, news reports with images, excerpts of films, websites) influence the viewer's attitude and opinions; find own examples to share understanding; make inferences from explicit and implicit information; examine texts and illustrations identifying the relationship between visual and written information; present and develop ideas and opinions on a variety of topics orally; respond to questions related to the visual texts with examples and justification; project voice clearly when speaking, using intonation and pauses; make connections to more than one of the six course themes</p> |



OVERVIEW

Objectives:

- Can use language related to natural disasters and geological activity (GSE 59–75 – B2–B2+).
- Can use a monolingual dictionary to check the meaning of words without needing to refer to a bilingual dictionary (GSE 59–B2).
- Can get the gist of short, simple stories if told slowly and clearly (GSE 37–A2+).
- Can describe the hypothetical (counterfactual) past results of a previous action or situation using the third conditional (GSE 58–B1+).
- Can speculate about causes, consequences or hypothetical situations (GSE 64–B2).

Resources:

- SB: pages 38–39; Grammar Reference page 72; Word List page 67
- Online resources: Photocopiable Resource 23
- Assessment: Grammar Quiz Unit 9 Lesson 1

WARM-UP (5 minutes)

- (T–S, S–T) Books closed. Elicit what a natural disaster is and brainstorm natural disasters. Ask if any natural disasters are common where students live. Alternatively, use a video clip to introduce the topic.

Answers

Students' own answers

TIP

Using video can make a topic more exciting and interesting for your students. The Internet provides us with lots of opportunities to show clips in class. These can be sitcoms, documentaries or adverts. Clips should be no more than a few minutes long. Make sure you watch the clip before class to make sure it's appropriate.

- (T–S, S–S, S–T) Exercise 1. Put students into small groups. Refer students to the rubric and have them discuss the questions. Then ask students to share their ideas with the class.

Answers

Students' own answers

- (T–S, S–T) Exercise 2. Refer to the Fact Box. Have students work individually. Ask students to take out their dictionaries and find the words in the Fact Box. Ask students to read the Fact Box to find the answers to Exercise 1. Check answers as a class

Answers

Students' own answers

PRESENTATION (10 minutes)

- (T–S, S–T) Exercise 3. Tell students they're going to listen to the story of the Belón family. Ask them to listen and think about why the film was called The Impossible. Play the recording for students to complete the activity individually. Check answers.

Answers

Students' own answers

Audioscript 9.1

P = Presenter S = Speaker

P: Welcome to Chat Radio's Amazing Stories.

Today, the story of a Spanish family who survived the 2004 Asian tsunami. On the 26th of December 2004, Maria Belón and her family were relaxing by the pool at a Thai beach resort when they heard an unusual and frightening sound. They turned and saw a wall of water ten metres high rushing towards them. The terrifying wave smashed into the resort, carrying the family with it. Maria was held underwater for three minutes before she made it back to the surface. If she had been underwater any longer, she might have drowned. Amazingly, she saw her eldest son, Lucas nearby, and managed to swim across the strong currents and save his life. Afraid of a second wave, the badly injured mother and her son managed to climb a tree and wait for help. Meanwhile, Quique, Maria's husband, had held on to the couple's two youngest sons until the force of the water separated them. Quique, alive but alone, was sure the rest of his family had drowned. Suddenly though, over the noise of the water, he heard his son, Tomas, calling for help. Together again, they also climbed a tree and waited. Incredibly, half an hour later, they heard Simon, the youngest of the three boys crying out and managed to pull him to safety. Soon after, Quique and his sons made it onto the roof of their hotel. Maria and Lucas were still safe, but Maria urgently needed medical help. She was unable to walk and Lucas wasn't able to move her. If a brave Thai man hadn't carried Maria, they couldn't have got to a hospital. Desperate to find Maria and Lucas, Quique made the difficult decision to leave Tomas and Simon with others on the roof of the hotel. After hours of searching the hospitals with the help of locals and other tourists, Quique finally found Maria and Lucas alive. All five members of the family survived the disaster and Maria recovered from her injuries. The family says they learnt what real generosity was that day. The Belóns would not have survived, if others hadn't helped them.

- (T–S, S–T) Refer students to the Grammar box. Ask students to read through it individually and ask any questions if there is something they do not understand. If necessary, write the examples on the board to explain further.

Refer students to the Grammar Reference section on page 72 for more information.

- (T–S, S–S, S–T) Exercise 4. Put students into pairs and have them complete the activity. Check answers as a class.

Answers

1 the past 2 yes; yes 3 Past Perfect; would/might + have + past participle 4 When the 'if' clause is first, we always separate the clauses with a comma.

09 LESSON 1A VOCABULARY AND GRAMMAR (SB)

PRACTICE (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 5. Put students into new pairs and have them complete the activity. Check answers as a class.

Answers

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

- 2 (T-S, S-S, S-T) Exercise 6. Model the activity using the examples given. Have students complete the activity individually. Get students to compare answers with a partner. Then check answers as a class.

Answers

3 couldn't/wouldn't have warned 4 hadn't recognised;
5 hadn't believed 6 might not have warned 7 would have drowned 8 hadn't been 9 had had 10 would she have become

- 3 (T-S, S-S, S-T) Exercise 7. Model the activity using the example given. Play the the recording of the story. Ask students to tell you what happened in the story. Then put students into new pairs and have them complete the activity. Tell them to refer to the Grammar box for help if they need it. Check answers as a class.

Answers

- 2 If the boys and their coach had read the sign, they wouldn't have gone into the cave.
3 If rescuers hadn't found the boys' bikes and shoes, they wouldn't have known they were in the cave.
4 If the exit hadn't been blocked by water, the boys wouldn't have been trapped.
5 If the boys had known how to dive, the rescue would have been faster.
6 If the boys hadn't been assisted by rescuers, they wouldn't have been able to swim out of the cave.



Audioscript 9.2

In 2018, during the wettest time of year in Thailand, twelve Thai boys and their football coach became trapped by flood water in a ten-kilometre-long cave. Rescuers found their bikes and shoes at the entrance, where there was also a sign telling people not to enter during the wet season. Nine days later, rescue divers finally found the boys three kilometres inside the cave. Most of the cave was underwater, but in some places, there were pockets of air above the surface. This meant that to escape the boys needed to use diving equipment to swim through narrow gaps and against strong currents. None of them had ever dived before and only some of them knew how to swim. It took several days to prepare them, and sadly, one rescuer drowned during the operation. Happily, though, after eighteen days underground, all twelve boys and their coach were brought out of the cave alive and well.

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 8. Model the activity using the example given. Have students complete the first part of the activity. Remind them that they must be true sentences about themselves. Then get Students to compare answers in their pairs. Ask students to share their sentences with the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they found new, interesting, easy or challenging.

HOMEWORK

On the board, write the question: *If you have known years ago everything you know today, what would have done differently?* Answer the question about you as a model. Students write their answer to the question, then ask three family members or friends and write their answers too. You could also assign Grammar Quiz Unit 9 Lesson 1 as homework.

CONTINGENCY PLAN

If your students need extra support with the grammar point: write the same sentence in the first, second and third conditional:

- 1 *If I go to London, I will see the River Thames.*
2 *If I went to London, I'd see the River Thames.*
3 *If I had gone to London, I would have seen the River Thames.*

Ask questions to help students understand whether the sentences are true, possible, impossible, etc. For example for sentence 1: *Am I in London now? Am I going to London? (yes)* Then help students notice and compare the different verb tenses.

If your students need an extra challenge: ask them to write five sentences about their last weekend, e.g. *I had lunch at my grandma's house.* Then ask them to think about how their weekend could have been different in different scenarios and rewrite the sentences, e.g. *If my grandma had been ill, I wouldn't have had lunch at her house. If I hadn't gone to my grandma's house, I would have had lunch at a restaurant.*

There is also a downloadable photocopiable resource number 36 to use.

OVERVIEW

Objective: Grammar

- Can use language related to natural disasters and geological activity (GSE 59–75 – B2–B2+).
- Can describe the hypothetical (counterfactual) past results of a previous action or situation using the third conditional (GSE 58–B1+).
- Can speculate about causes, consequences or hypothetical situations (GSE 64–B2).

Resources:

- SB: pages 38–39
- WB: pages 28–29

WARM-UP (5 minutes)

(T-S) On the board, write two example sentences using the Third Conditional:

If I hadn't become a teacher, I would have been a writer.

I might have been late if there had been a lot of traffic.

Ask questions to help students recognise that this is an unreal situation in the past. Make sure they understand how to form the Third Conditional.

Answers

Students' own answers

PRACTICE (15 minutes)

- 1 (T-S, S-T) Exercise 1. Refer students to the rubric. Students read the sentences and choose the correct answers. You could tell students to underline key words in the main sentence to help them. Check the answers with the class.

Answers

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

- 2 (T-S, S-T) Exercise 2. Go through the first item with the class as an example. Make sure students understand the exercise. Students work individually to choose the correct option. Check the answers with the class.

Answers

1 didn't risk 2 got 3 didn't drown 4 realised

- 3 (T-S, S-T) Exercise 3. Go through the example with the class. Remind students to use the Third Conditional. Tell them they can refer to the grammar box on SB page 39 to revise the rules. Students complete the sentences individually. Check the answers with the class.

Answers

2 had asked 3 hadn't helped 4 had happened

- 4 (T-S, S-T) Exercise 4. Students choose the correct option to complete the sentence. Check answers with the class. You could ask students to explain why they chose that answer.

Answers

1 a 2 a 3 b 4 a

- 5 (T-S, S-S, S-T) Exercise 5. Work through the example on the board with students. Remind them that the Past Perfect should be used in the if-clause. Students write sentences in the Third Conditional. They check their answers in pairs. Check answers with the class.

Answers

2 They might not have got lost if they had taken a map.

3 We couldn't have found you if you hadn't lit a fire.

4 If he had listened to their advice, he wouldn't have gone sailing in that weather.

- 6 (T-S, S-S, S-T) Exercise 6. Work through the example on the board with students. Students work in pairs to complete the exercise. Check answers by inviting pairs of students to read out the questions and answers.

Answers

2 If she had studied the map, could she have found her way out of the mountains? No, she couldn't.

3 Would you have called for help if you had been near the tsunami? Yes, I would.

4 If the rescuers had arrived late, would you have tried to help the trapped people? Yes, I would.

PRODUCTION (20 minutes)

- 1 (T-S, S-T) Exercise 7. Refer students to the text. Make sure they understand that they only have to use one word per gap to make Third Conditional sentences. Students complete the text individually. Check answers with the class.

Answers

2 not 3 if 4 might/would 5 hadn't 6 have

- 2 (T-S) Exercise 8. Refer students to the rubric. If you have time, give them a few minutes to discuss ideas in pairs. Then students write a short text. Monitor and help students as they write.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-S) Ask students to swap their paragraph with another student. Ask them to read each other's work and check they have used the Third Conditional correctly.

HOMEWORK

Write these sentence starters on the board and ask students to complete each one with three different answers.

If the weather had ...

If my homework hadn't ...



OVERVIEW

Objectives:

- Can use language related to natural disasters and geological activity (GSE 59–75 – B2–B2+).
- Can understand TV documentaries, interviews, plays and most films in standard speech.
- Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly (GSE 5–B1+).
- Can recognise significant points and arguments in straightforward newspaper articles on familiar topics (GSE 56–B1+).
- Can briefly give reasons and explanations for opinions, plans and actions (GSE 51–B1+).
- Can express opinions about news stories using a wide range of everyday language (GSE 65–B2).

Resources:

- SB: page 40; Word List page 67
- Online resources: Photocopiable Resource 37

WARM-UP (5 minutes)

(T–S, S–T) Books closed. Ask students what they remember about natural disasters. You could have them work together as a class to complete a mind map on the board of different natural disasters and their characteristics.

Answers

Students' own answers

PRE-LISTENING (5 minutes)

(T–S, S–T) Exercise 1. Model the activity using the example given. Get students to work individually to match the vocabulary items with the effects in items 1–8. Check answers as a class. Then discuss as a class any recent natural disasters.

Suggested answers

2 tornado 3 flood 4 volcanic eruption 5 avalanche
6 earthquake 7 drought 8 forest fire

WHILE LISTENING (15 minutes)



- 1 (T–S, S–T) Exercise 2. Tell students they are going to listen to the first part of an interview. Ask students to listen out for the topic of the interview. Play recording for students to answer the question individually. Check answers as a class.

Answers

A new TV series on surviving disasters.

- 2 (T–S, S–S, S–T) Exercise 3. Model the activity using the example given. Put students into pairs. Have students read the notes and try to fill in the missing words. Then play the recording for students to check their answers.

Answers

2 under 3 stand 4 high building 5 away 6 are driving
7 bridge

Audioscript 9.3

L = Laith M = Malek

- L: My guest today is Malek Almohsen, the producer of *Surviving Disaster*, the exciting new TV series. Hi, Malek.
- M: Hello, Laith.
- L: What's the show about?
- M: It's about how to survive natural disasters. In the first episode, we look at earthquakes.
- L: What should you do to survive an earthquake?
- M: It depends where you are. If you're inside, stay inside, don't panic and run out into the street. The three words to remember are drop, cover and hold.
- L: Drop, cover and hold?
- M: Yes, drop under a table or desk to protect yourself, cover your head and hold onto the legs of the table to stop it moving when the ground shakes.
- L: It's a good idea to stand in a doorway, isn't it?
- M: A lot of people think that but it's not true. A doorway can protect you but the problem is the door might move suddenly and hit you, so it's safer under a table. If you're in a high building, go down the stairs. Don't take the lift because you'll be trapped if it stops working.
- L: What should you do if you're outside?
- M: Get in the open, away from buildings, you don't want them to fall on you. And watch out for power lines. You could die from an electric shock if one falls to the ground and you touch it. If you're driving, stop the car. But don't get out, it's safer to stay inside. And don't stop your car on or under a bridge. And most importantly, keep calm and try to help others, especially children and the elderly.
- 3 (T–S, S–S, S–T) Exercise 4. Ask students to read the questions and items. Have them underline key words. Then play recording for students to choose the correct answer. Repeat if necessary, but allow students to compare their answers in pairs before playing the recording again. Check answers as a class.

Answers

1b 2c 3c 4a

Audioscript 9.4

L = Laith M = Malek

- M: In this week's show we tell the story of Evans Monsignac, the world's longest ever earthquake survivor. And the number to remember in his story is 27.
- L: 27?
- M: Yes, Evans was twenty-seven years old. He survived for twenty-seven days under the ruins of a building after the January 2010 earthquake in Haiti. And he lost twenty-seven kilos. He only weighed forty kilos when they rescued him. The only water he had was dirty. It came from the toilets, and it made him ill when he drank it. Obviously, it would have been better if he'd had tap water or bottled water. But the dirty water was better than nothing.
- L: I've always wondered something: why is it that very similar natural disasters can cause thousands of deaths in one place and hardly any victims in another?



- M:** The simple reason is because some countries are better prepared than others. The differences can be quite shocking, in fact. That's something else we look at in the series: how governments and other organisations make sure people are ready for disasters and know what to do. And we also take a look at what's done in different countries afterwards to clean up, to return the environment to its natural state and to protect animals.
- L:** Japan, for example?
- M:** Yes. When there's an earthquake in Japan, people stay calm because from a young age, they learn what to do. Japanese children have earthquake drills at school every month.
- L:** So they know to drop, cover and hold?
- M:** Exactly. And they know how to evacuate their school, they know to go to an open space if they're outside. The fire service frequently takes groups of kids to earthquake simulation machines so they know what to expect.
- L:** Fantastic.
- M:** Also, Japanese buildings are built to resist earthquakes. Big buildings move like trees in the wind. So, the buildings don't fall down and there's not so much destruction.
- L:** And people don't get hurt.
- M:** Not usually, no. Also, immediately after an earthquake, all the TV channels and radio stations stop broadcasting their usual programmes and switch to an official earthquake channel that gives people information about what to do and warnings about what not to do.
- L:** It all sounds very interesting. That's Surviving Disaster, Malek's amazing new series on Channel 9, starting tonight at 8 p.m.

POST-LISTENING (10 minutes)

(T-S, S-S, S-T) Exercise 5. Model the activity using the example given. Refer students to the word box. Explain any unknown words if necessary. Ask students to complete the activity individually. Then have students compare answers with their partners. Check answers as a class.

Answers

2 shook 3 panic 4 drills 5 evacuate 6 flames
7 destruction 8 victims 9 survivors 10 trapped
11 rescue 12 ruins

TIP

Have students make vocabulary clusters in their notebooks. For this unit, they can name the cluster 'Natural disasters' and add new vocabulary to the cluster.

Extra Activity

Do this activity after Exercise 5. Individually, students choose 4-5 words from Exercises 1 and 5 and write one sentence for each. They then remove those words from the sentences to make a gap-fill exercise. To make the exercise easier, they could supply the first letter of each word. Then, in pairs, they swap sentences, complete them and check their answers with their partner. If time is short, they can complete the sentences as homework and check their answers in the next class.

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 6. Put students into small groups to discuss the question. As groups work, monitor for proper use of vocabulary and language. Correct where necessary. Groups present their thoughts to the class. If there is time, have a class debate.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the Can-do statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they found new, interesting, easy or challenging.

HOMEWORK

Ask students to make a list of the things they do in order to help protect the environment.

CONTINGENCY PLAN

If your students need extra support with Exercise 1: prepare flashcards with pictures of the natural disasters and show them to students to help them with understanding.

If your students need an extra challenge: Individually, students choose 4-5 words from Exercises 1 and 5 and write one sentence for each. They then remove those words from the sentences to make a gap-fill exercise. Then, in pairs, they swap sentences, complete them and check their answers with their partner.

There is also a downloadable photocopiable resource number 37 to use.

OVERVIEW

Objectives:

- Can use language related to natural disasters and geological activity (GSE 59–75 – B2–B2+).
- Can understand TV documentaries, interviews, plays and most films in standard speech.

Pronunciation:

- Emphatic stress

Resources:

- SB: page 40
- WB: page 30

PRE-LISTENING/WARM-UP (10 minutes)

Write several words from Lesson 2A on the board with scrambled letters. Choose from: *avalanche, drought, flood, tornado, volcanic eruption, earthquake, forest fire*. Put students in pairs and set a time limit of two minutes for them to unscramble and write the words. Check answers with the class. Make sure students understand the meaning of these words.

WHILE LISTENING (15 minutes)

- 1 (T-S, S-T) Exercise 1. Tell students they are going to listen to a radio interview. Refer them to the rubric. Play the recording and check the answer.

Answers

Twenty-three



Audioscript 9.5

I = Interviewer JS = Jack Saunders

- I: Today I'm happy to welcome Jack Saunders to the programme. Jack is the author of a new book that will be in bookshops on the fifteenth of September.
- JS: Yes, exactly. It was released at a book fair in London last month, in August, but will be in all bookshops from the fifteenth.
- I: And the name of the book? So we can all look out for it?
- JS: Actually, up until about a month ago the title of the book was *Black River*, but at the last minute we decided to call it *Two Rivers*.
- I: Can you tell us something about the book?
- JS: Well, it's based on a true story which happened about six years ago in the north of England after a terrific storm hits the area and the rivers burst their banks. The whole community is isolated by the waters, and the story follows what happens to one family, trapped in a farmhouse over a period of thirty-six hours. Rescuers eventually arrived, but it was nearly too late.
- I: I imagine it was a difficult story to write?
- JS: Yes! I had to spend a lot of time in an old farmhouse doing research, and I got very cold, I can tell you!
- I: Poor you! True life stories are very popular nowadays. Why do you think that is, Jack?

JS: Oh, I think people have always enjoyed true stories about disasters, probably because they're usually pretty dramatic, but also a long way from what happens in their own lives. However, at the same time, not really, you know?

I: Can you explain what you mean by that?

JS: I mean anything can happen to anyone at anytime. The people in these stories never expected to find themselves in these situations, just like we don't expect ourselves to ever be in them. I'm sure that when you're reading true stories about surviving a disaster or a difficult situation, most readers are thinking 'What would I do if that happened to me? How would I react?'

I: And what do you hope readers get out of your book?

JS: I just hope that they enjoy reading it. It might sound hard to believe, but I really do write simply to tell interesting stories that give people pleasure to read. It's fantastic to go to literary events and do interviews like this one, but nothing compares to meeting a reader who tells me about their favourite part of the book or how it made them feel. Even after twenty-three books in thirty years, it still makes me grin like a child when that happens.

- 2 (T-S, S-T) Exercise 2. Refer students to the sentences. Make sure students understand that they need to write one or two words per gap. Play the recording. Students listen and complete the sentences. Check answers as a class.

Answers

2 Two Rivers 3 North/north 4 36/thirty-six hours 5 an old farmhouse

Audioscript 9.6

I = Interviewer JS = Jack Saunders

- I: Today I'm happy to welcome Jack Saunders to the programme. Jack is the author of a new book that will be in bookshops on the fifteenth of September.
- I: What's the name of the book, Jack? So we can all look out for it?
- JS: Actually, up until about a month ago the title of the book was *Black River*, but at the last minute we decided to call it *Two Rivers*.
- I: Can you tell us something about the book?
- JS: Well, it's based on a true story which happened about six years ago in the north of England after a terrific storm hits the area and the rivers burst their banks. The whole community is isolated by the waters, and the story follows what happens to one family, trapped in a farmhouse over a period of thirty-six hours. Rescuers eventually arrived, but it was nearly too late.
- I: I imagine it was a difficult story to write?
- JS: Yes! I had to spend a lot of time in an old farmhouse doing research, and I got very cold, I can tell you!
- I: Poor you!
- 3 (T-S, S-T) Exercise 3. Refer students to the questions and options. Tell students to underline the key words. Play the recording for students to choose the correct answers. Check answers as a class.



Answers

1 c 2 a 3 c 4 b



Audioscript 9.7

I = Interviewer JS = Jack Saunders

- I: Poor you! True life stories are very popular nowadays. Why do you think that is, Jack?
- JS: Oh, I think people have always enjoyed true stories about disasters, probably because they're usually pretty dramatic, but also a long way from what happens in their own lives. However, at the same time, not really, you know?
- I: Can you explain what you mean by that?
- JS: I mean anything can happen to anyone at anytime. The people in these stories never expected to find themselves in these situations, just like we don't expect ourselves to ever be in them. I'm sure that when you're reading true stories about surviving a disaster or a difficult situation, most readers are thinking 'What would I do if that happened to me? How would I react?'
- I: And what do you hope readers get out of your book?
- JS: I just hope that they enjoy reading it. It might sound hard to believe, but I really do write simply to tell interesting stories that give people pleasure to read. It's fantastic to go to literary events and do interviews like this one, but nothing compares to meeting a reader who tells me about their favourite part of the book or how it made them feel. Even after twenty-three books in thirty years, it still makes me grin like a child when that happens.

PRODUCTION (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 4. Tell students to read the Active Pronunciation box. Read the sentences at a natural speed to demonstrate stress on the words in bold. Put students in pairs and ask them to discuss which words should be stressed in each sentence. Play the recording and check answers with the class. Tell students to underline the words to stress. Then ask students to work in the same pairs again. They practise reading the sentences aloud stressing the correct words.

Answers

1 Miss Jones 2 on Monday 3 test 4 Dickens



Audioscript 9.8

- 1 Miss Jones is going to give us a test on Dickens on Monday.
- 2 Miss Jones is going to give us a test on Dickens on Monday.
- 3 Miss Jones is going to give us a test on Dickens on Monday.
- 4 Miss Jones is going to give us a test on Dickens on Monday.
- 2 (T-S, S-T, S-S) Exercise 5. Refer to the rubric and make sure that students understand the exercise. Students complete the exercise individually. Play the recording for them to check their answers. Check answers as a class. Then put students in pairs to practise saying the mini conversations.

Answers

1 fifteen 2 next 3 after 4 shorter 5 upload



Audioscript 9.9

- 1
A The tickets cost fifty pounds, don't they?
B No, they cost fifteen pounds!
- 2
A Is Henry's graduation ceremony this Friday?
B No, it's next Friday.
- 3
A Shall we go to the beach before dinner?
B I'd rather go after dinner.
- 4
A We need to write a longer article for the website.
B No, it needs to be shorter.
- 5
A Did you say that you can't download information from the site?
B I said I can't upload information.

WRAP-UP (5 minutes)

(T-S, S-S) Put students in pairs. Ask them to write a mini dialogue and practise saying it with emphatic word stress.

HOMEWORK

Ask students to write a short text about a true story about a natural disaster they have read or heard about. Then they practise reading the text aloud with emphatic stress.

09 LESSON 3A VOCABULARY (SB)

OVERVIEW

Objectives:

- Can use language related to environmental issues (GSE 59–75 – B2–B2+).
- Can understand rules and regulations (e.g. safety) if expressed in simple language (GSE 37–A2+).
- Can express and comment on ideas and suggestions in informal discussions (GSE 56–B1+).
- Can follow the exchanges on the discussion board of a website (GSE 61–B2).
- Can express their opinions in discussion on contemporary social issues and current affairs (GSE 61–B2).

Resources:

- SB: page 41; Word List page 67
- Online resources: Photocopiable Resource 38
- Assessment: Vocabulary Quiz Unit 9 Lesson 3

WARM-UP/PRESENTATION (5 minutes)

(T-S, S-T) Exercise 1. Refer students to the photo. Ask students what the photo shows. Then have a class discussion about whether this is a problem in their own country.

Answers

Students' own answers

PRACTICE (25 minutes)

- 1 (T-S, S-T) Exercise 2. Have students look at the highlighted phrases first. Explain the phrases if necessary. Have them read the text and think about the questions. Then discuss the questions as a class.

Answers

For tourists/visitors to Bear Peaks; on a resort website, in a tourist information centre, on a sign in a car park or at the start of a mountain trail, etc.

- 2 (T-S, S-S, S-T) Exercise 3. Have students complete the first part of the activity individually. Then put students into pairs to compare answers with their partner. Check answers as a class. Have students ask and answer the questions with their partner. Ask students to share answers with the class.

Answers

1 respect 2 disturb 3 sorted, dispose of 4 single-use, reduce

Suggested answers:

- 1 to avoid damaging the environment
- 2 leave rubbish, start fires, make noise, leave the marked paths, collect eggs, pick flowers, etc.
- 3 in recycling bins (in the village)
- 4 drinking straws, plastic bags, plastic cutlery and plates, water bottles, etc.

Extra Activity

After checking answers to Exercise 3, get students to choose 3–4 of the incorrect options in italics and write example sentences with them.

- 3 (T-S, S-T) Exercise 4. Model the activity with the example given. Give students about five minutes to complete the

first part of the activity individually. Check answers as a class. Elicit what other adjectives they know that end in -able and -ful (e.g. adorable, fashionable, hopeful, painful). Model and drill the pronunciation, paying attention to the word stress.

Answers

2 dispose 3 reusable 4 avoid 5 thoughtful 6 help
7 harm 8 wasteful 9 respect

Extra Activity

As an extension of Exercise 4, have students choose two verbs and make sentences with them, and then write two more sentences with them in their adjective form.

- 4 (T-S, S-S, S-T) Exercise 5. Model the activity using the example given. Have students work in their same pairs. Tell them to read the text first and try to guess the missing words. Students then complete the activity using words from Exercises 2 and 4. Have students complete the activity. Check answers as a class. Ask students what they do to protect the environment. students can refer to the list they made for homework.

Answers

2 thoughtful 3 wasteful 4 disposable 5 harmful
6 Reusable 7 single 8 sort 9 dispose 10 respectful
11 impact 12 guidelines

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 6. Put students into groups. Give students two minutes to think about the questions. Model the activity using the example given. Give students two minutes to discuss the first question. Then rearrange the groups. Allow another two minutes to discuss the second question. Do the same for the third question. Then as groups work, monitor for proper use of vocabulary and language. Correct where necessary. Ask groups to share their ideas with the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they found new, interesting, easy or challenging.

HOMEWORK

Ask students to make notes about a) things they wish were different in their lives and b) things they regret doing. You could also assign Vocabulary Quiz 9 as homework.

CONTINGENCY PLAN

If your students need extra support with Exercise 1: write the verbs on one side of the board and the rest of the phrase on the other side of the board. Put students into pairs and have them match the verbs to the phrases. Then check answers with the class.

If your students need an extra challenge: ask students to write example sentences using the words in Exercise 4. They should try to include as many of the words as possible. Then they compare sentences in pairs.

There is also a downloadable photocopiable resource number 38 to use.

OVERVIEW

Objectives:

- Can use language related to environmental issues (GSE 59-75 - B2-B2+).
- Can express and comment on ideas and suggestions in informal discussions (GSE 56-B1+).
- Can express their opinions in discussion on contemporary social issues and current affairs (GSE 61-B2).

Resources:

- SB: page 41
- WB: page 31

Answers

2 disposable 3 harmful 4 impact 5 sustainable
6 recyclable 7 benefits 8 reduce

- 2 (T-S) Exercise 5. Refer students to the rubric. Students write a short text. Monitor and help students as they write.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-S) Ask students to read their paragraph to another student. They discuss how well they think they protect the environment and how they could do more.

HOMEWORK

Ask students to research another place that has environmental problems similar to Bali (like in Exercise 4) and write a short text about these problems. They should use the words from this lesson.

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. Divide the board into two parts. On one side: write the verbs from SB p41 Exercise 4. Put students in pairs and ask them to transform them into adjectives. Set a time limit of one minute. When the time limit is up, invite students to come up to the board and write the adjectives. The other students should help with correctly spelling.

PRACTICE (15 minutes)

- 1 (T-S, S-T) Exercise 1. Students work individually to choose the correct option to complete the sentences. Check answers as a class.

Answers

1 keep 2 respect 3 single-use 4 minimise 5 dispose

- 2 (T-S, S-T) Exercise 2. Refer students to the word box and the sentences. Go through the example with students. Remind them that they don't have to change the verbs. Students complete the sentences individually. Check answers as a class.

Answers

2 sort 3 avoid 4 reduce 5 damage 6 collect

- 3 (T-S, S-S, S-T) Exercise 3. Work through the example with students on the board. Ask them to identify the word form in brackets (verb) and the word form needed to complete the sentence (adjective). Make sure students understand they have to transform the verbs into adjectives. Students complete the sentences individually, then compare answers in pairs. Check answers as a class.

Answers

2 wasteful 3 avoidable 4 helpful 5 reusable
6 sustainable

PRODUCTION (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 4. Refer students to the text and go through the example. Make sure students understand that they need to write words that have the same meaning as the ones in brackets. Students may find it easier to write all the words in brackets in a list and then think about synonyms/alternative ways to express these with an adjective. Then students complete the gaps in the text. Students compare their answers in pairs. Check answers as a class.

09 LESSON 4A GRAMMAR (SB)

OVERVIEW

Objectives:

- Can use 'I wish/if only...' to express regrets and wishes about the past (GSE 62-B2).
- Can use language related to regret (GSE 59-75 - B2).

Resources:

- SB: page 42; Grammar Reference page 72; Word List page 67; Communication page 76
- Online resources: Photocopiable Resource 39
- Assessment: Grammar Quiz Unit 9 Lesson 4

WARM-UP (5 minutes)

(T-S, S-T) Write the letters of the alphabet on the board. As a class, ask students to try to think of an animal which begins with every letter of the alphabet. Ask students to come to the board to write an animal next to a letter until all (or most) of the letters are used. Words beginning with difficult letters include *quail*, *viper*, *X-ray fish*, *yak*.

Answers

Students' own answers

PRACTICE (5 minutes)

(T-S, S-T) Refer students to the pictures. Ask students to identify the animals. Ask how they think the animals are feeling (accept any possible answers). Get feedback as a class.

Answers

Students' own answers

PRESENTATION (15 minutes)

- 1 (T-S, S-T) Exercise 1. Have students complete the activity individually. Check answers as a class.

Answers

1B 2C 3A

- 2 (T-S, S-T) Exercise 2. Explain to students that the sentences are a continuation of the situations presented in Exercise 1. Have students complete the activity individually. Check answers as a class.

Answers

1b 2a 3c

- 3 (T-S, S-S, S-T) Exercise 3. Put students into pairs. Have students work in pairs to complete the first part of the activity. Then give students a few minutes to read the Grammar box and ask any questions if there is something they don't understand. Check answers as a class.

Answers

- 1 a) sentence 2 b) sentence 3 c) sentence 1
- 2 To express a regret in the present, we use the Past Simple. To express a regret in the past, we use the Past Perfect. To express a desire for the future, we use 'would'.

- 4 (T-S, S-T) Refer students to the sentences in Exercise 1. Model the pronunciation and elicit that the phrases I wish and if only are stressed in these sentences. Model the sentences again. Get students to repeat after you.

Refer students to the Grammar Reference section on page 72 for more information.

TIP

We can communicate a lot in a language using our tone of voice. Drawing students' attention to issues of sentence stress and intonation will help your students understand the tone of a speaker better, as well as help them communicate better themselves.

PRACTICE (15 minutes)

- 1 (T-S, S-T) Exercise 4. Refer students to the Grammar and *Watch out!* boxes. Have students complete the activity individually. Check answers as a class.

Answers

1 B could 2 C were 3 B hadn't left 4 A had

- 2 (T-S, S-T) Exercise 5. Model the activity with the example given. Ask students to complete the activity individually. Then play the recording for students to check their answers.

Answers

2 wasn't 3 could 4 had 5 had stayed 6 could
7 hadn't run 8 had listened

Audioscript 9.10

I = Issa D = Dad

I: I wish it was summer. It's so cold!

D: Put your hat on.

I: Good idea. If only it wasn't so windy.

D: Hmm, yeah. Let's stop for a rest out of the wind behind this tree.

I: I wish Amer could be here with us.

D: Yes, your brother would love it here.

I: If only our phones had signal here. We could call him.

D: He's studying in Canada. It's very late there now.

I: I wish he had stayed in this country.

D: He's having a great time though. Soon it will be your turn to go to university.

I: Hmm.

D: Look at the view! It's beautiful!

I: You're right - it is beautiful here. Oh dear. I wish I could take some photos. If only the battery hadn't run out on my phone.

D: Here. Use my phone.

I: Oh, Dad. If only you had listened to me about your phone upgrade. The camera on this phone is terrible!

D: Oh well, never mind. Here, have a cheese sandwich!



- 3** (T-S, S-T) On the board, write *I wish I was at home. If only it wasn't so windy!* Model and drill the pronunciation, paying attention to the stressed words. Elicit that we stress these expressions when we are upset or emotional. Play the recording again for students to hear the stress patterns in the recording.

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 6. Model the activity with the example given. Tell students they can use the lists they made for homework to help them. Put students into small groups. Allow two minutes for students to complete the sentences so they are true for themselves. Then students share their sentences with their groups and find out if anyone has the same ideas. Ask groups to share their work with the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they found new, interesting, easy or challenging.

HOMEWORK

Ask students to imagine how they would like things to be different at the time they do their homework. They write five sentences using *I wish*/*If only*, e.g. *I wish it were the summer holidays*. You could also assign Grammar Quiz Unit 9 Lesson 4 for homework.

CONTINGENCY PLAN

If your students need extra support with *I wish* and *if only*: tell students you are going to say sentences using *I wish* or *If only* for them to say when the action is taking place, e.g. *present, past, when someone annoys us*. Say *I wish I hadn't lost my camera*. Elicit *past*. Say *If only Amani wouldn't take so long getting ready*. Elicit *annoyance*. Say *I wish I had enough time to go out*. Elicit *present*.

If your students need an extra challenge with *If only* and *I wish*: Write the following situations on the board and ask students to transform them into sentences using *If only* and *I wish*.

I have to share a laptop with my brother.

My sister keeps 'borrowing' my things.

I painted my room pink.

I am allergic to trees.

We forgot to take some food with us.

Our house is near the airport.

(Suggested answers:

I wish/If only I didn't have to share a laptop with my brother.

I wish/If only my sister would stop borrowing my things.

I wish/If only I hadn't painted my room pink.

I wish/If only I wasn't/weren't allergic to trees.

I wish/If only we hadn't forgotten to take some food with us.

I wish/If only our house wasn't/weren't near the airport.)

There is also a downloadable photocopyable resource number 39 to use.

09 LESSON 4B GRAMMAR (WB)

OVERVIEW

Objectives:

- Can use 'I wish/if only...' to express regrets and wishes about the past (GSE 62–B2).
- Can use language related to regret (GSE 59–75 – B2).

Resources:

- SB: page 42
- WB: page 32

WARM-UP (5 minutes)

(T-S, S-T) Write three example sentences with *I wish* on the board:

I wish it hadn't been so hot.

I wish it was so hot.

I wish Ali would stop complaining about the weather.

Ask students to identify the sentence that expresses a regret in the present and why (*I wish it wasn't so hot because it uses the Past Simple*), the sentence that expresses a regret in the past and why (*I wish it hadn't been so hot because it uses the Past Perfect*), and the sentence that expresses annoyance (*I wish Ali would stop complaining about the weather because it uses would*). Ask students to say what other words you could use to replace *I wish* (*If only*).

PRACTICE (20 minutes)

- 1** (T-S, S-T) Exercise 1. Direct students to the rubric. You can tell students to underline the verb in the sentence to identify if it used *would* + verb or past perfect so they can choose the correct option. Students complete the exercise individually. Check answers with the class.

Answers

1 b **2** a **3** a **4** b **5** a

- 2** (T-S, S-T) Exercise 2. Go through the example with the class. Students complete the sentences with the verb in the correct form. Check answers with the class.

Answers

2 didn't have to **3** would take **4** had

- 3** (T-S, S-T) Exercise 3. Work through the example on the board. Make sure students understand that they need to change the verb form. Students write the sentences individually, then compare answers in pairs. Check answers with the class by inviting volunteer students to read out the sentences.

Answers

- 2** If only you would do the washing up more often!
3 I wish my sister wouldn't come into my room without knocking.
4 If only people would respect animals more.
5 I wish my cousin would call me a bit more.
6 If only my neighbours wouldn't make so much noise in the garden.

PRODUCTION (10 minutes)

(T-S, S-T) Exercise 4. Go through the example with the class. Students complete the conversation with the correct form of the verb in brackets. Remind students to read around the gap to understand the context. Check answers with the class. Then put students in pairs and ask students to role-play the conversation.

Answers

2 wouldn't use **3** had **4** hadn't built **5** had chosen
6 hadn't made **7** had

WRAP-UP (5 minutes)

Put students in pairs and ask them to tell each other sentences using *I wish*/*If only* to talk about regrets.

HOMEWORK

Students write two short paragraphs beginning with *I wish* / *had/hadn't* and *I wish I were/weren't*.

OVERVIEW

Objectives:

- Can follow an everyday conversation or informal interview on common topics (GSE 51–B1+).
- Can express regret using simple language (GSE 42–A2+).

Resources:

- SB: page 43; Word List page 67

WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Put students into groups. Refer students to the photo and ask what the people are doing (*camping*). Get students to discuss questions 1 and 2 in their groups. Get feedback as a class.

Answers

Students' own answers

PRESENTATION (10 minutes)

(T-S, S-T) Exercise 2. Tell students they are going to listen to a recording about a camping trip. Have students read the questions. Elicit possible answers. Then play the recording for students to complete the activity individually. Check answers as a class.

Answers

- 1** Sami scares Rashed (with the torchlight on his face). Rashed spills soup on Sami's sleeping bag. / It's very cold and they can't sleep. They get scared by noises from outside the tent. The batteries die on the torch and it's very dark. Rashed gets scared by what he thinks is a spider but is just Sami's hair. They get scared as something or someone approaches the tent. (It's Sami's mum).
- 2** in Sami's garden.



Audioscript 9.11

S = Sami R = Rashed M = Mum

- S:** Boo!
- R:** I wish you wouldn't frighten me like that! Oh, no, I've spilled the soup! How stupid of me!
- S:** It's OK. It's not a big deal. It was my fault.
- R:** But there's soup all over your sleeping bag!
- S:** It's not the end of the world.
- R:** It smells.
- S:** I know, but it's no use crying over spilt milk. Or soup.
- R:** I can't believe I did that. It was so careless of me.
- S:** Forget it. It's no problem. I shouldn't have scared you like that.
- R:** Now, we don't have enough to eat. If only I'd brought more food.
- S:** It doesn't matter, really.
- R:** We should've brought better sleeping bags. It's freezing out here.
- S:** At least yours doesn't smell of soup! It's a pity we can't make a fire inside the tent.
- R:** If only we'd waited for better weather.

- S:** Well, there's nothing we can do about that now.
- R:** I wish I'd never agreed to go camping.
- S:** There's no point worrying about it. Chill out. It's fun ... kind of, in a weird way.
- R:** What's that? It's a wild animal! A fox! A wolf!
- S:** It's gone.
- R:** Oh, this is terrible!
- S:** At least we remembered to bring a torch so we're not sitting here in the dark.
- R:** Oh no! The torch has gone out! Did you bring spare batteries?
- S:** Sorry, I forgot.
- R:** I'm really afraid of the dark.
- S:** I'm sorry. If I'd known, I would've bought another torch.
- R:** Aargh! Something touched me!
- S:** Rashed, calm down. It was just my hair! What's that noise?
- R:** I don't know! Oh, I wouldn't have slept out here if I'd known what it was like!
- M:** Sami! We're going to bed soon. Do you and your friend want a cup of tea?
- S:** That would be lovely, thanks Mum. And do we have a spare sleeping bag?
- R:** And some batteries ...?

PRACTICE (15 minutes)

- 1** (T-S, S-T) Exercise 3. Ask students to study the Speaking box. Model the activity using the example given. Get students to complete the activity individually. Check answers as a class.

Answers

2c 3f 4b 5d 6e

- 2** (T-S, S-T) Exercise 4. Have students read items 1–4 first. Then play the recording. Elicit the answers. Play the recording again or model the pronunciation.

Answers

The letter 't' is not pronounced.

Audioscript 9.12

- 1** I shouldn't've scared you like that.
- 2** We should've brought better sleeping bags.
- 3** If I'd known, I would've bought another torch.
- 4** I wouldn't've slept out here if I'd known what it was like.



TIP

Students can practise intonation and pronunciation by you playing the recording with pauses and having them repeat each sentence/word. Then have students say words and phrases from pronunciation activities aloud for further practice. Correct as necessary.

- 3** (T-S, S-S, S-T) Exercise 5. Model the activity using the example given. Put students into pairs. Remind students that they cannot change the word given as a prompt. Have students complete the activity. Check answers as a class.

Answers

2 nothing we can do 3 was stupid of 4 the end of the world

09 LESSON 5A SPEAKING (SB)

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 6. Model the activity using the example given. Put students into new pairs. Refer students to the Speaking box. Have students take turns using a phrase from the Speaking box in the situations given. Encourage students to respond. Ask pairs to role play in front of the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they found new, interesting, easy or challenging.

HOMEWORK

Ask students to find information about Dana in Jordan and make notes.

CONTINGENCY PLAN

If your students need extra support: help students prepare for the Speaking activity. Before setting Exercise 6, go over each of the situations and elicit what regret they might have in each situation/what could have been done differently.

If your students need an extra challenge: after Exercise 6, students, in pairs, look at the completed sentences and think of situations in which someone would say these sentences. They then role play quick exchanges for each situation.

OVERVIEW

Objectives:

- Can scan short texts to locate specific information (GSE 44-B1).
- Can scan a long text or a set of related texts in order to find specific information (GSE 63-B2).
- Can describe what they would do and how they would react to situations in a text (GSE 66-B2).
- Can summarise, comment on and discuss a wide range of factual and imaginative texts (GSE 66-B2).
- Can describe places in detail using linguistically complex language (GSE 72-B2+).
- Can justify a viewpoint on a topical issue by discussing pros and cons of various options (GSE 60-B2).
- Can describe their home town or city using simple language (GSE 33-A2).
- Can express and comment on ideas and suggestions in informal discussions (GSE 56-B1+).

Resources:

- SB: pages 44-45; Word List page 67
- TB: Culture Notes page 141
- Online resources: Photocopiable Resource 40

WARM-UP (5 minutes)

(T-S, S-S, S-T) Put students into groups. Have students refer to their homework from Lesson 1A and share their information about Dana with their group. Get feedback as a class.

Answers

Students' own answers

PRE-READING (5 minutes)

(T-S, S-T) Exercise 1. Refer students to the photo and the Fact Box. Have a class discussion using the three questions in the exercise.

Answers

- 1 the Ata'ta tribe
- 2 mountains, canyons, natural biosphere
- 3 for more modern facilities and job opportunities

WHILE-READING (10 minutes)



- 1 (T-S, S-S, S-T) Exercise 2. Put students into pairs. Refer students to the title of the text. Have students discuss the question in pairs. Ask students to read the text to check their ideas. You may like to play the recording for students to listen and read. Remind them to skim the text. Allow 30 seconds for this activity. Check answers as a class.

Answers

It could show them a place where they would like to live.

- 2 (T-S, S-S, S-T) Exercise 3. Tell students to read the questions and answer options and underline key words. Remind students that it is best to read the whole text first to get the main idea and then go back and answer the questions. Give students about ten minutes to complete the activity individually. Students then compare answers with their partners. Check answers as a class.

Answers

1c 2a 3d 4b 5d

POST-READING (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 4. Put students into new pairs and have them discuss the question. Then discuss as a class.

Answers

Students' own answers

Extra Activity

As an extension to Exercise 4, ask students if they would like to live in a place like Dana. Encourage them to give reasons.

- 2 (T-S, S-T) Exercise 5. Refer students to the Active Reading box and have them read it individually. Tell students they are going to read a bad summary of the text. Then students read the text to identify which of the points the speaker does not respect. Check answers as a class.

Answers

- 1 It doesn't mention all the key points, e.g. there's no information about Dana, not even the name; no reasons for going there: the wildlife documentary; no information about what the man does on the island.
- 2 It gets some key points wrong: he didn't leave Amman just because of a bad trip to work.
- 3 It mentions unimportant information and minor details: the similarity of the man's name with his/her own best friend's name; the fact he/she had a dream.
- 4 It repeats information: a bad trip to work
- 5 It doesn't always rephrase the text: 'He always loved the hustle and bustle of the big city'.

TIP

Have students make a Dos and Don'ts list in their notebooks from information they gather from all the Active Reading boxes.

- 3 (T-S, S-S, S-T) Exercise 6. Model the activity using the example given. Have students complete the activity in their same pairs. Check answers as a class.

Answers

2 picturesque cottage 3 vibrant culture scene 4 trendy restaurants 5 hustle and bustle 6 breathtaking scenery 7 winding path

09 LESSON 6A READING AND VOCABULARY (SB)

PRODUCTION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 7. Put students into small groups. Give students two minutes to think about the questions and make notes. Have students discuss the questions in groups. Monitor for proper use of language and vocabulary. Correct where necessary. Ask students to share their ideas with the class.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 8. Have students discuss the question in their groups. Allow three minutes for the discussion. Get feedback as a class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they found new, interesting, easy or challenging.

HOMEWORK

Have students research the latest ways to build homes in a way that is environmentally friendly so they can mention them in their writing activity next lesson.

CONTINGENCY PLAN

If your students need extra support: read the Active Reading section out loud to them. Work together with them to summarise the text. Then read out this example of a good summary:

It's an article about a young man from Amman who felt unhappy with his life. One day, he saw a documentary about a small, remote village called Dana. He thought the place was really beautiful and decided to visit. It was so lovely and calm and the people were so friendly, he decided to move there. Although there are not many job opportunities on the island, he manages to earn a living by making jewellery. He's delighted with his new life.

If your students need an extra challenge: have students add the highlighted words and phrases from the text into two categories: Urban life and Rural life. (Suggested answers:

Urban life: trendy restaurants, vibrant culture scene, commute, crowded and noisy, tower block

Rural life: winding path, breathtaking scenery, picturesque cottage, peace and quiet, isolated

Both: sense of community, tight-knit community)

There is also a downloadable photocopiable resource number 40 to use.

OVERVIEW

Objectives:

- Can use language related to environmental issues (GSE 59–75 – B2–B2+).
- Can express their opinions in discussions on contemporary social issues and current affairs (GSE 61–B2).
- Can identify specific information in simple letters, brochures and short articles (GSE 37–A2+).
- Can write a structured text clearly signalling main points and supporting details (GSE 62–B2).
- Can speculate about causes, consequences or hypothetical situations (GSE 64–B2).
- Can use language related to cause, purpose and effect (GSE 59–75 – B2–B2+).
- Can describe habits and routines (GSE 38–A2+).

Resources:

- SB: page 46–47; Word List page 67

WARM-UP (5 minutes)

(T–S, S–T) Books closed. Write a *green home* on the board. Put students into pairs to discuss what they think it is or what it might look like. Students share their ideas with the class.

Answers

Students' own answers

PRESENTATION (5 minutes)

- 1 (T–S, S–S, S–T) Exercise 1. Put students into groups. Have students read the notice first. In their groups, students discuss the questions in the notice. Students share their answers with the class.

Answers

Students' own answers

- 2 (T–S, S–T) Exercise 2. Refer students to the word boxes. Model and drill any difficult words (geothermal, sensor, efficiency). Ask students to complete the activity individually. Model the activity using the example given. Check answers as a class.

Answers

2 recycled building materials 3 modest size 4 Geothermal heating 5 rainwater collection 6 Solar panels 7 Sensor lights

- 3 (T–S, S–S, S–T) Exercise 3. Allow two minutes to read the article. In their groups, students discuss which of the items from Exercise 2 the article discusses.

Answers

Students' own answers

PRACTICE (10 minutes)

- 1 (T–S, S–S, S–T) Exercise 4. Put students into pairs. Refer students to the Writing box and ask them to read it individually. Get students to work in their pairs to complete the activity. Check answers as a class.

Answers

You and I are the next generation of home owners. Clean energy and no bills – sounds good, right?
If so, you'd probably like the sensor lights in my uncle's house.

- 2 (T–S, S–S, S–T) Exercise 5. Ask students to complete the first part of the activity individually. Check answers as a class. Then get students to work in their same pairs to ask and answer the questions. Monitor for correct use of language and pronunciation. Correct as necessary. Ensure students swap roles.

Answers

2 Have 3 Are/so 4 Can

- 3 (T–S, S–S, S–T) Exercise 6. Revise linkers with the class. Get students to work in their pairs to decide if the underlined sentences express a reason or a purpose. Model the activity using the example given. Check answers as a class.

Answers

- 1 Energy efficiency is high because the house has solar panels and geo-thermal heating. (reason)
- 2 Each room also has specially chosen plants in order to clean the air. (purpose)
- 3 It's also the perfect place to grow food inexpensively since a rainwater collection system provides the water. (reason)
- 4 However, instead of dreaming of a more sustainable world, let's build it together so that future generations can be proud of us. (purpose)

- 4 (T–S, S–T) Exercise 7. Have students complete the activity individually. Check answers as a class.

Answers

1 so that 2 Since 3 as

- 5 (T–S, S–S, S–T) Exercise 8. Put students into new pairs. Give students a few minutes to think about the question. Then students discuss the topic with their partner. Ask students to share their ideas with the class.

Answers

Students' own answers

PRODUCTION (20 minutes)

- 1 (T–S, S–T) Exercise 9. Refer students to the rubric. Tell them that the items will help them with their article. Give students some time to read the task and think about what they want to write.

Answers

Students' own answers

- 2 (T–S, S–S, S–T) Give students about 20 minutes to write their article. students should write 200–250 words. Remind students to use the Writing box to help them and to use their notes. Tell them that they can also use the article on page 46 as a model for their writing. Monitor and support students as they work.

Answers

Students' own answers

09 LESSON 7A WRITING AND VOCABULARY (SB)

WRAP-UP (5 minutes)

(T-S, S-T) Put students in pairs and get them to check each other's work and make suggestions for improvements.

HOMEWORK

Students use their partner's feedback to re-write their texts.

CONTINGENCY PLAN

If your students need extra support with the writing task: on the board, write *Title, Introduction, Body, Conclusion*. Elicit what goes in each section when writing an article. Ask students what type of questions they can write to catch a reader's attention. If your students have difficulty with this, refer them back to Exercise 4.

If your students need an extra challenge: ask students to complete these sentences so they are true for them. Then put them in pairs to take turns reading their sentences to each other.

1. As I don't like ____, I ____.
2. I never ____, because ____.
3. My parents sometimes ____ in order to ____.
4. Our teacher always ____ since ____.
5. At the moment I'm ____ so that ____.

OVERVIEW

- The Revision lesson can be set as homework or self-study.

Objectives:

- All language-related objectives from Unit 9.

Resources:

- SB: Word List page 67; Grammar Reference page 72
- WB: pages 34–35; Self-assessment 3 page 33
- Assessment: Unit 9 Language Test

SPEAKING

Exercise 7.

Answers

Students' own answers

WRITING

Exercise 8.

Answers

Students' own answers

VOCABULARY AND GRAMMAR

Exercise 1.

Answers

- The others are connected to water.
- panic – The others are natural disasters.
- trap – The others are people.
- wasteful – The others are positive.
- scenery – The others are connected to natural disasters.
- community – The others are connected to geography.

Exercise 2.

Answers

- energy
- panels
- culture scene
- respect
- noise
- harmful
- Sort

Exercise 3.

Answers

- hadn't been
- hadn't had
- wouldn't have broken
- hadn't worn
- would have hurt
- might have gone

Exercise 4.

Answers

- I wish/If only I didn't live in the city!
- I wish/If only I'd asked them to pick up the litter/pick it up!
- I wish/ If only people couldn't drive in the city.
- I wish/If only I could swim!

USE OF ENGLISH

Exercise 5.

Answers

- on
- whose
- of
- own
- around
- If

READING

Exercise 6.

Answers

- b
- a
- c

10 UNIT 10 MAPPING

| UNIT NUMBER/ TOPIC | TOPICS | SCOPE AND SEQUENCE MATRIX | LEARNING OUTCOMES AND PERFORMANCE INDICATORS |
|-----------------------------|------------------|---|--|
| UNIT 10 Food for thought | Theme 1: Society | <p>Listening: analysing main ideas and supporting details; deducing motive and viewpoint; citing supporting evidence; discussing objectivity of information and speaker; using signal words to understand the sequence of and relationships between ideas; providing constructive feedback on peers' oral presentations; learning how to benefit from peers' feedback</p> <p>Speaking: sustaining 5-to-7-minute conversations; maintaining meaningful dialogues of up-to-10 exchanges; eliciting information from other students; providing constructive feedback that helps the speaker to clarify his/her point of view</p> <p>Reading: anticipating the topic through looking at titles, subtitles and graphics; identifying a central idea of a text and how it is conveyed; connecting what is read with personal ideas and beliefs; tracing and evaluating an argument and specific claims in a text, distinguishing those that are supported by evidence from the ones that are not</p> <p>Writing: using writing strategies (brainstorming, outlining, drafting, revising, editing, redrafting, and publishing); using appropriate organisational patterns; using criteria to evaluate their writings and sources</p> <p>Viewing and presenting: analysing visual information by asking relevant questions and discussing intended meaning; explaining why certain features of the visual text have been chosen for a particular purpose and audience; deducing how certain conventions (photos with text, news reports with images, excerpts of films, websites) were used to influence the viewer's attitude and opinions; making inferences from explicit and implicit information; deducing the relationship between visual and written information; orally presenting ideas and opinions on a variety of topics; responding to open-ended questions on visual texts with examples and justification</p> | <p>Listening: analyse main ideas and supporting details; respond to critical thinking questions before, during, and after listening citing evidence; make inferences citing evidence; guess the meaning of unknown vocabulary words and phrases from context; use resources (dictionaries, online search engines) to help construct meaning; predict content from context (previewing listening questions, looking at titles); ask and answer questions about what a speaker says in order to clarify comprehension, collect additional information, or deepen understanding of a topic or issue; recognise redundancies to help identify main ideas or important points; identify the purpose of a presentation by giving evidence; provide constructive feedback (accuracy, clarity, completeness) on peers' oral presentations; respond to conversations where speakers are making assumptions, giving opinions, agreeing and disagreeing; use morphology (suffixes, prefixes, roots) to help construct meaning; demonstrate how rhetorical devices help them understand meaning of a text; identify common organisational patterns (logical or chronological division of ideas, comparison, and contrast) and rhetorical structures to understand meaning</p> <p>Speaking: rehearse and develop informative speech; stop and restart utterances that are not clear and pause to rephrase; maintain conversations of up to seven minutes; interact in meaningful communicative dialogues of up to 10 exchanges; stay on the topic and maintain relevance; respond to questions from other speakers; negotiate meaning and sustain conversations; lead classroom discussions about topics of personal or academic interest</p> <p>Reading: anticipate the topic by looking at the title, subtitles, and graphics; skim and scan a text for general ideas, organization, and specific details; make use of contextual clues to infer meanings of unfamiliar words, phrases, or idiomatic expressions; identify a central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments; determine the meaning of words and phrases as they are used in a reading text; identify the author's point of view or purpose and explain how it is conveyed; connect what they read with personal ideas and beliefs; determine the referent of a pronoun used in the text; identify the word in a text whose meaning, or opposite is given; evaluate texts critically and support this with relevant textual references; demonstrate how particular elements of a story shape others (e.g., how setting shapes the characters or plot)</p> <p>Writing: make a list to develop ideas for writing on a focused topic; practice brainstorming, outlining, drafting, revising, editing, and publishing; use "venn diagram" to illustrate how two things are different and alike</p> <p>Viewing and presenting: demonstrate understanding of visual information by asking relevant questions and discussing intended meaning; realise that visual presentations have been created to reach out to particular audiences and influence them in some way; use images to help make meaning of oral and/ or written text; explain why some of the features of the visual text have been chosen for a particular purpose and audience, and explain how the conventions used (photos with text, news reports with images, excerpts of films, websites) influence the viewer's attitude and opinions; find own examples to share understanding; make inferences from explicit and implicit information; examine texts and illustrations identifying the relationship between visual and written information; present and develop ideas and opinions on a variety of topics orally; respond to questions related to the visual texts with examples and justification; project voice clearly when speaking, using intonation and pauses</p> |



OVERVIEW

Objectives:

- Can use 'must' and 'can't' for inferences and assumptions in the present (GSE 49-B1).
- Can use 'may'/'might' (+not) have ...' to talk about past possibilities. (GSE 52-B1+).
- Can give or seek personal views and opinions in discussing topics of interest. (GSE 46-B1).
- Can show degrees of agreement using a range of language. (GSE 61-B2).

Resources:

- SB: pages 48-49; Grammar Reference page 73; Word List page 68
- Online resources: Photocopiable Resource 41
- Assessment: Grammar Quiz Unit 10 Lesson 1

WARM-UP (5 minutes)

(T-S, S-T) Books closed. Brainstorm words to describe food. Ask students if anyone would like to be a chef and what they think people would say about their food. Encourage students to give reasons for their answers.

Answers

Students' own answers

PRESENTATION (20 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Put students into pairs. Refer students to the picture. Have students decide if each image is cake or real food. Encourage them to justify their answers. Check answers as a class.

Answers

Students' own answers

- 2** (T-S, S-T) Exercise 2. Refer students to the rubric and have a class discussion. Encourage students to justify their answers.

Answers

Students' own answers

- 3** (T-S, S-S, S-T) Exercise 3. Model the activity using the example given. Reference the highlighted words and have students define them as best they can in their pairs and using a dictionary. Check answers. Then have students work brainstorm food items that can be described with each word. Get students to compare answers with their partners. Then check answers as a class.

Answers

Students' own answers

- 4** (T-S, S-S, S-T) Exercise 4. Refer students to the underlined verbs. Tell them to work in pairs to read and categorise the sentences according to their meanings. Check answers as a class.

Answers

1b 2c 3a 4a 5a

- 5** (T-S, S-T) Exercise 5. Refer students to the Grammar box. Ask students to read through it individually and ask any questions if they do not understand something. Then have students read the *Watch out!* box. Finally, get students to complete the activity individually. Check answers as a class.

Answers

you might believe it's a real watermelon. / So this must be a cake. / But this can't be real sushi. It must be really difficult... / That could be why the baker covered it up. / This can't be real chicken. / it might feel strange to eat it.

Refer students to the Grammar Reference section on page 73 for more information.

- 6** (T-S, S-S, S-T) Exercise 6. Explain the task. Ask students to work individually, but allow them to compare answers in pairs. Check answers as a class.

Answers

1 might 2 could 3 may 4 must 5 can't 6 could 7 may 8 must 9 can't

PRACTICE (5 minutes)

(T-S, S-T) Exercise 7. Have students complete the activity individually. Check answers as a class.

Answers

2 can't be 3 can't want 4 may/could/might be 5 must be trying

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 8. Model the activity using the example given. In their pairs, give students two minutes to think of a few questions about family and friends that use modal verbs to speculate. After two minutes, rearrange the pairs. Ask students to now ask and answer the questions with their new partner. If you have time, you could rearrange the groups again for students to repeat the activity.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.

HOMEWORK

Ask students to find a picture in a magazine or on the internet and write five sentences speculating about what is happening. They should use the modal verbs in the Grammar box.

CONTINGENCY PLAN

If your students need extra support with the modals: write example sentences on the board:

Ali must be sick. He never misses school.

Ali can't be sick. He's playing football.

Ali might be sick. That's why he's not here.

Ali could be sick. That's why he's not here.

Have students read the sentences and compare them, noticing the differences in the modal verbs used and the supporting information.

If your students need an extra challenge: students write a sentence for each of the modal verbs in the Grammar box.

There is also a downloadable photocopiable resource number 41 to use.

OVERVIEW

Objective: Grammar

- Can use 'must' and 'can't' for inferences and assumptions in the present (GSE 49-B1).
- Can use 'may'/'might' (+not) have ...' to talk about past possibilities. (GSE 52-B1+).

Resources:

- SB: pages 56-57
- WB: pages 36-37

WARM-UP (5 minutes)

(T-S, S-S, S-T) Write these sentences on the board. Put students in pairs and ask them to identify which of the sentences are certain, possible or impossible. Set a time limit of two minutes, then check answers with the class. Ask students to explain their answers.

- 1 She must be the baker.
- 2 He might be hungry.
- 3 They must be very tired now.
- 4 The TV show could be finishing.
- 5 The chef may be in the kitchen.
- 6 He can't be studying the instructions.

Answers

1 C 2 P 3 C 4 P 5 P 6 I

PRACTICE (15 minutes)

- 1 (T-S, S-T) Exercise 1. Refer students to the sentences and options. Students choose the correct meaning for each sentence. When checking answers as a class, ask students to identify the word that gives the answer (the modal verb).

Answers

1 b 2 c 3 b 4 a 5 b

- 2 (T-S, S-T) Exercise 2. Go through the example sentence. Refer students to the rubric and make sure they understand that they need to use *can't* or *must*. Ask why the answer is *must* for the example sentence (because we have additional information saying that the person had a long shift at the bakery so *can't* wouldn't make sense). Students complete the sentences with *must* or *can't*. Check answers as a class.

Answers

2 can't 3 must 4 can't

- 3 (T-S, S-T) Exercise 3. Students work individually to choose the correct verb to complete the sentences. Check answers as a class.

Answers

1 know 2 be 3 be telling 4 be working 5 be having

- 4 (T-S, S-T) Exercise 4. Go through the example sentence. Ask students to identify the verb tense they need to use in the answer (Present Continuous). Students complete the sentences individually. Check answers as a class.

Answers

2 be trying 3 be baking 4 (not) be studying

- 5 (T-S, S-T) Exercise 5. Go through the example sentence. Tell students to look at the additional information in the sentence to work out what verb tense to use. Remind students to use the modal verb given in brackets. Students complete the sentences individually. Check answers as a class.

Answers

2 must be 3 might not be 4 may not believe 5 could be having

- 6 (T-S, S-S, S-T) Exercise 6. Work through the example on the board with students. Remind students to use the modal verbs given. Students write the sentences individually, then compare answers in pairs. Check answers as a class.

Answers

2 She must be hungry.
3 She can't/cannot be listening to the chef.
4 He might be worrying about the competition.
5 They may be waiting for someone.

- 7 (T-S, S-S, S-T) Exercise 7. Students choose the correct modal verb to complete the text. Encourage them to read the information around the verb carefully to choose the answer. Check answers as a class.

Answers

1 might 2 must 3 could 4 may 5 be feeling

PRODUCTION (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 8. Ask a volunteer pair of students to role play the conversation. Refer students to the second conversation and go through to the example to make sure they understand the task. Students work individually or in pairs to complete the sentences with reported speech. Check answers as a class.

Answers

2 can't 3 Could / Might 4 must be 5 should 6 must be

- 2 (T-S) Exercise 9. Refer students to the rubric. Students write a short text. Encourage them to use modals for speculation. Monitor and help students as they write.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-S) Ask students to read their paragraph to another student. Do they agree about whether being a competition judge is a challenging job?

HOMEWORK

Ask students to write five sentences speculating about what a family member is doing at that moment.

10 LESSON 2A VOCABULARY (SB)

OVERVIEW

Objectives:

- Can follow chronological sequences in extended informal speech at natural speed (GSE 65–B2).
- Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly (GSE 51–B1+).
- Can contribute to a group discussion if the discussion is conducted slowly and clearly (GSE 49–B1).

Resources:

- SB: page 50; Word List page 68
- Online resources: Photocopiable Resource 42
- Assessment: Vocabulary Quiz 10

WARM-UP (5 minutes)

(T-S, S-S, S-T) Put students into groups. Play a game with the vocabulary learnt in 10A. Have students write the vocabulary on pieces of paper – one vocabulary item per paper. In their groups, students take turns picking up a piece of paper and describing the word to their groups. Whichever student in the group guesses the word correctly first gets a point. Continue until all the pieces of paper have been used.

Answers

Students' own answers

TIP

Playing games is a good way to consolidate or review grammar and vocabulary. They can be played at any time and are a good resource to have if you find you have an extra few minutes in your lesson. They work well to energise and focus your students.

PRESENTATION (5 minutes)

(T-S, S-S, S-T) Ask students to look at the photo at the top of page 50. Put students into pairs and ask them to discuss the person's job. Check students' guesses.

Answers

She is a food stylist.

PRACTICE (15 minutes)

(T-S, S-T) Exercise 1. Tell students they are going to listen to part of an interview. Have students read the question. Then play the recording for students to answer the questions individually. If necessary, repeat the recording. Check answers as a class.

Answers

Her job is important because it can influence if people eat in a particular restaurant or not.

Audioscript 10.1

I = Interviewer L = Lubna

I: Today's talk is on a really interesting job, one which I heard about for the first time today. Lubna Aladib is a food stylist. Lubna, what exactly is a food stylist?

L: Well, you know the images of delicious dishes you see on menus, in recipes and websites? They are taken by a photographer, but the food is prepared by a food stylist, that's me. I select the ingredients, cook the food and display the meals ready for the photo shoot. It's a really important role. One survey showed that 75 percent of diners are influenced by the photos they see on a restaurant's website. That can make a big difference.

1 (T-S, S-S, S-T) Exercise 2. Ask students to look at the list of words and explain them as best they can in pairs. Then have students add the items to the lists. Check answers as a class.

Answers

- 1 boil, chop, decorate, melt, pour, roast, steam, stir
- 2 dish, fork, frying pan, saucepan, scales, tablecloth, tablespoon, teaspoon

2 (T-S, S-T) Exercise 3. Refer students to the rubric. Play the recording for students to complete the activity. Repeat if necessary. Check answers as a class.

Answers

Students tick: add, boil, chop, chopping board, decorate, dish, melt, pour, roast, scales, steam, tablecloth, tablespoon, teaspoon.

Audioscript 10.2

I = Interviewer L = Lubna

I: Wow! So talk us through a typical meal prep.

L: The food we use in the shoots is never actually eaten, so we pay a lot more attention to how it looks than to how it tastes. Dishes look best with lots of colour so we choose bright vegetables and try to chop them into very uniform sizes so it's easy to arrange them on the plate. We never boil the vegetables, we only steam them for a few minutes, so they're still quite raw and colourful. Meat should look juicy, so when we roast beef or chicken, we make sure to pour plenty of sauce over it so it doesn't get too dry. And sometimes, we don't even make the actual food. I recently had to prepare a dish that included ice cream, which obviously would melt during the photoshoot. Instead of ice cream I used potato, and I decorated it with icing. It looked great.

I: Is there anything else you do apart from cooking, or faking, the food?

L: Yes, it's really important to think about the presentation. I have lots of different coloured dishes so I can select items which match, or contrast with the colours in the dish, depending on what kind of mood I want to create. Scale is also important. A teaspoon may look better than a tablespoon so it's good to play around with different options until you get the right look. A colourful tablecloth can also add depth and sometimes some cooking equipment, such as scales, or a chopping board, can look great in the background. As well as thinking about the props, I also add herbs and spices to brighten up the dishes. Bright green parsley or red chilli pepper always looks great!

- 3** (T-S, S-S, S-T) Exercise 4. Explain the exercise and play the recording again. Have students complete the activity in their pairs. Check answers as a class.

Answers

1 steam for a few minutes so they're still quite raw and colourful **2** roast it with plenty of sauce **3** potato with icing on top **4** with a tablecloth, herbs and spices.

PRODUCTION (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 5. Model the activity using the example given. Have students complete the activity in their pairs. Remind them that there is an extra word. Check answers as a class.

Answers

2 teaspoon **3** Boil **4** saucepan **5** Chop **6** steam **7** Melt **8** frying pan **9** add **10** stir **11** pour **12** Decorate

- 2** (T-S, S-S, S-T) Exercise 6. students work in groups. Have them choose a dish from their country and write the recipe. Refer them to the recipe in Exercise 5 if needed. Monitor as they work. After writing, have groups present their recipes to another group.

Answers

Students' own answers

- 3** (T-S, S-S, S-T) Exercise 7. students remain in their groups. Ask them to choose a popular meal and discuss the recipe and cooking instructions. Read the questions for them to answer as well. Invite some students to share their recipes and answers with the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.

HOMEWORK

Ask students to watch a family member making a dish at home and write what they do using the verbs from this lesson.

CONTINGENCY PLAN

If your students need extra support with the vocabulary: prepare flashcards for each of the words in Exercise 2 and use them to teach the vocabulary. Model pronunciation for students to practice.

If your students need an extra challenge: put students in pairs. One student says a sentence defining or explaining one of the words in Exercise 2 without saying the words, e.g. *The water is very hot and it's cooking the egg.* (boil) The other student guesses the correct word. There is a downloadable photocopiable resource number 42 to use.

10 LESSON 2B VOCABULARY (WB)

OVERVIEW

Objectives:

- Can describe how to do something, giving detailed instructions (GSE-68 B2).

Resources:

- SB: page 50
- WB: page 38

WARM-UP (5 minutes)

(T-S, S-S, S-T) Put students in pairs and ask them to discuss their favourite dish/meal. Do they know how to make it? Encourage them to describe or guess how to make it. Invite volunteers to share with the class.

Answers

Students' own answers

PRACTICE (25 minutes)

- 1 (T-S, S-T) Exercise 1. Refer students to the sentences and the verbs in the box. Go through the example with the class. Students work individually to complete the sentences. Check answers with the class.

Answers

2 poured 3 recipe 4 scales 5 melt 6 decorated
7 steam 8 boiled

- 2 (T-S, S-T) Exercise 2. Students choose the correct option to complete the sentences. Check answers with the class by asking volunteers to read out the sentences.

Answers

1 about 2 by 3 with 4 in 5 on 6 to

- 3 (T-S, S-T) Exercise 3. Refer students to students to the sentence beginnings or endings. Remind them to pay close attention to the last word in the sentence beginning and the first word in the sentence ending to help them. Students complete the activity individually. Check answers by asking volunteer pairs of students to read out the sentence beginning and corresponding ending.

Answers

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

- 4 (T-S, S-S, S-T) Exercise 4. Point out that all the answers have the first letter given. Students can work in pairs to complete the text. Check answers with the class.

Answers

1 experience 2 interview 3 candidates 4 looking
5 recipes 6 course

PRODUCTION (20 minutes)

(T-S) Exercise 5. Refer students to the rubric. Brainstorm recipes that students could write instructions for. Remind students to think of something simple that doesn't have lots of steps or ingredients. Students write their recipes.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-S) Put students in small groups. Ask them to read their recipes to each other but without naming the dish. The other students try to guess what the recipe is for.

HOMEWORK

Ask students to create an illustrated word list to help them memorise the new vocabulary in this lesson.

OVERVIEW

Objectives:

- Can identify key information in linguistically complex conversations at natural speed (GSE 71–B2+).
- Can use 'must have...' to express inferences and assumptions about the past (GSE 53–B1+).
- Can describe events, real or imagined (GSE 47–B1).

Resources:

- SB: page 51; Grammar Reference page 73; Word List page 68
- TB: Culture Notes pages 141
- Online resources: Photocopiable Resource 43
- Assessment: Grammar Quiz Unit 10 Lesson 3

WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Put students into pairs. Have them look at the photo and discuss the questions. Then ask students to share their ideas with the class.

Answers

Students' own answers

PRESENTATION (10 minutes)

- 1 (T-S, S-T) Exercise 2. Play the recording for students to check the answers to Exercise 1 individually. Repeat the recording if necessary. Check answers as a class.

Answers

- 1 It's a Caesar salad.
- 2 It's ingredients are romaine lettuce, Parmesan cheese, lemons, bread, olive oil, eggs and Worcestershire sauce.
- 3 It was invented in 1924.



Audioscript 10.3

I = Interviewer O = Oliver

- I: April is national food month, so every day this month we're talking to different experts from the food industry. Today I'm talking to Oliver Turner. Oliver, tell us what your job is and why it's important.
- O: Sure. I'm a food historian. I research and investigate the origins of dishes, the way food was prepared and eaten in the past, and all sorts of customs and celebrations around food. Food can teach us so much about society and culture in the past. It's fascinating.
- I: That's so interesting. I've never thought about the origins of my meals. Can you share some examples with our listeners?
- O: Of course. Take the Caesar salad. It's probably one of the most popular salads served in restaurants today. But do you know who invented it? And when?
- I: Well, I guess it's named after the Roman emperor Julius Caesar. Caesar could have been the first to eat a Caesar salad. Or it might have been his favourite dish... But he can't have prepared his own food, so a Roman chef must have invented it more than 2000 years ago. Am I right?

O: Many people think this, but what if I told you one of the original ingredients was Worcestershire sauce... a salty sauce similar to soy sauce?

I: Really? Well that changes things. The Romans can't have made the first Caesar salad because Worcestershire sauce didn't exist at that time. So who invented it, Oliver? And when?

O: Well, Julius Caesar might have eaten something similar, but not this exact salad. And we don't know for sure who invented it. But, an American man called Caesar Cardini may have created the first version. The story goes, during a very busy holiday weekend in 1924, Cardini ran out of ingredients for his usual salad. To keep his customers happy, he used what he had in the kitchen to make an alternative dish... that was: romaine lettuce, Parmesan cheese, lemons, bread, olive oil, eggs and Worcestershire sauce. And the Caesar salad was born. His customers must have been really happy because he kept serving the salad afterwards. Although it's likely that it was Caesar's brother, Alex, who perfected the dish. We might not have started adding anchovies to the recipe without his input.

- 2 (T-S, S-S, S-T) Exercise 3. Give students a few minutes to complete the activity individually. Then have them read the Grammar box and Watch out! box. Check answers to the first part of the activity.

Answers

- 1 I'm sure 2 It's possible 3 It's possible 4 I'm sure

- 3 (T-S, S-T) Write *She must have done it. She might have done it.* Draw students' attention to the differences in tone when using *must* (strong) and *might* (high tone). Elicit that this reflects your degree of certainty. Also focus on the elision of *must/might/can't* and *have*. Model and drill the pronunciation.

Refer students to the Grammar Reference section on page 73 for more information.

PRACTICE (10 minutes)

(T-S, S-S, S-T) Exercise 4. Model the activity using the example given. Put students into pairs and have them complete the activity. Monitor students for correct use of language and correct as necessary. Check answers as a class.

Answers

- 2 Caesar salad must have been served in ancient Rome.
- 3 Alex Cardini might have added anchovies to the recipe.
- 4 Julius Caesar can't have eaten the modern Caesar salad.

TIP

When monitoring, be mindful of your corrections. During a practice exercise, the focus is on accuracy so you should correct errors related to the target language. During a production activity, the focus is on fluency. Here you can correct errors related to any language used, but be sure not to interrupt students in order to correct. Rather, wait until they have finished speaking or the end of the activity.

10 LESSON 3A GRAMMAR (SB)

PRODUCTION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 5. Ask students to read the rubric. Model the activity using the example given. Put them into new pairs. Have them write their sentences. Correct where necessary. Then ask some students to share answers with the class.

Answers

- 2 The waiters can't have been professionals.
3 It might have been her first day in the job.
4 They must have wanted us to be happy.



Audioscript 10.4

- 1 That must have been delicious.
2 The waiters can't have been professionals.
3 It might have been her first day in the job.
4 They must have wanted us to be happy.
- 2 (T-S, S-S; S-T) Exercise 6. Explain the activity. Model it using the example given. Put students into new pairs to discuss and write sentences. Invite some students to share their ideas with the class.
- 3 (T-S, S-S, S-T) Exercise 7. Explain the activity. Model it with your own example and have students make deductions about your story. Put them into new pairs to tell their stories. Have them make deductions about their partner's story. Monitor and correct where needed.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.

HOMEWORK

Assign Grammar Quiz Unit 10 Lesson 3 as homework.

CONTINGENCY PLAN

If your students need extra support with the modals: write example sentences on the board:

Ali must have been sick. That's why he didn't answer - he usually always answers!

Ali can't have been sick. He was playing football.

Ali might have been sick. That's why he didn't come.

Ali could have been sick. That's why he didn't come.

Have students read the sentences and compare them, noticing the differences in the modal verbs used and the supporting information.

If your students need an extra challenge: students write a sentence for each of the modal verbs in the Grammar box.

There is also a downloadable photocopiable resource number 43 to use.

OVERVIEW

Objectives:

- Can use 'must have...' to express inferences and assumptions about the past (GSE 53-B1+).
- Can describe events, real or imagined (GSE 47-B1).

Resources:

- SB: page 51
- WB: page 39

WARM-UP (5 minutes)

Put students in pairs. Ask them to share their homework from Unit 10 Lesson 1B. Then students work together to transform the modals speculating in the present to modal speculating in the past. Invite volunteers to share with the class.

Answers

Students' own answers

PRACTICE (15 minutes)

- 1** (T-S, S-T) Exercise 1. Refer students to the rubric and the sentences. Make sure they understand they should choose the sentence that has the same meaning. You can tell them to underline the modal verb in the main sentence. Students complete the task individually. Check answers as a class.

Answers

1 b 2 a 3 b 4 a 5 a

- 2** (T-S, S-T) Exercise 2. Students choose the correct modal verb to complete the sentences. Remind them to pay attention to the rest of the sentence to understand the context. Check answers as a class.

Answers

1 can't have been 2 must have known 3 must have left
4 must have been 5 could have been

- 3** (T-S, S-T) Exercise 3. Work through the example sentence on the board with students. Remind them to use *have* + past participle after the modal verb to speculate about the past. Students write the sentences individually, then compare answers in pairs. Check answers as a class by asking students to read out the completed sentences.

Answers

2 She might have known the candidate.
3 The children must have realised the house was empty.
4 The interview may not have happened at that time.

PRODUCTION (20 minutes)

- 1** (T-S, S-S, S-T) Exercise 4. Refer students to the text. Given them time to read it quickly. Go through the example with the class. Make sure students understand they have to use the modal verb in brackets and think of the correct verb to complete the gap. Students can work individually or in pairs to complete the text. Check answers with the class.

Answers

2 can't have prepared 3 she can't have realised 4 must have dropped 5 could have looked

- 2** (T-S) Exercise 5. Refer students to the rubric. Students write a short text. Encourage them to use modals for past speculation. Monitor and help students as they write.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-S) Put students in small groups. Ask them to read their paragraphs to each other. Then have them vote on which cooking disaster was the worst. If you have time, get groups to feedback to the class.

HOMEWORK

Ask students to look through Units 6 to 10 and choose a photograph. They write sentences use modal verbs to speculate about what happened before the photograph was taken.

10 LESSON 4A READING AND VOCABULARY (SB)

OVERVIEW

Objectives:

- Can ask detailed questions in discussions on contemporary social issues and current affairs (GSE 70–B2+).
- Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines (GSE 60–B2).
- Can distinguish supporting details from the main points in a text (GSE 61–B2).
- Can scan a long text or a set of related texts in order to find specific information (GSE 63–B2).
- Can express opinions about news stories using a wide range of everyday language (GSE 65–B2).
- Can guess the meaning of an unfamiliar word from context (GSE 55–B1+).
- Can justify a viewpoint on a topical issue by discussing pros and cons of various options (GSE 60–B2).
- Can report factual information given by other people (GSE 55–B1+).

Resources:

- SB: pages 52–53; Word List page 68

WARM-UP (5 minutes)

(T-S, S-T) Ask students to think about restaurants in their city or town. Ask about the best restaurant they have been to and why it was the best. Also ask them about the worst restaurant in their opinion. Get feedback as a class. Alternatively, this can be done in groups.

Answers

Students' own answers

PRE-READING (5 minutes)

(T-S, S-S, S-T) Exercise 1. Read the activity. Pair students up and ask them to exchange ideas. Get feedback from the class.

Answers

Students' own answers

WHILE-READING (15 minutes)



- 1 (T-S, S-T) Exercise 2. Ask students to read the article and check their answers. Tell them to match the headings and paragraphs. Remind them to scan the text. Give students about one minute to complete the activity individually. Check answers as a class.

Answers

A2 B3 C1 D4

- 2 (T-S, S-S, S-T) Exercise 3. Ask students to underline key words in each item (1 meal, see, chef, cook, 2 type, restaurant, more common, future, etc.). Then have students complete the activity individually. Get students to compare answers with a partner. Check answers as a class.

Answers

1B 2C 3A 4A 5D 6B 7D 8C

TIP

When students have to read a long English text, encourage them to make notes next to each paragraph. This will help them find information more quickly later.

- 3 (T-S, S-S, S-T) Exercise 4. Give students about five minutes to answer the questions individually. Allow them to check with a partner. Check answers as a class.

Answers

- 1 She would miss seeing the people, the design of the restaurant and the presentation of the food.
- 2 They are all blind or partially sighted.
- 3 How to identify and prepare forest foods.
- 4 Shopping for ingredients and clearing up after making a meal.
- 5 They find and use ingredients that are ethical, they try to use all parts of every product, they recycle anything they can't use, they use recycled materials in their packaging.

POST-READING (5 minutes)

- 1 (T-S, S-T) Exercise 5. Ask students to read the rubric and give them a minute to think about the question. Get feedback as a class. Remind students to justify their answers.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 6. Model the activity with the example given. Put students into new pairs. Ask students to look at the phrasal verbs in the article and define them as best they can with their partners. Check answers as a class. Have students complete the rest of the activity in their pairs. Check answers as a class. Get students to ask and answer the questions with their partner.

Answers

- 2 on the house 3 eating out 4 go for 5 eat up 6 to go 7 bite to eat

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 7. Ask students to read the rubric and discuss the questions in pairs. Get feedback as a class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.

HOMEWORK

Students think of an idea for a restaurant and imagine they have been there for a meal. They prepare a short description of the experience, including: saying where the restaurant is and explaining the main features, describing the food/menu and saying whether or not you'd recommend the restaurant and why.

CONTINGENCY PLAN

If your students need extra support to complete Exercise 3: ask them to underline the lines or words in the text that have similar ideas to the key words they underlined in the question.

If your students need an extra challenge: put students in pairs and ask them to create a menu for their own sustainable restaurant. Students present their menus in small groups.

10 LESSON 5A SPEAKING (SB)

OVERVIEW

Objectives:

- Can describe people's personality and emotions in some detail (GSE 59-B2).
- Can follow an everyday conversation or informal interview on common topics (GSE 51-B1+).
- Can compare and contrast situations in some detail and speculate about the reasons for the current situation (GSE 64-B2).
- Can compare and evaluate different ideas using a range of linguistic devices (GSE 70-B2+).

Resources:

- SB: page 54; Word List page 68; Communication page 76
- TB: Culture Notes page 141

WARM-UP (5 minutes)

- 1 (T-S, S-S, S-T) Put students into groups. Elicit the term *student representative*. Ask the groups to decide who they think should be their class representative. Give students two minutes for this activity. Students must give reasons for their answer. Get feedback as a class. If you have strong students, the newly elected student representative can give a quick thank-you speech.

Answers

Students' own answers

- 2 (T-S, S-T) Exercise 1. Refer students to the notice. As a class, discuss item 1 (What does the role of a student representative involve?).

Answers

Students' own answers

PRESENTATION (15 minutes)

- 1 (T-S, S-T) Exercise 2. Have students read the questions. Tell them to focus on items 1, 2 and 4. Then play the recording for students to complete the activity individually. Repeat the recording if necessary. Check answers as a class. Then have a class discussion on item 3. Encourage students to give reasons for their answers.

Answers

- 1 improving the school canteen.
- 2 Farid prefers the photo with Hisham in it, Jaber thinks the photo showing the solution is better. Hisham agrees with Jaber. Hisham thinks it's not about image. It's about the issues and he doesn't want to seem shallow.
- 3 Students' own answers.
- 4 So he can have his photo taken for his campaign page on the school website.

Audioscript 10.6

H = Hisham J = Jaber F = Farid A = Ali



- H: So let's talk about my campaign poster. I think we should focus on improving the school canteen. This is what it looks like at the moment – it's just quite boring and it's not very comfortable! As you can see, I've added myself into it digitally.
- J: Ha! Fake news! You can't use that, Hisham.
- H: Well, obviously not, Jaber. I haven't had time to organise a photo with me in it yet. If we decide on this image, we'll take a real one. Perhaps I could be standing in the canteen talking to some students.
- J: Hmm. Well I guess that would show that the canteen could be easily improved.
- H: Right. But then this one shows what it could be like.
- J: Wow!
- H: I know. So which picture would make a better campaign poster?
- F: Well, I mean ... In one respect, the photos are similar because they both illustrate the issue clearly. But the most striking difference is that Hisham, you're actually in the first one ...
- J: Well, kind of. Another obvious difference is the focus of each picture. This one shows the problem, whereas the other one suggests how it might be solved. I think people will like seeing how the canteen could look.
- F: Yes, but on the other hand, Jaber, this one looks as if it was just downloaded without any real effort, while that one shows our candidate out in the real world. You know, actually trying to make a difference. That's why I think it might be more acceptable, I mean, more effective as an election poster.
- H: Good point, Farid.
- F: And I'm sure you'd look really professional, and that's important if we want people to vote for you.
- J: I'm not sure. Perhaps it would be better to focus on the solution. Not on Hisham himself.
- H: You know what? You're right, Jaber. It's not about image, is it? It's about the issues! I don't want to seem shallow.
- Ali Sorry to interrupt. Photos in ten minutes, Hisham. You need to change your shirt.
- J and F: Photos?
- Ali For the campaign page on the school website. You've got to look good if you want to be the student representative, right, Hisham?
- H: Yeah! Right. Sorry, I've got to go.
- J: "It's not about image", huh ...?
- 2 (T-S, S-T) Exercise 3. Ask students to read the items. Tell students to try to guess the answers before listening. Play the recording and check answers. Next, refer students to the Speaking box to check their answers.

Answers

- 1 respect 2 striking 3 Another 4 whereas 5 if
6 might

PRACTICE (10 minutes)

(T-S, S-S, S-T) Exercise 4. Refer students to the Speaking box again and the photographs on page 76. Have students complete the activity in pairs. Model the activity using the example given. Check answers.

Answers

2 also alike 3 difference is 4 whereas 5 looks
6 maybe 7 could be

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 5. Put students into new pairs and refer them to page 76. Students complete the activity. As students work, monitor for correct use of language and pronunciation. Correct as necessary. Then have pairs present their work to the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.

HOMEWORK

Ask students to choose two photographs in their mobile phone galleries. They write a comparison of them using the phrase from the Speaking box.

CONTINGENCY PLAN

If your students need extra support: write the following questions on the board to guide them during the Speaking task. They can use these as prompts to compare and contrast the photographs.

What do both photographs show?

What is something you can see in one photograph, but you can't see in the other?

What is the main difference between them?

What is this person doing?

Why do you think they are doing that?

What do you think happened just before the photograph was taken?

If your students need an extra challenge: put them in pairs. Students choose two photos from Units 6–9 which they think are similar. They talk about them using language from the Speaking box.

10 LESSON 6A LISTENING AND VOCABULARY (SB)

OVERVIEW

Objectives:

- Can give or seek personal views and opinions in discussing topics of interest (GSE 46–B1).
- Can understand the key points about a radio programme on a familiar topic (GSE 53–B1+).
- Can distinguish between fact and opinion in informal discussion at natural speed (GSE 66–B2).
- Can express their opinions in discussions on contemporary social issues and current affairs (GSE 61–B2).
- Can suggest pros and cons when discussing a topic, using linguistically complex language (GSE 74–B2+).

Resources:

- SB: page 55; Word List page 68; Communication page 76
- Online resources: Photocopiable Resource 44

WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Put students into groups. Refer students to the question and ask them to discuss it in pairs. Get feedback as a class.

Answers

Students' own answers

PRE-LISTENING (5 minutes)

- 1 (T-S, S-T) Exercise 2. Refer students to the tips. Have students read them individually and ask any questions on the highlighted phrases/words presented. Get feedback from the class.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 3. Model the activity using the example given. Put students into groups and have them answer the question. Get students to present their ideas to the class.

Answers

Students' own answers

WHILE LISTENING (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 4. Ask students to read the question and answer options. Play the recording for students to complete the activity. Get students to compare answers with a partner. Check answers as a class. Ask students how they got their answers.

Answers

b - she mentions that we're seeing younger and younger children with health problems related to eating junk food, and says her organisation wants to find ways to improve the situation.

Audioscript 10.7

H = Host Ha = Hala L = Laila



H: Welcome to the show. Today, should children and teenagers be banned from buying junk food? According to a recent survey, a lot of UK adults support the idea, and here to tell us all about it is Hala, an expert in nutrition and campaigner for youth rights from the organisation All Our Voices. Also joining us is teenager Laila, who has been encouraging schools in her local area to stop serving unhealthy meals to students for the past two years. Hala, why is junk food such a big problem?

Ha: I think we can all agree that fast food and other sweets and snacks are tasty. Eating these foods from time to time isn't a big problem. However, we're eating far too much junk food in the UK. Statistics show that more and more people are overweight. This can cause a whole range of health problems, such as diabetes. And sadly, we're seeing younger and younger children with these problems.

H: That's really shocking. Do you think a ban would help the situation?

Ha: Well, I think we need to look more closely at how junk food and snacks with lots of calories are advertised. Research demonstrates that adverts for junk food have a big influence on the food choices that young people make. Seeing a lot of adverts for junk food on TV and online increases the chance that they will then eat that food.

H: Laila, you work hard to help young people eat a better diet. Do you support the ban?

L: Not at all! Many adults claim that a ban would stop young people from eating these foods, but I don't agree. Findings confirm that children and teenagers usually learn their eating habits from their parents. Many families eat junk food together, so banning the children from buying it doesn't change anything in this case. I imagine a ban would make a small difference for people like me and my friends who occasionally buy a chocolate bar or a fizzy drink – we wouldn't be able to do that anymore – but we're not really part of the problem.

H: You have a lot of experience campaigning for better meals in schools. What do you think can be done to help the situation?

L: I agree with Hala that we need to reduce the amount of junk food adverts and have more ads for healthy meals. But I'd argue that there's a much larger problem. Healthy food is nearly three times more expensive than unhealthy products. Experts suggest that some families eat a lot of junk food because of the cost. It's tasty, cheap and convenient. We need the government to help make food affordable for everyone.

H: Thank you, Hala and Laila. We'll come back to you after the news ...

- 2 (T-S, S-S, S-T) Exercise 5. Tell students they are going to listen to a dictation. They must write down what they hear. Play the recording for students to complete the activity. Ask students to compare answers. Write or display the dictation on the board for students to check their answers.

Answers

Many adults claim that a ban would stop young people from eating these foods, but I don't agree. Findings confirm that children and teenagers usually learn their eating habits from their parents.



Audioscript 10.8

Many adults claim that a ban would stop young people from eating these foods, but I don't agree. Findings confirm that children and teenagers usually learn their eating habits from their parents.

- 3** (T-S, S-T) Exercise 6. Ask students to read the first part of the activity. Play the recording from Exercise 5 for students to take notes individually. Then refer students to the *Active Listening* box and have them check their answers. Finally, check answers as a class.

Answers

a findings confirm **b** many adults claim

- 4** (T-S, S-T) Exercise 7. Ask students to read the *Active Listening* box again. Play the recording for students to complete the activity individually. Pause between each extract to check the answer.

Answers

1 fact **2** fact **3** speculation **4** opinion



Audioscript 10.9

- 1** According to a recent survey, a lot of UK adults support the idea, and here to tell us all about it is Hala, an expert in nutrition and campaigner for youth rights from the organisation *All Our Voices*.
- 2** Research demonstrates that adverts for junk food have a big influence on the food choices that young people make.
- 3** I imagine a ban would make a small difference for people like me and my friends who occasionally buy a chocolate bar or a fizzy drink – we wouldn't be able to do that anymore – but we're not really part of the problem.
- 4** Experts suggest that some families eat a lot of junk food because of the cost.

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 8. Put students into new pairs and have them go to page 76 to complete the activity. Get feedback as a class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.

HOMEWORK

Ask students to make notes about what ethical eating means.

CONTINGENCY PLAN

If your students need extra support with Exercise 5: pause the recording after each sentence to allow students time to write it. Allow them time to read what they have written and correct their spelling before checking with the class.

If your students need an extra challenge: ask students to write five sentences about themselves. These should be a mixture of fact, opinion and speculation. When students have finished, put them in pairs. They take turns reading their sentences to each other. Students should try to identify if their partner's sentence is fact, opinion or speculation.

There is also a downloadable photocopyable resource number 44 to use.

10 LESSON 6B LISTENING AND VOCABULARY (WB)

OVERVIEW

Objectives:

- Can distinguish between fact and opinion in informal discussion at natural speed (GSE 66–B2).

Pronunciation:

- The letter /s/: /s/ after an unvoiced consonant (e.g. waits); /z/ after a voiced consonant (e.g. doors); /ɪz/ after /f/, /t/ or /s/ (e.g. washes, watches, misses)

Resources:

- SB: page 55
- WB: page 40

PRE-LISTENING/WARM-UP (5 minutes)

(T-S, S-S, S-T) Write several sentences on the board about your school or community, including sentences that are facts, opinions and speculation. Put students in pairs and ask them to identify whether they are fact, opinion or speculation. Example sentences:

There are 1,000 students in this school. (fact)

The canteen will probably serve rice for lunch. (speculation)

I would argue that this is the best school in the country. (opinion)

WHILE LISTENING (15 minutes)

- 1 (T-S, S-T) Exercise 1. Refer students to the rubric. Ask them to read the question and the options. Play the recording for students to answer the question. Check the answer with the class.

Answers

c



Audioscript 10.10

I = Interviewer L = Lara

- I: Lara Jenkins is the head of the school's Healthy Food Club. So, Lara, what exactly is the Healthy Food Club?
- L: OK. So, the Healthy Food Club is aimed at young people aged between eleven and eighteen. As you can probably guess, we encourage young people at our school to eat more healthily. At the moment, the Healthy Food Club has a total of 69 members.
- I: So, does this Healthy Food Club have members in all the years at your school?
- L: Yes, we've got lots of Healthy Food Club committee leaders. Each leader represents one school year. They get statistics to find out what people eat regularly, and we meet to decide if they could eat more healthily.
- I: How often do the committee members meet?
- L: We try to meet once a month. We also have a big meeting with our teachers once a year in the school dining hall where we elect committee members for the next year. Any student from the school can stand for election. We also hold a debate about what we plan to do over the next year. We discuss issues ranging from the importance of eating more fruit and vegetables, to avoiding food that contains a lot of fat or sugar. Then we create a plan for how we can do this.

I: So, what do you think is the most important thing you've learned from your club, Lara?

L: I think it's that I've learned to see that we can all become healthier by making decisions for ourselves. I've become a more positive person as a result of being an HFC committee member.

I: And what campaigns are you involved in at the moment?

L: At the last meeting we launched a campaign to raise awareness of the health problems related to junk food. What concerns us is how junk food is advertised on TV and radio, and we're campaigning to get adverts for junk food stopped on our local radio station.

I: Well, good luck with that, Lara. And thanks for speaking to us.

- 2 (T-S, S-S, S-T) Exercise 2. Ask students to read the sentences. Put them in pairs. Ask them to discuss the questions and try to guess the answers based on what they remember from the recording. Play the recording for students to listen and complete the sentences. If necessary, play again so students can check. Check answers as a class.

Answers

2 69 3 year 4 month 5 plan 6 school 7 positive
8 local radio station

POST-LISTENING/PRODUCTION (20 minutes)

- 1 (T-S, S-T) Exercise 3. Refer students to the words. Tell students to underline all the letter /s/. Play the audio for students to listen and repeat. Ask them what they notice about the pronunciation of the letter /s/. Tell students to read the Active Pronunciation box. Play the recording again and ask students to notice the pronunciation rules in the words.

Audioscript 10.11

- 1 /s/ statistics
2 /z/ decision
3 /z/ result
4 /f/ issue



- 2 (T-S, S-S, S-T) Exercise 4. Students write the third person singular of the verbs individually. They compare their answers in pairs. Ask them to stay in pairs and practise saying the third person singular and identify the correct pronunciation. Play the recording for students to listen and check. Check answers as a class. Then play the recording again for students to listen and repeat the words.

Audioscript 10.12

1 hits 2 chooses 3 feeds 4 rushes 5 seems 6 stops
7 misses 8 touches 9 makes 10 kicks



Answers

1 hits /s/ 2 chooses /iz/ 3 feeds /z/ 4 rushes /iz/
5 seems /z/ 6 stops /s/ 7 misses /iz/ 8 touches /iz/
9 makes /s/ 10 kicks /s/

3 (T-S, S-T, S-S) Exercise 5. Refer students to the rubric. Put students in pairs. Ask them to practise saying the words and identify the one with a different sound for the letter /s/. Play the recording for students to listen and check. Check answers a class. Then play the recording again for students to listen and repeat the words.



Audioscript 10.13

- 1 concerns raise this lose
- 2 mission reassure tissue measure
- 3 system projects loss insure
- 4 thanks represent woods organise

Answers

1 this 2 measure 3 insure 4 thanks

WRAP-UP (5 minutes)

Write the sentences below on the board. Put students in pairs and ask them to practise saying them. Remind them to pay attention to their pronunciation of the letter /s/.

Lara Jenkins from Brighton is only sixteen years old, but she has an important role.

What concerns us is how junk food is often advertised on TV and radio, and we are campaigning to get advertisements for junk food stopped on our local radio station.

HOMEWORK

Ask students to find words with the letter /s/ in Units 6 to 9 and practise saying them.

10 LESSON 7A WRITING (SB)

OVERVIEW

Objectives:

- Can express their opinions in discussions on contemporary social issues and current affairs (GSE 61–B2).
- Can respond to opinions expressed by others (GSE 51–B1+).
- Can recognise examples and their relation to the idea they support (GSE 54–B1+).
- Can demonstrate understanding of formality and conventions in standard letters (GSE 59–B2).
- Can express ideas in a discussion or presentations using an appropriate tone and register (GSE 56–B1+).
- Can express and comment on ideas and suggestions in informal discussions (GSE 65–B2).
- Can write a letter of complaint with appropriate register, structure and conventions (GSE 65–B2)

Resources:

- SB: pages 56–57; Word List page 68

WARM-UP/PRESENTATION (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Put students into pairs. Refer students to the definition and the questions. Have them discuss them with their partner. Then have them join another pair to compare answers. Ask students to share their ideas with the class.

Answers

Students' own answers

- 2** (T-S, S-T) Exercise 2. Give students about a minute to read the message and think about the question. Take any vocabulary questions. Then have a class discussion on the questions in the rubric.

Answers

Because they eat a lot of junk food and they don't care about their health or the impact of food on the environment.

PRACTICE (10 minutes)

- 1** (T-S, S-T) Exercise 3. Have students read the letter individually. Then answer the questions as a class.

Answers

- 1** No, she doesn't agree.
- 2** At her school they learn about the consequences of eating unhealthy food, they campaigned for and introduced meat-free Mondays, they started a school vegetable garden and are trying to start a community one.
- 3** teaching students how to make compost. Restaurants and cafes can make healthy and ethical food available to everyone.
- 2** (T-S, S-S, S-T) Exercise 4. Model the activity using the example given. Have students complete the activity in their same pairs. Check answers as a class.

Answers

2, 4 and 6

2 Dear Sir or Madam. Yours faithfully.

4 not only... but; For that reason; considerable; Moreover; propose; all things considered

6 Students should be taught.

- 3** (T-S, S-S, S-T) Exercise 5. Model the activity using the example given. Refer students to the Writing box and give them a few minutes to study it. Then have students work in their same pairs to complete the activity. Check answers as a class.

Answers

2 First of all **3** Secondly **4** To sum up **5** I do not support the opinion that **6** I would like to highlight some ways **7** I also propose

- 4** (T-S, S-S, S-T) Exercise 6. Model the activity using the example given. Put students into new pairs and have them complete the activity. Check answers as a class.

Answers

2 I do not support your plan for a number of reasons.

3 I am in favour of your proposal but I think we could be more ambitious.

4 Perhaps inviting the mayor to the school would be an interesting option.

5 All things considered, we must accept a solution that suits everybody.

- 5** (T-S, S-S, S-T) Exercise 7. Get students to complete the activity in their same pairs. Ask students to check their answers with another pair. Check answers as a class. If you have strong students, you can ask volunteers to write the phrases in a Dos and Don'ts list on the board.

Answers

Dos: give compliments, give constructive feedback, make suggestions, offer advice, respect others' points of view, suggest solutions, use respectful language

Don'ts: accuse the other person of something, attack the person, express anger, use strong language

PRODUCTION (20 minutes)

- (T-S, S-S, S-T) Exercise 8. Put students into pairs. Refer students to item 1 and have them brainstorm ideas in their pairs. Write ideas on the board. Then ask students to read the next set of items. Tell them that these will help them write their letter. Refer students to the Writing box. Explain that they can follow this when writing their letter. Have students write their letter and then check against the Writing box to make sure they have included key points. Allow 15 minutes to write the letter. Students should write 200–250 words. Ask students to swap letters with their partners, who have to check for any mistakes and assess the letter. Get students to work together to improve the letter. Ask students to then read their work to the class.

Answers

Students' own answers

TIP

Involve students in the lesson. As students read their work to the class, ask class members if they were convinced to take part in the campaign. They should say why/why not.

WRAP-UP (5 minutes)

(T-S, S-S, S-T) Put students in pairs and ask them to read each other's letters and give their partner feedback. Has their partner followed the tips in the Writing box? Have they organised the information into clear paragraphs? Have they used the right register? What have they done well? What could be improved?

HOMEWORK

Students use their partner's feedback to re-write their letters.

CONTINGENCY PLAN

If your students need extra support with formal language: ask students to choose three sentences from the letter that present formal language and say them in informal language. This will help them see the difference between formal and informal language.

If your students need an extra challenge: ask students to write their own sentences using the phrases from Exercise 5.

OVERVIEW

Objectives:

- All language-related objectives from Unit 10.

Resources:

- SB: Word List page 68; Grammar Reference page 73
- WB: pages 42–43; Self-assessment 3 page 41
- Assessment: Unit 10 Language Test

VOCABULARY AND GRAMMAR

Exercise 1.

Answers

1 bite 2 spicy 3 for 4 poured 5 portions 6 bland

Exercise 2.

Answers

2 high 3 scales 4 bitter 5 full 6 gain 7 tablespoon 8 ripe

Exercise 3.

Answers

- There must be enough salt in the recipe.
- It can't be true.
- The recipe must be wrong./The recipe can't be right.
- The waiter must have made a mistake.
- The café could/may/might serve plant-based dishes.
- The meat could/may/might still be raw.
- She couldn't make a meal for ten people.

USE OF ENGLISH

Exercise 4.

Answers

2 tasty 3 overweight 4 nutritious 5 seasonal 6 sustainable 7 unethical

LISTENING

Exercise 5.

Answers

1 c 2 b 3 b



Audioscript 10.14

H = Host C = Chloe

- H:** Dr. Chloe Smith, you're a food archaeologist. What does that mean?
- C:** Well, a food archaeologist studies the history of food. We research what foods people used to eat in the past, how they produced and prepared the food they ate and what decisions they made concerning food. This information can tell us a surprising amount about people, which is where our interest really lies. It helps us to build up a picture of life in different eras in the past.

H: That sounds fascinating. So what things can we learn about people?

C: Well, one way to think about it is to look at our own eating habits, and one modern trend which is sharing photos of our food on social media. When someone chooses to post a photo of a meal, they are sharing valuable insights into who they are. Are they vegetarian? Is the presentation of their food important to them? Do they eat a healthy, nutritious diet or one high in calories? Do they often eat out? Do they prefer cooking home-made meals? Do they prefer to eat alone or with friends? Are they spending a lot of money on food or eating on a budget? These food photos tell us a lot about the identity of the person sharing them. We can learn what they value, what beliefs they hold and what role food plays in their culture. We try to find out the same kind of information about people from the past.

H: That's so interesting. We can learn so much from the past. Are there any incorrect beliefs we have about food in the past?

C: Definitely. We often assume that food used to be bland and flavourless. We imagine people eating the same old things over and over again. But this isn't true. People have been trading spices, like pepper and cinnamon, for centuries. We know that they used a variety of different cooking techniques and their meals were probably full of flavour and very tasty.

H: And one more question. Do you think there are any ancient foods or practices that could make a comeback in modern cuisine?

C: Absolutely. One example is the plant-based diet which is growing in popularity all the time. In the past, many societies ate mostly plants, and were likely very healthy because of it. What's more, it could lead to greater environmental sustainability in the future.

SPEAKING

Exercise 6.

Answers

Students' own answers

WRITING

Exercise 7.

Answers

Students' own answers

OVERVIEW

Objectives:

- To develop the practical skills necessary to succeed in the twenty-first century and to encourage collaboration, critical thinking and creativity.

Resources:

- SB: page 58-59
- TB: Culture Notes pages 141

WARM-UP/PRE-READING (5 minutes)

(T-S, S-S, S-T) Books closed. Brainstorm words related to the news, e.g. *reporter, journalist, headline*. Ask students what has been in the news recently. Get feedback as a class. Alternatively, show a recent news report. Elicit from students what has been in the news recently.

Answers

Students' own answers

TIP

If you can, bring elements of the real world into the classroom. Using authentic materials exposes students to natural language and gives them confidence to use their language skills in real-life situations. This could be news reports, TV programmes, newspapers, magazines, menus, maps, blogs, etc.

WHILE READING (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Give students a few minutes to think about the headlines and decide which article they would choose to read. Get feedback as a class. Encourage students to give reasons for their choice.

Answers

Students' own answers

- 2 (T-S, S-T) Exercise 2. Ask students to read the news items and match them to the headlines A and B. Give students five minutes to complete the activity individually. Then check answers as a class.

Answers

1B 2A

- 3 (T-S, S-T) Exercise 3. Ask students to read the questions before completing the activity. Give students about ten minutes to complete the activity individually. Check answers as a class.

Answers

1 Text 1 2 Text 2 3 Text 2 4 Text 1 5 Text 2 6 Text 1

POST-READING (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 4. Put students into new pairs. Have students discuss the questions. Then have students share their answers with the class.

Answers

- 1 Text A: to help raise money for research. Text B: to inform readers about a scientific development.

- 2 A is fake.

informal style often directly addressing the reader: That's where you come in; how YOU can help; check this out!

judgmental language: unbelievable!; clever students vague or non-existent sources, e.g. Danny Shark; Sally Smith; an expert in ocean plastics, Mary Waters.

wild claims: the university has invested millions; it would only take six months to completely clear...

asking for money: Donate now! Save the oceans by clicking here

B is real.

diversity of opinions: both for and against opinions are presented

neutral language including passives: are estimated; the money ... would be better spent; may suffer (neutral);

verifiable sources: Dutch inventor, Boyan Slat; Jackie Edwards, science correspondent

modest claims: expected to remove 50% of the plastics... within five years; the efficiency of the system will not be known for a few years

- 3 Search online for the names of the people mentioned in the texts to see if the same stories are repeated in reputable sources

- 2 (T-S, S-S, S-T) Exercise 5. Explain to students that they are going to listen to an extract from a radio programme about fake news. Refer students to the questions. In their pairs, get students to predict what the answers will be. Then play the recording for students to complete the activity. Check answers as a class.

Answers

- 1 news stories published on social media which are written in order to mislead people
2 you can make quite a lot of money by inventing and posting these stories
3 because of the Internet it has become easy for anyone to spread information - there are no barriers
4 a story about a well-known author who had refused to give any money to charity



Audioscript 10.15

I = Interviewer PA = Professor Ashton

- I:** Professor we hear this term a lot these days, but what actually is fake news?
- PA:** OK, so – this term refers to news stories published on social media which are purposefully written in order to mislead or misinform people. What's interesting is that, while some of these stories are easy to spot as they sound completely unbelievable, the Internet is also full of what's known as bad news – which is a type of fake news that's not all invented, but rather it's of factual errors and misleading images. These are more difficult to identify as fake news.
- I:** But why would someone want to write such stories? I suppose money plays a role here?
- PA:** Yes, that's the key factor. Unfortunately, you can make quite a lot of money by inventing stories and putting them on the Internet. The problem is so serious that there are even fake news factories in some countries where people are employed and trained to write fake news stories.
- I:** Is this a new problem because of the Internet and the spread of social media?
- PA:** Not at all. There are many examples of misinformation being spread throughout history. However, it is definitely much more widespread now than it's ever been – the problem is that now with the Internet it has become so easy for anyone to spread any kind of information, true or false. There are no barriers. To illustrate this, I can give you a simple example of a story written about a well-known author who had apparently refused to give any money to charity. The story spread all across social media as people shared it, many just wanting to attract more followers. As you can imagine, this affected the sales of the author's latest book. It turned out that the story had been written and spread by one fan of a rival author.
- I:** So, how can we spot what's fake news and what's real?
- PA:** Well, I'd suggest ...
- 3** (T-S, S-S, S-T) Exercise 6. Refer students to the Life Skills box. In their same pairs, have students match tips 1–7 in the box with the extra information a–g. Check answers as a class.

Answers

1g 2c 3d 4b 5e 6a 7f

PRODUCTION (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 7. Put students into new pairs. Refer students to the news items on page 58 again. Have students discuss in their pairs how they could find out if the stories are fake or not. As students work, monitor for correct use of vocabulary and grammar. Correct as necessary. Ask students to share their answers with the class.

- 2** (T-S, S-S, S-T) Exercise 8. Refer students to the question and the words in the box. Give students some time to think about the questions. In their pairs, have students discuss the questions. As students work, monitor for correct use of vocabulary and grammar. Correct as necessary. Ask students to share their answers with the class.

Answers

Students' own answers

Extra Activity

This activity can be done before or after Exercise 8. Ask students if they have read any fake news recently. How did they know it was fake? What did they do to check?

WRAP-UP (5 minutes)

Ask students to reflect on what they have learnt. Tell them to think about what they found interesting, new, easy or challenging.

HOMEWORK

Ask students to prepare the project and presentation in Exercise 9. Set a date for when they will present it and set a time limit for the presentations so that they don't prepare anything too long.

NOTES

Handwriting practice lines with a large red watermark reading "نسخه فیلد الاعداد والتجارب" (Field Copying Numbers and Experiments).

MAPPING

| UNIT NUMBER/ TOPIC | TOPICS | SCOPE AND SEQUENCE MATRIX | LEARNING OUTCOMES AND PERFORMANCE INDICATORS |
|--|---|---|--|
| Culture The influence of bagpipes | Theme 2: Culture Theme 6: Recreation | <p>Speaking: sustaining 5-to-7-minute conversations; maintaining meaningful dialogues of up-to-10 exchanges; eliciting information from other students; using different structures (warning, advice) for</p> <p>Reading: identifying a central idea of a text and how it is conveyed; reading poems and literary texts representing a variety of genres, cultures, and perspectives and exhibiting level-appropriate</p> <p>Viewing and presenting: presenting information, findings, and supporting evidence conveying a clear and distinct perspective</p> | <p>Speaking: rehearse and develop informative speech; stop and restart utterances that are not clear and pause to rephrase; maintain conversations of up to seven minutes; interact in meaningful communicative dialogues of up to 10 exchanges; stay on the topic and maintain relevance</p> <p>Reading: anticipate the topic by looking at the title, subtitles, and graphics; skim and scan a text for general ideas, organization, and specific details; make use of contextual clues to infer meanings of unfamiliar words, phrases, or idiomatic expressions</p> <p>Viewing and presenting: use appropriate body language when presenting; project voice clearly when speaking, using intonation and pauses</p> |

OVERVIEW

Objective:

- To develop students' awareness of British culture and sensitivity to intercultural differences.

Resource:

- SB: pages 60–61

- 2** (T-S, S-S, S-T) Exercise 2. Give students a strict time limit and ask them to scan the article for names of countries where bagpipes may be heard. When they have finished, elicit answers as a class.



Answers

Bulgaria, France, Greece, India, Iran, Ireland, Jordan, Libya, Pakistan, Portugal, Romania, Scotland, South Africa, Spain, Syria

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to discuss what their favourite musical instruments are and what are the most unusual instruments that they have heard. When they have finished, elicit ideas from the class and write the instruments on the board.

Answers

Students' own answers

PRE-READING (5 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Elicit names of any other instruments that students can think of that aren't already on the board. Ask students if they associate any of the instruments listed with a particular country. Ask students to give reasons for their answers.

Answers

Students' own answers

WHILE READING (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 3. Ask students to read the article more carefully and decide if the statements are true or false individually. Encourage them to underline where they find the answers. Then allow them to share their answers in pairs. Finally, check answers as a class.

Answers

- F There are carvings which suggest they have existed since ancient Egyptian times, and it is believed that the Roman Emperor Nero played the bagpipes.
- F Bagpipes around the world have slightly different forms.
- F Most bagpipes today are made from artificial materials.
- T
- F Armies used the noise from the bagpipes to scare their enemies.
- T
- NM

CULTURE SPOT

- 2 (T-S, S-S, S-T) Exercise 4. Elicit the meanings of the highlighted vocabulary where possible, or alternatively, ask students to check the definitions in a dictionary. Then ask students to work in pairs to complete the sentences. Check answers as a class.

Answers

1 ensure 2 versatile 3 moving 4 lungs 5 military
6 volume 7 fierce 8 inside out

TIP

Remind students to underline where they found the answer in the text to make sure their answers are correct.

- 3 (T-S, S-S, S-T) Exercise 5. Ask students to discuss the questions in pairs or small groups. When they have finished, elicit answers from the class.

Answers

Students' own answers

PRODUCTION (20 minutes)

(T-S, S-S, S-T) Exercise 6. Ask students to choose a musical instrument that they'd like to know more about and think of questions that they'd like to ask. Ask them to consider what they already know about it and who they may know who plays the instrument. Refer them to the Life Skills lesson for Units 1 and 2 to remind them of what they need to consider for the presentation. You may want students to start their planning for presentations in the class and finish for homework. You may also want to have students deliver their presentations in the following class and use the same evaluation techniques as used in the Life Skills class.

Answers

Students' own answers

WRAP-UP (5 minutes)

Ask students to say what they have learnt from the lesson and what they are most likely to remember in the future.

HOMEWORK

Students research bagpipe music in the different countries mentioned in the text, listen to music clips and write a short text comparing them.

MAPPING

| UNIT NUMBER/ TOPIC | TOPICS | SCOPE AND SEQUENCE MATRIX | LEARNING OUTCOMES AND PERFORMANCE INDICATORS |
|--|--------------------------------------|--|---|
| Literature The mystery of Edwin Drood | Theme 1: Society Theme 2: Culture | <p>Listening: analysing main ideas and supporting details; deducing motive and viewpoint, citing supporting evidence; using signal words to understand the sequence of and relationships between ideas</p> <p>Speaking: sustaining 5-to-7-minute conversations; maintaining meaningful dialogues of up-to-10 exchanges; eliciting information from other students; narrating events and describing processes using different tenses and the passive voice</p> <p>Reading: anticipating the topic through looking at titles, subtitles and graphics; connecting what is read with personal ideas and beliefs; reading poems and literary texts representing a variety of genres, cultures, and perspectives and exhibiting level-appropriate; analysing and critically evaluating ideas in literary texts</p> <p>Writing: using writing strategies (brainstorming, outlining, drafting, revising, editing, redrafting, and publishing; composing coherent essays of 3-4 paragraphs on different topics for different audiences; using appropriate organisational patterns</p> | <p>Listening: analyse main ideas and supporting details; respond to conversations where speakers are making offers, requests, or suggestions, expressing likes, dislikes, and preferences, giving advice or directions, making assumptions, giving opinions, agreeing and disagreeing</p> <p>Speaking: stop and restart utterances that are not clear and pause to rephrase; maintain conversations of up to seven minutes; interact in meaningful communicative dialogues of up to 10 exchanges; stay on the topic and maintain relevance; narrate events using the past simple and the past perfect</p> <p>Reading: demonstrate how particular elements of a story shape others (e.g., how setting shapes the characters or plot); summarise literary texts of classics; make use of contextual clues to infer meanings of unfamiliar words, phrases, or idiomatic expressions; determine the meaning of words and phrases as they are used in a reading text; connect what they read with personal ideas and beliefs; demonstrate how particular elements of a story shape others (e.g., how setting shapes the characters or plot)</p> <p>Writing: practice brainstorming, outlining, drafting, revising, editing, and publishing; write essays on various topics</p> |

OVERVIEW

Objectives:

- To familiarise students with well-known literary works, develop students' reading skills and expand their vocabulary.

Resource:

- SB: pages 62–63

WARM-UP (5 minutes)

(T-S, S-S, S-T) Put students into small teams. Ask them to think of famous British authors and the names of the books they wrote. Give them a time limit. When they have finished, ask students for their authors and titles. If another team has thought of the same title and author, that one is cancelled out. The team with the most titles and authors that no one else thought of is the winner.

Answers

Students' own answers

PRE-READING (5 minutes)

- (T-S, S-S, S-T) Exercise 1. Refer to the rubric. Ask students if they know who Charles Dickens is. Refer students to the Fact box. Ask students if they have ever read anything by Charles Dickens. Then put students into pairs and have them complete the activity. Ask students to share their answers with the class.

Answers

Students' own answers

- (T-S, S-S, S-T) Exercise 2. Tell students they are going to listen to a conversation between three students. Have students read the questions first. Then play the audio for students to complete the activity individually. Repeat the recording if necessary. Check answers as a class.

Answers

- The characters are very funny and clever and his books teach you a lot about Victorian England.
- It's Dickens' last book and it's also unfinished.
- It's a detective story and we will never know what happened.

LITERATURE SPOT



Audioscript LS2.1

MA = Mrs Alhallaq A = Aisha H = Huda
F = Fadia

MA: So today's book up for discussion is *The Mystery of Edwin Drood*. I hope everyone's read it?

A: I'm sorry, I didn't have time. I do love Dickens though! I think his characters are so funny and clever. And his books teach you so much about Victorian England. I think the best Dickens novel is *Great Expectations* – that's got some real characters in it, and a great storyline.

H: Oh, no, it's got to be *Nicholas Nickleby*! It's brilliant! But *Drood* is close, in my opinion.

A: People say it's quite special. Why's that?

F: I've read it and, yeah, I agree – it's excellent! I did a bit of research on it, too. And the reason it's special is, well, first of all, because it was his very last book.

A: Oh, really? I didn't realise that!

F: And secondly because it hasn't got an ending. The author died before he could finish it. And that's even more frustrating because it's a whodunnit – a murder mystery – and now we'll never know who did it, how or why! How cool is that?

A: Very. Now I have to read it!

TIP

Remind students to refer to the glossary box before reading. Understanding difficult words before they read a text will make reading easier as well as more enjoyable.

WHILE READING (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 3. Ask students to read the questions and answer them individually. Then compare answers in pairs. Check answers as a class.

Answers

- 1** The choirmaster is out at night with Durdles.
- 2** It can melt/slowly destroy a body.
- 3** to explain why the streets are empty
- 4** Durdles has a key.
- 5** that so much time has passed

- 2** (T-S, S-S, S-T) Exercise 4. Ask students to discuss the question in pairs. Ask students to give reasons for their answers. Then elicit answers from the class.

Answers

- 2** creep **3** glanced **4** descends

- 3** (T-S, S-S, S-T) Exercise 5. Ask students to work in pairs to discuss the questions. When they have finished, elicit answers as a class.

Answers

- 1** Jasper is a choirmaster and Durdles is the keeper of the crypt
- 2** Possibly a sleeping potion.
- 3** Because he's found something he was looking for.
- 4** Students' own answers

PRODUCTION (20 minutes)

- 1** (T-S, S-S, S-T) Exercise 6. Ask students to discuss the questions in pairs or small groups. Circulate and help with vocabulary as needed. Then elicit answers from the class.

Answers

Students' own answers

- 2** (T-S, S-S, S-T) Exercise 7. Ask students to discuss the question in their pairs. Then discuss as a class.

Answers

Students' own answers

- 3** (T-S, S-S, S-T) Exercise 8. Ask students to work in pairs to discuss ideas to begin with. When they have finished, ask students to work individually to plan their writing.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Ask students to say what they have learnt from the lesson and what they are most likely to remember in the future.

HOMEWORK

Have students finish the writing task for homework.

CONTINGENCY PLAN

If your students need extra support: read the text to students at a natural pace. After each paragraph, pause and ask students to paraphrase to explain what they have understood. This will help them to break down the more complex language into language that they understand.

If your students need an extra challenge: put students in small groups and ask them to guess what happened to Edwin Drood. Ask a member from each group to share their best idea and them on the board. Hold a class vote to choose the best ending.

CULTURE NOTES

Unit 6

3A LISTENING AND VOCABULARY

Philanthropy means generosity in all its forms and is often defined as giving gifts of "time, talent and treasure" to help make life better for other people. A person who practices philanthropy is a philanthropist. A philanthropist donates time, money, experience, skills or talent to help create a better world. Anyone can be a philanthropist, regardless of status or net worth.

Unit 7

1A GRAMMAR AND VOCABULARY

The World Stone Skimming Championships were started in 1983. The competition takes place on Easdale, one of Argyll's Slate Islands. Contestants hail from around the world and the championships now attract over 300 participants and many spectators. Anyone of any age and any level of skill can enter the championships. About 1,000 people are expected to attend in total on Easdale, which is home to just 60 people. Each competitor is allowed three skims, and their stones must bounce on the water three times. The winner is the person who can skim a stone the furthest distance before it sinks.

2A VOCABULARY

Video/TV streaming services provide on-demand entertainment through cable and satellite providers. Customers pay either a monthly subscription fee or per-item fee.

A **trailer** is a short film clip that introduces a film. It usually includes scenes which will spark potential viewers' curiosity without giving away too much of the plot.

A **spoiler** is a comment in a book or film review which hints or reveals the story's ending. Often posts on blogs and Internet sites that discuss works of fiction will include the warning 'spoiler alert' so that anyone who has not read the text or watched the film does not have it ruined for them.

4A READING AND VOCABULARY

The San Francisco Museum of Modern Art (SFMOMA) is an internationally recognised modern art museum in San Francisco, California. It is famous for its collection of modern and contemporary art, which fills 16,000 m². SFMOMA is the largest modern art museum in the USA and the first museum of its kind on the Pacific West Coast.

Leonardo di ser Piero da Vinci (1452–1519) was an Italian polymath with a wide variety of hobbies and interests, including invention, drawing, painting, sculpting, architecture, science, music, mathematics, engineering, literature, anatomy, geology, astronomy, botany, writing, history and cartography. He competes with Michelangelo for the title of 'Renaissance Man'. One of his best-known works is *The Mona Lisa*, which is believed to be a portrait of Italian noblewoman Lisa Gherardini, likely painted between 1503 and 1506, but perhaps finished as late as 1517. The portrait, one of the most valuable in the world, can be seen at the Louvre Museum in Paris, where it has been since 1797.

Oscar-Claude Monet (1840–1926) was one of the founders of French Impressionist painting, which focused on the expression of one's perceptions of nature. His aim was to

depict the French countryside, and he would paint the same landscape several times to catch the way the lighting changed and the seasons passed. Later in life, around 1899, his focus changed to water lilies, which remained his source of inspiration for the next twenty years. He died of lung cancer at the age of eighty-six.

5A GRAMMAR

Talent shows are competitions in which contestants perform a variety of special skills and abilities. Since the late 1980s, talent shows have appeared as a form of reality show, especially in the UK and the USA, and many have international spin-offs. Not only do these programmes provide great entertainment to at-home viewers, but they also give some very talented individuals important exposure. Winners and contestants on these shows have gone on to have successful careers.

7A WRITING AND VOCABULARY

The Comedy of Errors is one of William Shakespeare's early plays. It is his shortest and one of his most farcical comedies, with a major part of the humour coming from slapstick and mistaken identity, in addition to puns and word play. It has been adapted for opera, stage, screen and musical theatre numerous times worldwide.

It is set in the Greek city of Ephesus, and tells the story of two sets of identical twins who were accidentally separated at birth. When the friends and families of the twins meet, a series of wild mishaps based on mistaken identities lead to wrongful accusations of theft and madness.

Unit 8

4A READING AND VOCABULARY

Mesopotamia is a historical region located around the Tigris–Euphrates river system. It is believed to be the site of inspiration for the earliest and most important stepping stones in human history: the Neolithic revolution from around 10,000 BCE, the invention of the wheel and developments in cursive writing, mathematics and agriculture.

5A SPEAKING

Escape rooms are locations for various physical adventure and strategy games. Initially, they were inspired by video games of the same name, and they are currently increasing in international popularity. It is believed that the first escape room was opened in Japan in 2007. The premise behind this new form of adventure is that you and your team are locked in a room – usually thematically decorated – with a challenge. Together, you must find clues and solve a mystery to exit the room within the given time span (usually fifteen minutes to an hour). At the beginning, the game was largely based on logic puzzles. Then hidden keys and codes were introduced. Now, escape rooms take full advantage of modern technology and include elaborate storylines. In most escape rooms, the participants are not really locked in and someone is supervising their activity from outside via camera.

Unit 9

6A READING AND VOCABULARY

The Royal Society for the Conversation of Nature was set up in 1966 with full support from King Hussein. Its aim is to protect and manage Jordan's natural resources. It identifies areas that could benefit from protection in order to preserve wildlife and natural beauty and develops programmes to save endangered species from extinction, as well as raising awareness about environmental issues and encouraging people to use natural resources sustainably. Among its achievements are breeding and re-introducing the Arabian Oryx, gazelle and ibex into the Jordanian wilderness. It currently has 10 protected areas in Jordan.

Unit 10

3A GRAMMAR

Caesar salad was invented in 1924 by Caesar Cardini, an Italian chef who owned a restaurant in Tijuana, Mexico. One day the kitchen was overwhelmed and short on ingredients, so Caesar Cardini combined the ingredients lettuce, croutons, Parmesan cheese, and a dressing made from olive oil, lemon juice, Worcestershire sauce, Dijon mustard, and garlic.

5A SPEAKING

A student council is a group of students, usually elected by their peers, who represent their classmates' interests in meetings with the school or university leadership. They may also plan activities and act as a mediator between students and faculty/staff. Student councils provide practical ways to teach students how to be leaders and how to participate in a democracy.

LIFE SKILLS

The Great Pacific Garbage Patch is the largest accumulation of ocean plastic in the world and is located between Hawaii and California in the United States of America. It covers an estimated surface area of 1.6 million square kilometers, with a mass estimated to be approximately 100,000 tonnes.

CLASS DEBATES

TEACHER'S NOTES

Time: 15 minutes

There are five simple steps to take in order to run a successful class debate:

1 Propose a motion or controversial statement.

Write the topic of the debate on the board. Ask students to work in pairs or groups of three and to discuss it for 2–3 minutes. They should think of some arguments for or against the statement and decide which side of the argument they want to take. Alternatively, you can assign this task as homework and allow students to research the topic and think of their arguments at home.

2 Make teams: proposers and opposers.

Divide the class into groups of no more than six. Half the groups should be 'the proposers', arguing for the statement. The other half should be 'the opposers', arguing against it. If most students hold similar views, you may assign them to teams randomly. For variety or an extra challenge, you may also ask them to argue for the view opposite to their own.

3 Prepare for the debate.

Give groups five minutes to prepare. They should make a list of arguments in support of their view. They may also try to anticipate the counterarguments the opposing team may present and think of how to refute them. Finally, they should plan a strategy for their team, i.e. decide who is going to present which argument and in what order. Tell them that during the debate, each member of the team needs to speak at least once.

4 Hold the debate.

The debate structure has five simple steps:

| Step | Instructions | Timing |
|------|--|---|
| 1 | Each team has a turn to present their arguments. | 2 minutes per team (4 minutes in total) |
| 2 | Both teams have 2 minutes to prepare the rebuttal of their opponents' arguments. | 2 minutes |
| 3 | Each team present their rebuttal for 2 minutes. | 2 minutes per team (4 minutes in total) |
| 4 | Both teams have 2 minutes to prepare a summary of their position. | 2 minutes |
| 5 | Each team summarises their view and makes final comments for 1 minute. | 1 minute per team (2 minutes in total) |

- Ask students to remain silent while their opponents are speaking and take notes of the points they make.
- If you have more than two teams, tell students which teams are going to argue against each other.
- For the sake of fairness, you may want to alternate the order in which the teams make their presentations, with the team arguing for the statement speaking first in step 1 and second in step 3.
- If pressed for time, you may combine steps 3 and 5 so that students present both the rebuttal and summary in one stage.

5 Provide feedback.

- After the debate, ask students whether they have been convinced by the opposing team's arguments and who, in their opinion, won the debate and why.
- You could ask students to raise their hands to vote on which side they really stand in the debate. Count the show of hands for each side and declare the winning argument.
- Provide feedback on how well the teams argued their case and suggest things they could improve in the future.
- As a follow-up activity, you could ask groups to switch sides so that students get to argue both sides of the same discussion. You could also ask students to write a 'for and against' essay using the arguments from the debate.

USEFUL LANGUAGE

Photocopy and provide students the useful language for debating on the next page, for them to refer to during the school year.

DEBATE TOPICS

Unit 6 Empathy is an essential skill for life.

Unit 7 Talent is less important than popularity.

Unit 8 There's no truth to the saying 'Money doesn't bring you happiness.'

Unit 9 We are all responsible for protecting the environment.

Unit 10 Cooking at home is better than eating out at a restaurant.

Presenting the topic

We are going to speak in favour of/against the statement/idea/motion that ...
 I am going to try to explain why we think/don't think that ...
 Today I hope to persuade you to agree that ...
 This morning we have the easy task of convincing you that ...
 First, I will talk about ... I shall also argue that ...
 Consider this ...
 I would like to put forward the idea/motion that ...

Introducing the speakers

I, as the first speaker, will talk/will be talking about ...
 The next speakers will then explain why/discuss ...
 [Nala] will elaborate on, ...
 [Rola] will then talk about ...
 The next speakers will explain why ...
 [Fatima] will conclude by ...

Presenting the most important point

The main thing/point is ...
 The (single) most important thing/point is ...
 Most importantly, ...
 Primarily, ...
 Central to this debate is (the fact that), ...

Presenting a list of arguments

| | |
|---|--------------------------------------|
| First of all, ... | What's more, ... |
| Firstly, ... | Also, ... |
| To begin with, ... | We also need to think about ... |
| Secondly, ... | Something else to think about is ... |
| My first/second argument is ... | Another important point is ... |
| Let me come to my first/second/next argument. | Furthermore, ... |
| Perhaps I should also mention that ... | In addition to that, ... |
| In addition, ... | Moreover, ... |

Giving your opinion

| | |
|------------------------------|---------------------------------------|
| In my view/opinion, ... | It goes without saying that ... |
| My view is that ... | It seems to me that ... |
| I am of the opinion that ... | I firmly believe that ... |
| I hold the view that ... | (Personally,) I feel/believe that ... |
| The way I see it, ... | We are convinced that ... |
| If you ask me, ... | It is our belief that ... |
| As far as I'm concerned, ... | |

Expressing certainty

Clearly/Obviously, ...
 There is no doubt that ...
 Let the facts speak for themselves.
 In fact, ...
 Without a shadow of a doubt, ...
 Frankly, I think it's obvious that ...
 It cannot be denied that ...

Clarifying/Reiterating

| | |
|-------------------------------------|-------------------|
| I'm talking about ... | Put simply, ... |
| What I'm trying to say is ... | Essentially, ... |
| What I mean (by that) is ... | To clarify, ... |
| I'm saying that ... | To reiterate, ... |
| In other words, ... | To elaborate, ... |
| The whole point of this is that ... | |

Supporting your view with examples/evidence

| | |
|---------------------------------|------------------------------------|
| For example, ... | Look no further than ... |
| For instance, ... | To illustrate ... |
| Let me give you an example: ... | Recent research has shown that ... |
| Take, for example, ... | New studies confirm that ... |
| An example of this is ... | |

Discussing advantages and disadvantages

On the one hand, ... On the other hand, ...
 Some people believe that ... while others say that ...
 While ... , we should not forget that ...
 An argument for/in favour of/against ...

Concluding/Summarising

| | |
|-------------------|--------------------|
| So, finally, ... | All in all, ... |
| So, in short, ... | In summary, ... |
| To sum up, ... | In a nutshell, ... |

Let me summarise our position in this debate.
 To conclude, let me stress that ...
 So, as we have seen ... Therefore, we must conclude that ...
 This clearly reinforces everything I have said up until this point.
 In light of what was said earlier, we can see that ...

نسخة قيد الإعداد والتجريب

Jordan

High Note

Grade 10

Semester 2

PHOTOCOPIABLE RESOURCES



PHOTOCOPIABLE RESOURCES

CONTENTS

| RESOURCE | FOCUS | WHEN TO USE | TIME (MINUTES) |
|--|---|---|----------------|
| 06 DO THE RIGHT THING | | | |
| 23 Complete and match | Grammar: the first and second conditionals | After UNIT 6, LESSON 1 VOCABULARY AND GRAMMAR | 15 |
| 24 Money to burn | Audio script: extra activities | After UNIT 6, LESSON 3 LISTENING AND VOCABULARY | 15 |
| 25 How good a friend are you? | Grammar: the zero conditional and alternatives to <i>if</i> | After UNIT 6, LESSON 4 GRAMMAR | 15 |
| 26 A word of advice | Vocabulary: relationships, and caring for others | After UNIT 6, LESSON 6 VOCABULARY | 10 |
| 07 IN THE SPOTLIGHT | | | |
| 27 What's that line? | Grammar: reported speech | After UNIT 7, LESSON 1 VOCABULARY AND GRAMMAR | 15 |
| 28 Viewing habits survey | Vocabulary: viewing habits | After UNIT 7, LESSON 2 VOCABULARY | 10 |
| 29 Art and social media | Audio script: extra activities | After UNIT 7, LESSON 3 LISTENING AND VOCABULARY | 15 |
| 30 What's your line of work? | Grammar: reported questions | After UNIT 7, LESSON 5 GRAMMAR | 15 |
| 08 THE EVOLUTION OF ADVERTISING | | | |
| 31 Are you an ads expert? | Grammar: the passive | After UNIT 8, LESSON 1 VOCABULARY AND GRAMMAR | 15 |
| 32 I spend my money on ... | Audio script: extra activities | After UNIT 8, LESSON 2 LISTENING AND VOCABULARY | 15 |
| 33 Money talks | Vocabulary: money | After UNIT 8, LESSON 3 VOCABULARY | 10 |
| 34 Digital money | Reading: understanding links in a text | After UNIT 8, LESSON 4 READING AND VOCABULARY | 15 |
| 35 My busy day | Grammar: <i>have/get something done</i> | After UNIT 8, LESSON 6 GRAMMAR | 15 |
| 09 THE POWER OF NATURE | | | |
| 36 The story of the <i>Titanic</i> | Grammar: the third conditional | After UNIT 9, LESSON 1 VOCABULARY AND GRAMMAR | 10 |
| 37 Surviving disaster | Audio script: extra activities | After UNIT 9, LESSON 2 LISTENING AND VOCABULARY | 15 |
| 38 How green are you? | Vocabulary: environmental responsibility | After UNIT 9, LESSON 3 VOCABULARY | 15 |
| 39 No regrets! | Grammar: <i>I wish/if only</i> for regrets | After UNIT 9, LESSON 4 GRAMMAR | 15 |
| 40 The Isle of Eigg | Reading: summarising texts | After UNIT 9, LESSON 6 READING AND VOCABULARY | 10–15 |
| 10 FOOD FOR THOUGHT | | | |
| 41 Modal match | Grammar: modal verbs for speculating about the present | After UNIT 10, LESSON 1 VOCABULARY AND GRAMMAR | 10 |
| 42 Cookery crossword | Vocabulary: ways of cooking and cooking equipment | After UNIT 10, LESSON 2 VOCABULARY | 15 |
| 43 What went wrong? | Grammar: modal verbs for speculating about the past | After UNIT 10, LESSON 3 GRAMMAR | 15 |
| 44 Food for thought | Audio script: extra activities | After UNIT 10, LESSON 6 LISTENING AND VOCABULARY | 15 |

PHOTOCOPIABLE RESOURCES

TEACHER'S NOTES

Unit 6

23 Complete and match

(Lesson 1 Vocabulary and Grammar)

Aim: to practise the first and second conditionals

Interaction: pairs

Type of activity: gap-fill, information gap

Time: 15 minutes

Materials: one worksheet per pair (2 pages, A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). **(2)** Individually, students complete the sentences in Exercise 1 so they are true for them. **(3)** In pairs, students take turns to read out the endings of their sentences for their partner to match with the corresponding beginnings in Exercises 2 (for Student B) and 3 (for Student A). **(4)** Ask different pairs around the class to read out their full sentences.

Optional follow-up: Students read out the beginnings in Exercise 1 to see if their partner can remember their sentence endings.

Possible answers:

Student A

- 1 1 If I were a millionaire, I would help others make their dreams come true.
- 2 If I go out this afternoon, I'll visit a friend.
- 3 If I had a day to myself, I'd read all day.
- 4 If I have a picnic this weekend, I'll invite all my friends.
- 5 If I forgot to phone my friend, I would apologise.

Student B

- 1 1 If it rains tomorrow, I won't go for a walk in the park.
- 2 If I had to give something up, I would stop eating sugar.
- 3 If I always do my best, I will succeed in life.
- 4 If I could change one thing on this planet, I would eliminate human greed.
- 5 If I am distracted the next time I am trying to study, I'll switch my phone off.

24 Money to burn

(Lesson 3 Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 6.4 for them to check/complete their answers. Alternatively, check answers by going through the interview with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or

mini-conversations individually, in class or as homework.

Answers:

- 1 2 wealth 3 happiness 4 possessions 5 satisfaction
- 6 excitement 7 sadness 8 ashamed 9 embarrassed
- 10 wise 11 investment 12 disappointment
- 13 prefer 14 encourage

25 How good a friend are you?

(Lesson 4 Grammar)

Aim: to practise the zero conditional and alternatives to *if*

Interaction: pairs

Type of activity: gap-fill, quiz

Time: 15 minutes

Materials: one worksheet per pair (2 pages, A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Ask them to fold it over at the dotted line and only look at the quiz. Explain that A and B have two parts of the same quiz called *How good a friend are you?*

(2) Students do Exercise 1 individually by completing their parts of the quiz with the correct clauses from the box. Check answers with the class. **(3)** For Exercise 2, students take turns to read out their quiz questions and they both choose an answer and note it down in the boxes. Point out that they must answer both theirs and their partner's questions. **(4)** Ask students to unfold their worksheet and refer them to Exercise 3. Explain that they should count up their score and then read the results. When they have finished, ask for a show of hands for each category.

Answers:

Student A

- 1 2 you always keep it
- 3 you encourage them to do a self-defence course
- 4 you make an excuse because you are too busy
- 5 you call your friends to chat about your day
- 6 they move to a different country

Student B

- 1 8 you can get through anything
- 9 unless they lie to you
- 10 you offer to help and give them your notes
- 11 you join one side
- 12 you speak up and confront the gossip

26 A word of advice

(Lesson 6 Vocabulary)

Aim: to practise phrases related to relationships, and caring for others

Interaction: pairs

Type of activity: gap-fill, dialogue order

Time: 10 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their worksheet (A or B). Tell them that they should not show their worksheet to their partner. **(2)** Individually, students complete the sentences in Exercise 1 with the correct words from the box. Tell them there is one extra word that they will not need. Check answers with the class.

(3) For Exercise 2, students insert the sentences a–l and read out the conversation in the correct order. (4) Check answers with the class.

Optional follow-up: Ask students to work in pairs or small groups to create a similar conversation. Students act out their dialogues in front of the class.

Answers:

Students A and B

- 1 a mile b mean c time d reach e family f backs
g interest h there i care j out k hit l apart
2 1 c 2 j 3 e 4 l 5 f 6 k 7 a 8 g 9 b
10 i 11 d 12 h

Unit 7

27 What's that line?

(Lesson 1 Vocabulary and Grammar)

Aim: to practise reported speech

Interaction: individual, pairs

Type of activity: sentence transformations

Time: 15 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). **(2)** Explain that each student has different lines from films, which they need to rewrite in reported speech. They should refer to the 'Who said that?' column for the names and choose the correct reporting verb from the last column. Point out that they need to work individually for this stage. **(3)** Allow students 6–8 minutes to complete the exercise, while you monitor and help them as necessary, highlighting any errors in their sentences. **(4)** In their pairs, students now take turns to read their reported sentences for their partner to guess the direct speech. To turn this into a game, ask students to award one point for each correct guess. **(5)** Check the answers to Exercise 1 with the class, clarifying any errors as necessary.

Optional follow up: As homework, students can look for lines from their favourite film(s) and create a similar exercise for their partner to complete in the next class.

Answers:

Student A

- 1 2 Majeda claimed (that) she wasn't afraid of them anymore.
3 Faisal pointed out (that) it wasn't going to be easy to find the money.
4 Laith warned Nader not to trust Kareem.
5 Rola promised her son (that) she would always be there for him / to always be there for him.
6 Rashed explained (that) he had never seen that man before in his life.
7 Raed agreed to help Imad.

Student B

- 1 2 Sami told Adel not to open the door.
3 Hussein confessed (that) he was responsible for the accident.
4 Detective Ahmad explained (that) it was his job to question everything.
5 Noura predicted (that) Talal's son would be famous one day.
6 Mazen complained (that) no one ever paid any attention to him.
7 Sawsan pointed out (that) she had never been on a space mission before.

28 Viewing habits survey

(Lesson 2 Vocabulary)

Aim: to practise vocabulary related to viewing habits

Interaction: pairs

Type of activity: gap-fill, interview

Time: 10 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Tell them that they should not show their worksheet to their partner. **(2)** Individually, students unscramble the words to complete Exercise 1.

In a less confident class, you could write the gapped words on the board instead: *subscription streaming service, binge-watched, thought-provoking, screen time, breaking news, episode, trailer, award-winning, well-reviewed, credits, on-demand content, subtitles, little-known, feature-length*. Check answers with the class. **(3)** Students do Exercise 2 in pairs. Tell them to take turns to ask and answer each other's questions from Exercise 1 and note down their partner's answers.

(4) Elicit unusual and interesting answers from students around the class. Ask them to use reported speech, e.g. *Maria said that she often binge-watched. She thought it wasn't bad for her health because she finds it relaxing.*

Optional follow-up: Students write three or four of their partner's answers using reported speech.

Answers:

Student A

- 1 2 thought-provoking 3 award-winning 4 breaking news
5 episode 6 well-reviewed 7 trailer

Student B

- 1 9 screen time 10 subscription streaming service
11 on-demand content 12 credits 13 little-known
14 feature-length

29 Art and social media

(Lesson 3 Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough

time to complete the activity, then play track 7.3 for them to check/complete their answers. Alternatively, check answers by going through the interviews with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

1 2 up **3** media **4** put **5** break **6** exhibition **7** up
8 grand **9** telling **10** blog **11** channel **12** off
13 recorded **14** in **15** bit **16** looked **17** on
18 success **19** sold **20** square **21** ads **22** went

30 What's your line of work?

(Lesson 4 Grammar)

Aim: to practise reported questions

Interaction: pairs

Type of activity: sentence formation

Time: 15 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). **(2)** Individually, students rewrite the questions and answers in reported speech. Remind them to use *ask* or *want to know* to report questions, and other reporting verbs to report answers. Point out that they should be careful with the word order when reporting questions, and also remember to change other words as necessary (pronouns, time expressions, etc.). **(3)** Students do Exercise 2 in pairs.

Optional follow-up: Students take turns to read out their reported questions again, for their partner to change back into direct questions.

Answers:

Student A

- 1** **2** I asked Kamal which artists he was showing at his exhibition at the time. He answered that it was a cooperative gallery and they had lots of emerging young artists that month.
- 3** I wanted to know how much Mustafa had got paid for writing his novel the year before. He answered that he had got paid well but that was his eleventh book.
- 4** I asked Yousuf if/whether he would start performing his own songs or continue with covers. He said he was going to continue with covers and he would gradually replace them with his own songs.
- 5** I asked Dalia what she would do if her live-streaming network was a flop. She answered that she would go back to being a music producer.

Student B

- 1** **2** I wanted to know when Omar had filmed that video that had gone viral. He answered that he had filmed it at the end of the previous summer.
- 3** I asked Reem if/whether she thought she had chosen the best platform. She answered that she thought it was one of the best on the market at that moment/at the time.
- 4** I wanted to know if/whether Fawzi's company had become completely digital or they still printed books. He answered that they had stopped printing books the previous year.

- 5** I asked Huda how she told such funny stories and jokes. She answered that if she believed the joke was funny, people would find it funny.

Unit 8

31 Are you an ads expert?

(Lesson 1 Vocabulary and Grammar)

Aim: to practise passive voice

Interaction: pairs

Type of activity: quiz

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Put students in pairs and hand out the worksheet. Tell them that they are going to do a quiz about advertising. **(2)** First, they need to complete the questions with the correct passive form of the verbs in brackets. Give pairs 3–4 minutes for this part of the activity. **(3)** Get them to compare answers with another pair if time allows, then check answers with the class. **(4)** Students now do the quiz in their pairs. Allow 4–5 minutes for them to discuss and decide on their answers. **(5)** Check answers with the class and share the extra information given in the answer key below. Find out which pair(s) had the most correct answers and congratulate them.

Optional follow-up: In pairs, students think of famous advertising slogans in English. They share them with the class for other students to guess the name of the company/product.

Answers:

Students A and B

- 1** **2** were the first jingles sung
- 3** was the first online advertisement posted
- 4** was created **5** was bought
- 6** will be introduced **7** was more money spent
- 8** are seen **9** pop-up ads be blocked
- 10** were pop-up ads invented
- 2–3** **1** b; 'You' is the most powerful word in advertising because it's personal.
- 2** a; The American food company General Mills aired the world's first singing commercial *Have You Tried Wheaties?* on twenty-fourth of December 1926. It was for breakfast cereal.
- 3** b; On 27 October 1994, the first online ad was posted. It was a banner advertisement on the website of what is today's tech site Wired.
- 4** a; The advertising idea of a 'break' was converted into the famous slogan 'Have a Break, Have a Kit Kat', along with the image of the broken bar, when the first advert appeared on commercial TV in 1958.
- 5** c; In 2021, a company bought Bitcoin worth \$1.5 billion dollars, the biggest online purchase ever. In 2010, the most expensive pizza was sold online for \$1.04 billion.
- 6** c; Millions of dollars worth of merchandise are returned each year because the point of sale is not authentic but e-commerce cannot solve this problem.
- 7** c; Digital ad spending reached \$209 billion worldwide in 2017, while TV brought in \$178 billion.

- 8 a; In a forty-five-minute journey, the average London commuter is exposed to more than 130 adverts, featuring more than eighty different products. In an entire day, they can see up to 3,500 marketing messages.
- 9 a; This is usually done by changing the browser's settings.
- 10 b; Ethan Zuckerman invented pop-up ads in the late 1990s.

32 I spend my money on ...

(Lesson 2 Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 8.2 for them to check/complete their answers. Alternatively, check answers by going through the survey results with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

- 1 2 on special offer 3 savings 4 rip-off 5 cheap
6 save my money 7 adverts 8 spend a fortune
9 save up for 10 discount 11 waste of money
12 spare 13 charity shops 14 bargain hunting
15 get a good deal 16 next to nothing

33 Money talks

(Lesson 3 Vocabulary)

Aim: to practise vocabulary related to money

Interaction: individual, pairs

Type of activity: gap-fill, matching

Time: 10 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Tell them that they should not show their worksheet to their partner. **(2)** Explain that these are different people's answers to questions from a survey on money. Students should work individually to complete them with the phrases in the box. **(3)** Students do Exercises 2 and 3 in pairs. They take turns to ask their partner their questions in Exercise 2, for him/her to answer using a response from Exercise 1. **(4)** Check answers with the class by asking different pairs to read out the questions and answers. Elicit which sentences have passive constructions (sentences b and f).

Answers:

Students A and B

- 1 b ran out of money c short of money d live in poverty, rolling in money e loose change g broke h have some money on me i have more money than sense, spend a fortune j crowdfunding

2-3 1 i 2 h 3 f 4 g 5 j 6 d 7 e 8 a 9 c 10 b

34 Digital money

(Lesson 4 Reading and Vocabulary)

Aim: to practise understanding links in a text

Interaction: individual, pairs, small groups

Type of activity: reading text and activities

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Hand out the worksheet and ask students to do Exercise 1 individually. Give them about two minutes to skim the text. Make it clear that there is a time limit, and therefore they shouldn't stop and ask questions about vocabulary. After two minutes, stop them and elicit the answer to Exercise 1. **(2)** Before students do Exercise 2, refer them to the Active Reading box on the right (from Unit 8 of the Student's Book). Explain that it will help them with the matching activity and give them time to read it. Students then read the article individually and complete gaps 1-5 with sentences a-g. Remind them there are two extra sentences they will not need. **(3)** Get students to compare answers in pairs before you check them with the class. **(4)** In their pairs, students match the sentences from Exercise 2 with the types of links in the Active Reading box that helped them complete the task. Remind them that they can choose more than one strategy for each sentence. Elicit answers from different pairs around the class.

Optional follow-up: Write the following items on the board: *bitcoin, gold, property, US dollars, art, diamonds, antiques, stocks and shares*. In pairs or small groups, students rank the items 1-8 (1 = best investment, 8 = worst investment). Elicit answers from different pairs/groups around the class. Encourage them to give reasons.

Answers:

1 b

2 1 c 2 d 3 e 4 g 5 a

3 Gap 5 and sentence a use a logical link, a lexical link (related words: *hackers, Bitcoins disappeared*) and a linking word (*for instance*).

Gap 1 and sentence c use a logical link, referencing words (pronouns *his* and *He*) and related words (*mystery, evaporated*).

Gap 2 and sentence d use a lexical link (related words: *wallet, banking app, convert, currency*) and a referencing word (*then*).

Gap 3 and sentence e use a question and answer (*Why has the Bitcoin ...? It is revolutionary because ...*) and a lexical link (related words: *dramatic, revolutionary*).

Gap 4 and sentence g use a logical link (*Thanks to this ...*), antonyms (*high charges/reduced costs*) and related words (*transactions, send money home*).

35 My busy day

(Lesson 6 Grammar)

Aim: to practise *get/have something done*

Interaction: pairs

Type of activity: matching activity, guessing game

Time: 15 minutes

Materials: one worksheet per pair (2 pages, A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Ask them to sit facing each other so they cannot see each other's worksheets. **(2)** In pairs, students make collocations from the nouns and verbs in Exercise 1. Ask them to write the collocations on the back of their worksheets to refer to later. Remind students to ask, 'How do you spell that?' if they are unsure of the spelling. Check answers by asking different students around the class to say the collocations. **(3)** Refer students to the map in Exercise 3. Ask them to imagine they have spent the morning visiting places, they are still visiting places now (1 p.m.) and they will be busy in the afternoon, too. Individually, they draw a route around town, connecting two places they visited in the morning, the place they are at now and two more places they are going to visit this afternoon. Ask them to write the times next to each place. **(4)** In pairs, students go on to complete Exercises 3 and 4. First, they should show their partner where on the map they started their day. They take turns to describe their busy day for their partner to note down the activities and times. They can only say the service performed and the time when they were/are/are going to be at this place; they must **not** say the name of the street each time. Their partner then has to guess and describe their route, based on their notes. Refer them to the examples before they begin.

Optional follow-up: Ask students to imagine that it is lunchtime. In their pairs, they take turns to ask and answer about their day, using their notes. Elicit some examples and write them on the board for students to refer to, e.g.

A: Have you had your computer upgraded yet?

B: No, I'm going to have it upgraded this afternoon.

A: Have you had your teeth whitened yet?

B: Yes, I had them whitened this morning.

A: Have you had your cat vaccinated yet?

B: I'm having the cat vaccinated right now.

Answers:

Student A

1 computer – upgrade contract – sign curtains – make
cat – vaccinate identity card – renew key – cut
teeth – whiten trousers – alter

Student B

2 bike – repair blood pressure – check/take eyes – test
groceries – deliver mobile – unlock photocopies – print
photograph – take suit – dry-clean

Unit 9

36 The story of the *Titanic*

(Lesson 1 Vocabulary and Grammar)

Aim: to practise the third conditional

Interaction: pairs

Type of activity: gap-fill, ordering

Time: 10 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Tell them that they should not show their worksheet to their partner. Ask students what they know about the *Titanic*. **(2)** Students complete the sentences in Exercise 1 individually. Highlight that the (+) sign means the verb is positive, and a (–) means it is negative. Check answers with the class. **(3)** Students work in pairs to complete Exercise 2. Get them to number the sentences 1–14 and reconstruct the story of the *Titanic*. **(4)** Check answers by asking different students to read out the sentences in the correct order.

Answers:

Students A and B

- 1–2 1 a; If there **hadn't been** a different current in the Gulf Stream, there **wouldn't have been** so many icebergs in the area.
- 2 h; If there **hadn't been** so many icebergs in the area, the *Titanic* **wouldn't have received** six separate warnings.
- 3 g; If the wireless operators **had paid** attention to the iceberg warnings from other ships in the area, they **would have informed** the captain.
- 4 l; If the captain **had been informed** there were large icebergs in the area, he **wouldn't have gone** at full speed.
- 5 b; If they **hadn't gone** at full speed, they **would have avoided** the iceberg.
- 6 k; If they **had avoided** the iceberg, it **wouldn't have damaged** the main body of the ship.
- 7 d; If the iceberg **hadn't damaged** the main body of the ship, water **wouldn't have filled** the compartments.
- 8 i; If the engineers **had constructed** the compartments with better materials, they **would have lasted** longer.
- 9 c; If the compartments **had lasted** longer, the *Titanic* **wouldn't have sunk** so quickly.
- 10 n; If the *Titanic* **hadn't sunk** so quickly, the closest ship – the *Carpathia* – **would have reached** it in time.
- 11 e; If the *Carpathia* **had reached** the *Titanic* in time, they **would have saved** more people in the lifeboats.
- 12 m; If there **had been** more lifeboats in the first place, more people **would have survived**.
- 13 f; If all the passengers **had survived**, the story of the *Titanic* **wouldn't have become** so famous.
- 14 j; If the story **hadn't become** so famous, films **wouldn't have been** made about it.

37 Surviving disaster

(Lesson 2 Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 9.3 for them to check/complete their answers. Alternatively, check answers by going through the interview with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

- 1 2 disasters 3 panic 4 run out 5 drop 6 protect yourself
7 hold onto 8 ground 9 doorway 10 high building
11 take the lift 12 trapped 13 Get in the open
14 power lines 15 stay inside 16 keep calm

38 How green are you?

(Lesson 3 Vocabulary)

Aim: to practise vocabulary related to environmental responsibility

Interaction: pairs

Type of activity: quiz

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Put students in pairs and hand out the worksheet. Tell them that they are going to do a quiz to find out how much they know about protecting the environment. **(2)** First, they need to complete the questions with words from the box. Give them 5–6 minutes for this part of the activity. **(3)** Get them to compare answers with another pair if time allows, then check answers with the class. **(4)** Students now do the quiz in their pairs. Allow 5 minutes for them to discuss and decide on their answers. **(5)** Check answers with the class and share the extra information given in the answer key below. Find out which pair(s) had the most correct answers and congratulate them.

Optional follow-up: Ask students which facts surprised or shocked them and why. Open a class discussion on how teenagers can be made more eco-friendly.

Answers:

Students A and B

- 1 1 c; Plug sockets are often made from urea formaldehyde resin. This is a thermosetting plastic – its chemical structure makes it virtually impossible to recycle.
2 waste; a
3 households; a
4 Disposable; c (The problem with disposable cups is that

they are coated inside with plastic and can't be recycled in most places.)

- 5 recycling; b (Takeaway pizza boxes that are covered in grease and food waste cannot go in the paper waste bins.)
6 waste; b (UK households throw away between £250 and £400 of potentially edible food every year.)
7 oceans; a
8 sustainable; a
9 recycler; c (The order is Austria, Wales, Taiwan)
10 decompose; b

39 No regrets!

(Lesson 4 Grammar)

Aim: to practise *I wish/if only* for regrets

Interaction: pairs

Type of activity: role-play

Time: 15 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and hand out the worksheet. **(2)** Ask students to imagine that they are two adult friends talking about their lives, past and present. **(3)** Give them time to go through the steps and prompts in Exercise 1, and note down a few things they can say to their partner about regrets they have about the past. **(4)** In their pairs, students role-play the situations. Explain that they should take turns to express their regrets. The student listening should use expressions from the box to cheer up their partner; they should add something encouraging to help their partner feel better, e.g. for the example exchange, they could add: *Besides, you still have a good life.* **(5)** Students work in the same pairs and follow the same procedure for Exercise 2. Explain that this time they should talk about things they wish were different in the present. Again, they should try to add something encouraging to help their partner feel better, e.g. for the example exchange, they could add: *You can speak Italian, so we can take a trip to Rome instead!* **(6)** Pairs follow the same procedure for Exercise 3, but this time complaining about things they find annoying. **(7)** If time allows, invite different pairs to act out some of the exchanges in front of the class.

Optional follow-up: Ask students to think of one true sentence for each of the three types of *I wish/If only* patterns. In pairs, they take turns to share their wishes/regrets with their partner, who comforts them using the expressions in the box and adding an encouraging comment, e.g.

A: *I wish I was taller.* **B:** *Never mind! You may not be very tall, but you're really funny and intelligent!*

40 The Isle of Eigg

(Lesson 6 Reading and Vocabulary)

Aim: to practise the skill of summarising texts

Interaction: individual, pairs

Type of activity: reading text and activities

Time: 10–15 minutes (if students read the texts at home and then do the activities in class) or 25 minutes (if students read the text and do the activities in class)

Materials: one worksheet per pair (2 pages, A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Explain that they are going to read separate texts and summarise them for each other.

(2) Ask students to skim their texts (if they have not already read them at home) and underline the main ideas. Set a five-minute time limit. (3) In pairs, students do Exercises 2 and 3. Student A summarises his/her text for Student B and then asks Student B some questions to check how well they have understood their summary. This tests Student A's summarising skills and also Student B's listening skills. Students then swap roles and repeat the process for Student B's text.

Optional follow-up: Pairs work together to try to summarise the main ideas of the whole text in six sentences. Elicit summaries from pairs around the class.

Suggested answers:

Student B

- 2 1 In the sixteenth century, the Macleods from the Scottish mainland killed Eigg's population in Massacre Cave.
- 2 Keith Schellenberg was a millionaire who made his money in the motor industry.
- 3 He used the island for his own pleasure but he didn't help the islanders. He then sold the island to an artist with financial problems.
- 4 The Eigg islanders formed a trust and asked the public to donate money to help them buy the island.

Student A

- 3 1 In 2008, the Eigg islanders decided to change from fossil fuel to renewable energy. They set up their own power system called Eigg Electric.
- 2 Eigg's energy comes from the wind, the sun and the water.
- 3 Energy is equally distributed between Eigg residents. Nobody can use more than 5kW at any one time.
- 4 People come from around the world to learn Eigg's renewable energy system.

Follow-up – suggested summary:

Eigg is a tiny Scottish island. In 1557, according to legend, the island's population was massacred. In 1975 Keith Schellenberg, a millionaire, bought the island. In 1997, after years of difficulty, Eigg inhabitants bought the island for themselves. In 2008, they set up a power system, which generates renewable energy. Eigg is world famous as a sustainable model for green energy.

Unit 10

41 Modal match

(Lesson 1 Vocabulary and Grammar)

Aim: to practise modal verbs for speculating about the present

Interaction: pairs

Type of activity: matching

Time: 10 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). (2) For Exercise 1, Student A reads sentences 1–8 to Student B. Student B has to make matching sentences using the prompts in his/her box and *must, might, may, could* or *can't*. Student A uses the answer key to check Student B's answers. Remind students to accept any logical and grammatically correct sentences. If they are unsure, they should ask you. During the activity, monitor and help/correct students as necessary. (3) Students swap roles and follow the same procedure for Exercise 2.

(4) Check answers with the class. Invite different pairs to share their sentences with the class.

42 Cookery crossword

(Lesson 2 Vocabulary)

Aim: to practise vocabulary related to ways of cooking and cooking equipment

Interaction: pairs

Type of activity: crossword puzzle

Time: 15 minutes

Materials: one worksheet per pair (2 pages, A and B)

In class: (1) Put students in pairs. Tell them they are going to complete a crossword puzzle. Check they know how to indicate the position of the clue in the crossword (1 down, 2 across, etc.). (2) Tell students to take it in turns to read their clues to each other. Student A completes the answers to Student B's clues and Student B completes the answers to Student A's clues. (3) Check answers with the class.

Answers:

Students A

Across

3 melt 10 stir 11 chopping board 13 pour 14 roast

Down

1 scales 12 decorate 16 add

Student B

Across

2 chop 5 tablespoon 6 saucepan 9 boil 15 teaspoon

Down

4 tablecloth 7 frying pan 8 steam

43 What went wrong?

(Lesson 3 Grammar)

Aim: to practise modal verbs for speculating about the past

Interaction: pairs

Type of activity: card game

Time: 15 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). (2) Student A reads their sentences to Student B. Student B has to speculate what has happened using *must, might, may, could* or *can't* + *have* + past participle. Tell students they get one point for every correct sentence they make. Also tell them that there is a word on each card that they cannot use. If they use this word, they lose. (3) During the activity, monitor and help/correct students as necessary. (4) Students swap roles and follow the same procedure. The winner is the student with the most points for correct sentences. (5) Invite students to share their sentences with the class.

Optional follow-up: In their groups, students create a card of their own without showing it to their partner. They then have another turn, reading out the sentence on their card to their partner.

44 Food for thought

(Lesson 6 Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. (2) Allow students enough time to complete the activity, then play track 10.8 for them to check/complete their answers. Alternatively, check answers by going through the conversation with the class. (3) During class feedback, clarify any points as necessary and answer any questions students may have. (4) Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

1 banned 2 survey 3 nutrition 4 unhealthy 5 junk food 6 fast food 7 tasty 8 Statistics show 9 health problems 10 diabetes 11 sugary drinks 12 calories 13 adverts 14 better diet 15 ban 16 eating habits 17 fizzy drink 18 healthy meals 19 portion sizes 20 weight gain 21 convenient

Complete and match

UNIT 6, LESSON 1 VOCABULARY AND GRAMMAR
(The first and second conditionals)

Complete and match | Student A

1 Complete the first and second conditional sentences so they are true for you.

- 1 If I were a millionaire, _____.
- 2 If I go out this afternoon, _____.
- 3 If I had a day to myself, _____.
- 4 If I have a picnic this weekend, _____.
- 5 If I forgot to phone my friend, _____.

2 Read out the endings of your sentences from Exercise 1 to Student B. They match them with the beginnings.

3 Listen to Student B and match the endings of their sentences from Exercise 1 with the beginnings below.

- 1 If I am distracted the next time I am trying to study, ...
- 2 If I had to give something up, ...
- 3 If I always do my best, ...
- 4 If it rains tomorrow, ...
- 5 If I could change one thing on this planet, ...



Complete and match | Student B

1 Complete the first and second conditional sentences so they are true for you.

- 1 If it rains tomorrow, _____.
- 2 If I had to give something up, _____.
- 3 If I always do my best, _____.
- 4 If I could change one thing on this planet, _____.
- 5 If I am distracted the next time I am trying to study, _____.

2 Listen to Student A and match the endings of their sentences from Exercise 1 with the beginnings below.

- 1 If I have a picnic this weekend, ...
- 2 If I had a day to myself, ...
- 3 If I forgot to phone my friend, ...
- 4 If I go out this afternoon, ...
- 5 If I were a millionaire, ...

3 Read out the endings of your sentences from Exercise 1 to Student A. They match them with the beginnings.

Money to burn

UNIT 6, LESSON 3 LISTENING AND VOCABULARY (Audio script: extra activities)

1 6.4 Complete the interview with the correct forms of the words in brackets.

Presenter: ... we take a look at money. How should we spend our money and is it important to give money to charity? With me in the studio is Mariam Alhakkeem, a financial journalist who has interviewed some rich people to ask them how they spend their money. Can't rich people just go and spend whatever they like, Mariam? They've worked hard and earned it after all.

Mariam: Well of course if you work hard you want to enjoy your money. But there's another way to look at money. There is a principle of ¹ charitable (**CHARITY**) giving in many cultures. In fact, I give a portion of my income to charity every month. I feel that there is an obligation to share ² _____ (**WEALTHY**) with those members of the community who are in need.

Presenter: That's a good point, of course. And in your interviews, did you find the answer to the old question of whether money buys ³ _____ (**HAPPY**)?

Mariam: Well, you know, even rich people understand quite well that material ⁴ _____ (**POSSESS**) don't necessarily bring us ⁵ _____ (**SATISFY**), and that the initial ⁶ _____ (**EXCITED**) of being rich can quickly turn to ⁷ _____ (**SAD**) if you don't have enough meaning in your life.

Presenter: Really? Can you give our listeners an example?

Mariam: Of course. You can buy an expensive car, but then be ⁸ _____ (**SHAME**) to drive it because people might stare at you. You can go abroad on a luxurious holiday, but then feel ⁹ _____ (**EMBARRASS**) when you see poor children in the streets. You could buy some properties, generally a ¹⁰ _____ (**WISDOM**) ¹¹ _____ (**INVEST**), but then move back into a small flat with your mum because you feel lonely. So you see that being rich could actually be a ¹² _____ (**DISAPPOINTING**) unless you think about other people as well as yourself.

Presenter: Is it important for people to remain anonymous when they give charity?

Mariam: Some people do ¹³ _____ (**PREFERENCE**) to do that as they don't want media attention and want to help quietly without having the spotlight on them.

Presenter: I'm sure. Of course, another option is to just give it all away. Tell us about The Giving Pledge, Mariam?

Mariam: Yes, of course. Well, the Giving Pledge is a charity set up by a group of millionaires including Bill Gates and Warren Buffett. They want to ¹⁴ _____ (**ENCOURAGEMENT**) wealthy people to give away more than 50 per cent of their wealth to good causes. One example is Indian billionaire Nikhil Kamath. He believes that we must address inequality by starting at the top of the money pyramid. At aged 36 he promised to give away most of his money in his lifetime. He believes it makes him a better person.

Presenter: How wonderful!

2 Look at the expressions in bold in the interview. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

How good a friend are you? | Student A

1 Complete the quiz with the clauses from the box.

they move to a different country you always keep it you call your friends to chat about your day
you encourage them to do a self-defence course you listen and make sure the conversation is flowing
you make an excuse because you are too busy

How good a friend are you?

| | A | B | | A | B |
|---|--------------------------|--------------------------|---|--------------------------|--------------------------|
| 1 If you organise a picnic, a you introduce people to each other and chat to friends. b <u>you listen and make sure the conversation is flowing.</u> c you make sure you have a really great time. | <input type="checkbox"/> | <input type="checkbox"/> | 5 Provided it isn't too late, a _____ b you call your friends to ask about their day. c you call a friend if you need something. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 If your friend tells you a secret, a you only tell another very close friend. b _____ c you only tell it to one other friend. | <input type="checkbox"/> | <input type="checkbox"/> | 6 You talk to your friend twice a day unless a _____ b they hurt your feelings. c they are on holiday. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 As soon as you find out a friend is being bullied, a _____ b you advise them to get help. c you ignore them. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 4 When a friend is sick and asks you to visit them, a you go as soon as you can. b you call and ask them if they need anything. c _____ | <input type="checkbox"/> | <input type="checkbox"/> | | | |



2 In pairs, do the quiz in Exercise 1 and note down your answers in the boxes.

FOLD

3 In pairs, check your score and read your results.

Results

Mostly Bs in A and Mostly As in B: Fab Friend! You always stand by your friends and you are loyal and caring. You are naturally able to get along with others. Well done!

Mostly As in A and Mostly Bs in B: Fair-Weather Friend. You support friends when it's easy for you. You can be a great friend if you pay attention and give advice. Go on, your friends deserve it!

Mostly Cs in A and Mostly Cs in B: False Friend. You think life is one long holiday and you don't take anything seriously. You can be self-centred, however, and you should pay more attention to your friends.

How good a friend are you? | Student B

1 Complete the quiz with the clauses from the box.

unless they lie to you you ask them why they are interested you can get through anything you join one side
you offer to help and give them your notes you speak up and confront the gossip

How good a friend are you?

| | A | B | | A | B |
|---|--------------------------|--------------------------|---|--------------------------|--------------------------|
| 7 Before you share your friend's phone number with another person, a you ask your friend if you can share this information. b <u>you ask them why they are interested.</u> c you ask if they need email address as well. | <input type="checkbox"/> | <input type="checkbox"/> | 11 After your friends fall out, a you try to talk to them. b _____ c you ignore them. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 As long as you have friends, a you are happy. b _____ c you look good. | <input type="checkbox"/> | <input type="checkbox"/> | 12 If someone talks about a friend behind their back, a _____ b you listen and tell the friend later. c you say nothing. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 You never stop being friends with someone, a _____ b unless you disagree too often. c unless they become boring. | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 10 When a friend doesn't do well in an exam, a _____ b you remind them of the things they are good at. c you tell them how well you've done. | <input type="checkbox"/> | <input type="checkbox"/> | | | |



2 In pairs, do the quiz in Exercise 1 and note down your answers in the boxes.

FOLD

3 In pairs, check your score and read your results.

Results

Mostly Bs in A and Mostly As in B: Fab Friend! You always stand by your friends and you are loyal and caring. You are naturally able to get along with others. Well done!

Mostly As in A and Mostly Bs in B: Fair-Weather Friend. You support friends when it's easy for you. You can be a great friend if you pay attention and give advice. Go on, your friends deserve it!

Mostly Cs in A and Mostly Cs in B: False Friend. You think life is one long holiday and you don't take anything seriously. You can be self-centred, however, and you should pay more attention to your friends.

A word of advice | Student A

1 Complete the sentences from a conversation with the correct word from the box. There is one extra word.

mean reach time count family mile backs

- a Perhaps you need to go the extra _____ and plan to watch one of her games?
- b it would _____ a lot to her if you went to one of her games and show that you support her.
- c What's the matter? Are you going through a tough _____?
- d she will _____ out to you too. And basketball is great fun to watch. You might find that you like it more than you think!
- e But she's always been your best friend. She's like _____ to us.
- f I know you're not very interested in sport, but you've always had each other's _____ since you were small.

2 You are Sana's mother or father. Your partner is Sana. Use your sentences in the correct order to complete the conversation.

Parent: Hi Sana, you're home! How was school today? It was such a beautiful sunny day.

Sana: Hi. Yes, it was fine.

Parent: Hmm. It doesn't sound fine. ¹ _____

Sana: I'm so upset. ² _____

Parent: Really? ³ _____

Sana: I know. ⁴ _____

Parent: It is difficult. ⁵ _____

Sana: She never spends any time with me now though. ⁶ _____

Parent: Maybe she feels you don't care about what she's interested in. ⁷ _____

Sana: It might be a good idea. ⁸ _____

Parent: I think ⁹ _____

Sana: I could do that. ¹⁰ _____

Parent: I'm sure that if you do that, ¹¹ _____

Sana: I feel better now. ¹² _____



A word of Advice | Student B

1 Complete the sentences from a conversation with the correct word from the box. There is one extra word.

care there hit apart out means interest

- g I suppose I haven't shown any _____ in stuff that is obviously important to her.
 h I think this is a good way to show Laila that I will always be _____ for her.
 i I will find out when the games are tomorrow. I want to show her that I still _____ for her.
 j I felt _____ with Laila at lunchtime because she's always too busy to talk to me.
 k She's always practising, and she's really _____ it off with her teammates.
 l It's just that ever since she joined the school basketball team, it has started to feel like we are growing _____.

2 You are Sana. Your partner is your parent. Use your sentences in the correct order to complete the conversation.

Parent: Hi Sana, you're home! How was school today? It was such a beautiful sunny day.

Sana: Hi. Yes, it was fine.

Parent: Hmmm. It doesn't sound fine. ¹ _____

Sana: I'm so upset. ² _____

Parent: Really? ³ _____

Sana: I know. ⁴ _____

Parent: It is difficult. ⁵ _____

Sana: She never spends any time with me now though. ⁶ _____

Parent: Maybe she feels you don't care about what she's interested in. ⁷ _____

Sana: It might be a good idea. ⁸ _____

Parent: I think ⁹ _____

Sana: I could do that. ¹⁰ _____

Parent: I'm sure that if you do that, ¹¹ _____

Sana: I feel better now. ¹² _____



What's that line?

UNIT 7, LESSON 1 VOCABULARY AND GRAMMAR
(Reported speech)

What's that line? | Student A

- 1 Rewrite these lines in reported speech. Use the names in the 'Who said that?' column and choose the correct reporting verb for each sentence.

| Line | Who said that? | Reporting verb |
|--|-----------------|---------------------|
| 1 'Stay away from me!' | Ali to Issa | ask / agree |
| 2 'I'm not afraid of them anymore!' | Majeda | claim / tell |
| 3 'It's not going to be easy to find the money.' | Faisal | confess / point out |
| 4 'Don't trust Kareem.' | Laith to Nader | warn / say |
| 5 'I'll always be here for you.' | Rola to her son | promise / warn |
| 6 'I've never seen this man before in my life.' | Rashed | explain / advise |
| 7 'All right, I'll help you.' | Raed to Imad | agree / help |

1 Ali asked Issa to stay away from him.

- 2 Read your reported sentences to Student B. Can they guess the exact line from the film?



What's that line? | Student B

- 1 Rewrite these lines in reported speech. Use the names in the 'Who said that?' column and choose the correct reporting verb for each sentence.

| Line | Who said that? | Reporting verb |
|--|-----------------|--------------------|
| 1 'I can travel back in time.' | Dr Ahmad | ask / claim |
| 2 'No, don't open that door!' | Sami to Adel | tell / promise |
| 3 'I'm responsible for the accident.' | Hussein | ask / confess |
| 4 'It's my job to question everything.' | Detective Ahmad | explain / advise |
| 5 'Your son will be famous one day.' | Noura to Talal | predict / complain |
| 6 'No one ever pays any attention to me!' | Mazen | complain / confess |
| 7 'I've never been on a space mission before.' | Sawsan | ask / point out |

1 Dr Ahmad claimed that he could travel back in time.

- 2 Read your reported sentences to Student A. Can they guess the exact line from the film?

Viewing habits survey | Student A

1 Unscramble the words in bold to make words/phrases about viewing habits.

- 1 Have you ever **gnibe-hcwaetcd** *binge-watched* a TV series? How can this be bad for your health?
- 2 Can you tell me about a **hohgttu-iornokpvg** _____ documentary you've seen recently? Why did it make you reflect deeply?
- 3 Can you recommend an **waadr-nwgnini** _____ TV series to me? Why would you recommend it?
- 4 Can you remember a **rikenbga wesn** _____ item you heard recently? Where did you hear it?
- 5 What's the best **diesepo** _____ in a TV series you have watched? What was the storyline in this show's instalment?
- 6 Which film has been **lewl- ievwered** _____ recently? Are you going to watch it?
- 7 Do you watch the **taleirr** _____ to get the idea of what a film is about? Does this film extract usually give you a good idea of the plot?

2 Work with Student B. Take turns to ask and answer the questions in Exercise 1.



Viewing habits survey | Student B

1 Unscramble the words in bold to make words/phrases about viewing habits.

- 8 Do you like to watch films in English with **tuitslebs** *subtitles* in your own language? Have you tried watching with the dialogue and captions in English?
- 9 Are you trying to cut down on your **secnre temi** _____? What steps can you take to limit your media use?
- 10 Have you got a **sbsucporitin strgemian vriscee** _____? Have you also got cable TV in your house?
- 11 What time of the day is good for watching **no-amdedn nctonet** _____? Is TV on demand the end of traditional TV?
- 12 Do you stay behind in the cinema to watch the **citrdse** _____? What information can you get from this list of people?
- 13 Do you like to see films with actors when they were **titlcl-onwkn** _____? Can you name a film with a famous actor at the beginning of his/her career?
- 14 Have you watched a **aeftru-nteghl** _____ episode of a TV series? Do you think these episodes are too long?

2 Work with Student A. Take turns to ask and answer the questions in Exercise 1.



1 7.3 Complete the interviews with one word in each gap.

Presenter: Hi and welcome to *Arts World*. Today, we're looking at how creative people use social media to promote their work and become successful. **Here's a quick look** at some of the people in the show.

1

Presenter: Clare, it's not easy to become popular, so how did you make a ¹*name* for yourself?

Clare: By trying hard and not giving ²_____. I spent years selling my paintings on the street but I didn't have any useful contacts, so **there was no way** that any important galleries were going to show my work. But then I created a new social ³_____ page just for my paintings. I ⁴_____ a lot of time and thought into it. I added high-quality photos of my paintings and videos of me talking about my work. And a few months ago I got my first ⁵_____ when the people at this gallery contacted me. They'd seen my page and they said they loved what I was doing and now they've put on this major ⁶_____ of my paintings here in London. I'm so glad I spent all that time on my computer!

2

Presenter: How did you become a podcast host, Rowan?

Rowan: Well, I trained as a gardener and set ⁷_____ my own business. I designed and looked after the gardens of some very rich people. Most of them had lots of ⁸_____ ideas but they didn't know much about gardening. Things often went wrong, and I had lots of stories to tell about my work. I started ⁹_____ them to my friends, and they thought they were really funny. So that's when I decided to write my stories down and post them to a ¹⁰_____. Although the blog was a huge flop, I got good reviews. **Not many people** tell real-life stories about gardening! So I started my own podcast ¹¹_____ and recorded myself telling the stories. I didn't get many listeners at first but then I started getting more likes and positive comments and **before long** it really took ¹²_____. A famous gardener asked me to be on his TV show. And now my podcast is a mixture of my stories and stories from guests. I've just ¹³_____ my 100th episode!

3

Presenter: Matilda, you've been writing novels and short stories for years, you've taken part ¹⁴_____ dozens of literary competitions but you've only just become successful. **How come?**

Matilda: I suppose you could call it success through social media.

Presenter: **What do you mean?**

Matilda: Well, when I wrote my first novel, *Digital Sunshine*, I thought it was great, but nobody wanted to publish it. That was a ¹⁵_____ of a setback but I didn't give up. I started my own blog – it's called *Matilda 4U*, **by the way** – and that got a lot of people interested in my work. Then I self-published my novel online. Lots of people downloaded it for free and told their friends how much they'd enjoyed it. **Eventually**, a major publisher took it on and I haven't ¹⁶_____ back since. I'm the author of a best-seller and I'm working ¹⁷_____ a new book called *Night Star*.

4

Presenter: Amani, you released your first clothing collection back in 2022. Was it a ¹⁸_____?

Amani: **Not at all!** I made T-shirts with different slogans on them. My friends liked them but they only ¹⁹_____ about a hundred copies and my mum bought most of them! **What a disaster!** So, after that I went back to ²⁰_____ one turning old material from pillowcases and cloth napkins into items of clothing. One day, my friend made a video of me turning a patterned table cloth into a summer dress for a wedding.

Amani: That was in 2024, wasn't it?

Presenter: Yes, it was. Oh no, actually, we filmed it the year before, in late 2023. **Anyway**, we used social media to create interest in my clothes and then we managed to get some money together to pay for pop-up ²¹_____ on the Internet. It worked. The video ²²_____ viral in 2024 and now I get lots of orders. Every collection's a sell-out!

2 Look at the expressions in bold in the interviews. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

What's your line of work? | Student A

- 1 You interviewed some people about their jobs. Report your questions and their answers. Use ask or want to know and other reporting verbs.**

- 1 Me:** Would you have made a name for yourself if it weren't for this talent show?

Ghada, TV Star: I'm not sure because people had no idea who I was before this show.

I asked Ghada if she would have made a name for herself if it hadn't been for that talent show. She answered that she wasn't sure because people had had no idea who she was before that show.

- 2 Me:** Which artists are you showing at your exhibition at the moment?

Kamal, art gallery owner: This is a cooperative gallery and we have lots of emerging young artists this month.

- 3 Me:** How much did you get paid for writing your novel last year?

Mustafa, author: I got paid well but this is my eleventh book.

- 4 Me:** Will you start performing your own songs or continue with covers?

Yousuf, composer: I'm going to continue with covers and I'll gradually replace them with my own songs.

- 5 Me:** What will you do if your live-streaming network is a flop?

Dalia, TV producer: I'll go back to being a music producer.

- 2 Work with Student B. Take turns to read out your reported questions and answers without saying the jobs. Match Student B's questions and answers with the jobs from the box. There is one extra job.**

actor artist blogger film director publisher
stand-up comedian

I wanted to know what inner thoughts Abbas was trying to express with that sculpture. He answered he was trying to express the passing of time.

Artist!

What's your line of work? | Student B

- 1 You interviewed some people about their jobs. Report your questions and their answers. Use ask or want to know and other reporting verbs.**

- 1 Me:** What inner thoughts are you trying to express with this sculpture?

Abbas, artist: I am trying to express the passing of time.

I wanted to know what inner thoughts Abbas was trying to express with that sculpture. He answered he was trying to express the passing of time.

- 2 Me:** When did you film that video that went viral?

Omar, film director: We filmed it at the end of last summer.

- 3 Me:** Do you think you chose the best platform?

Reem, blogger: I think it's one of the best on the market today.

- 4 Me:** Has your company become completely digital or do you still print books?

Fawzi, publisher: We stopped printing books a year ago.

- 5 Me:** How do you tell such funny stories and jokes?

Huda, stand-up comedian: If I believe the joke is funny, people will find it funny.

- 2 Work with Student A. Take turns to read out your reported questions and answers without saying the jobs. Match Student A's questions and answers with the jobs from the box below. There is one extra job.**

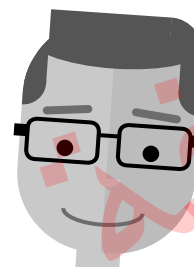
art gallery owner artist author
singer composer TV producer TV star

I asked Ghada if she would have made a name for herself if it hadn't been for that talent show. She answered that she wasn't sure because people had had no idea who she was before that show.

TV star!

1 In pairs, complete the quiz questions with the correct passive form of the verbs in brackets.

Are you an ads expert?



Do our quiz and find out!

- 1** What word is most used (most/use) in advertisements?
 - a 'be'
 - b 'you'
 - c 'best'
- 2** When _____ (the first jingles/sing) on US commercial radio?
 - a in the 1920s
 - b in the 1800s
 - c in the 1900s
- 3** When _____ (the first online advertisement/post)?
 - a 1997
 - b 1994
 - c 1991
- 4** Which catchy slogan _____ (create) in the twentieth century for a chocolate bar by Donald Gilles?
 - a 'Have a break. Have a Kit Kat.'
 - b 'Snap! Crackle! Pop!'
 - c 'It's finger lickin' good.'
- 5** What _____ (buy) in the most expensive e-commerce transaction?
 - a an online pizza
 - b a yacht
 - c Bitcoin
- 6** What do experts predict _____ (introduce) in all e-commerce soon?
 - a same-day delivery
 - b thirty-minute delivery by drone
 - c a way to really test drive a car before you buy it
- 7** When _____ (more money/spend) on digital ads than traditional TV ads?
 - a 2018
 - b 2015
 - c 2017
- 8** How many advertising messages _____ (see) by a Londoner on an average day?
 - a 3,500
 - b 80
 - c 15,000
- 9** How can _____ (pop-up ads/block)?
 - a by the browser
 - b by a special software package
 - c by deactivating the Internet
- 10** When _____ (pop-up ads/invent)?
 - a 2000
 - b 1997
 - c 1995

2 In your pairs, do the quiz. How many answers do you know? How many can you guess?

3 Listen to your teacher and check your answers. You get one point for each correct answer. Then read your results.

Scoring key:

1–3 points: Don't worry. Most of us don't know much about advertising and marketing. This quiz was meant to introduce you to the concept, so you can be more alert to it in the future.

4–7 points: You seem to know what the advertising world is and how it works.

8–10 points: You're a rare advertising expert! Count me impressed!

I spend my money on ...

UNIT 8, LESSON 2 LISTENING AND VOCABULARY (Audio script: extra activities)

1 8.2 Complete the answers from a survey on spending habits with the words and phrases from the box.

advertises bargain hunting charity shops cheap discount get a good deal next to nothing rip-off
save my money save up for savings second-hand spare spend a fortune on special offer waste of money

1

I love reading and I do it every day, so I get through a lot of books. Friends often advise me to buy ¹*second-hand* books or use the library, but I love that new book smell and feel too much, so I go on the Internet to look for things ²_____, you know, like two for the price of one. I spend most of my ³_____ on these websites! **There's nothing I'd rather buy** than books. One day I want to live in a house filled from floor to ceiling with books.

2

I'm not really into shopping, even online, but I meet my mates at the shopping centre on Wednesdays. We go for coffee and sit around, talk about video games, books we are reading, sports or **whatever**. Actually, the coffee is a ⁴_____ considering it is made with just hot water and a few beans, but we like the place and we usually have something sweet – they have nice cookies and cakes. Then a bit later, we go for lunch – a burger or a pizza; fast-food is generally ⁵_____ even if it's not healthy. On Thursdays I always go to the gym to burn off the calories from Wednesday. My sister says I should just stop doing both things and ⁶_____ instead!

3

Just like my brother, I'm a fan of developments in the gaming industry. I buy several gaming magazines each month and I'm always online, on the bus or wherever, learning about what's new. The reviews are my favourites, and I even enjoy the ⁷_____. I like to know exactly what titles the big companies are working on. I don't buy used games because I want the very latest. However, the newest games are really expensive so you can ⁸_____ if you're not careful. Car racing games are my favourite – until I'm old enough to take my test – then I'll need to ⁹_____ a real car.

4

So, my friend is a hairdresser and he showed me this great app. It tells you exactly which shops have special offers on any particular day. **I mean**, good quality personal care products are usually very expensive, so if there's a ¹⁰_____, **that's great**. I always like to save money on products if possible. My friends always let me know if they find a good deal. My brother thinks it's all a ¹¹_____ and that I should be saving up for a car instead, but **you should** see the state of his hair and skin. He **doesn't seem to understand** that if you want to look good in the future, you have to take care of yourself when you're young.

5

I admit I spend most of my ¹²_____ cash on the way I look. I enjoy taking care of myself. I watch what I eat and try to keep myself in shape by doing sports regularly. I don't have a lot of money, so I follow my brother's advice and get most of my clothes from ¹³_____. **I don't have any problem with** the fact that they've been worn before. That's what washing machines are for! It takes time to go ¹⁴_____, but it pays off when you ¹⁵_____. I paid ¹⁶_____ for a pair of designer jeans last weekend.

2 Look at the expressions in bold in the texts. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

Money talks | Student A

1 Complete the answers from a survey on money with the phrases from the box.

live in poverty loose change rolling in money short of money ~~spend money like water~~ ran out of money

- a Most of my friends are careful, but one or two spend money like water the second they earn it!
- b If I completely _____ while I was at university, I'd phone my parents and ask them if they could have some money sent to me.
- c I don't like it when friends are _____ and ask to borrow some from me.
- d I'd rather be relatively wealthy than _____. However, I think it's unfair that some people are literally _____.
- e I always give street musicians and artists something if I have some _____ in my pocket.

2 Ask Student B survey questions 1–5 below and listen to their answers.

- 1 Do you know any stories about rich people's spending habits?
- 2 While you're on holiday, do you prefer to use a debit card or cash?
- 3 Do you think it's a good idea to have a credit card?
- 4 If you are short of money, what activities can you do where you live?
- 5 Would you use crowdfunding as a way of raising money for a project?

3 Match the survey questions Student B asks you with answers a–e in Exercise 1.



Money talks | Student B

1 Complete the answers from a survey on money with the phrases from the box.

broke crowdfunding debt have more money than sense have some money on me spend a fortune

- f No, I don't. If you're not careful, your limit is exceeded and that can lead to debt.
- g There are loads of inexpensive activities to try in our town. The problem is when I'm totally _____!
- h I do use my debit card, but I always make sure I _____ in cash when I'm on holiday.
- i Some rich people are very extravagant – they _____. They _____ on private jets and things like that.
- j Why not? A friend of mine had a _____ campaign and it made him £1,000.

2 Match the survey questions Student A asks you with answers f–j in Exercise 1.

3 Ask Student A survey questions 6–10 below and listen to their answers.

- 6 Would you like to be very rich?
- 7 Do you give money to street performers?
- 8 Are your friends good at managing their money?
- 9 Are you happy to lend money to friends who don't have enough?
- 10 What would you do if you were at university and you had no money left?

Digital money

UNIT 8, LESSON 4 READING AND VOCABULARY (Understanding links in a text)

1 Read the article quickly and choose the best title.

- a Where can you use Bitcoin?
- b Bitcoin – is it changing the game?
- c Bitcoin and the fight against corruption
- d How safe is Bitcoin?

2 Read the article again and complete gaps 1–5 with sentences a–g. There are two extra sentences.

- a For instance, in 2014 \$350 million worth of Bitcoins disappeared from a Japanese Bitcoin exchange company.
- b Overstock became the first major online retailer to accept Bitcoin payments.
- c However, his true identity remains a mystery.
- d Then you can convert your money into virtual currency and order Bitcoins.
- e It is revolutionary because it is user-regulated and anonymous.
- f These cyberattackers can write malicious software and cause global panic.
- g Thanks to this, many people working abroad can now send money home at greatly reduced costs.

3 Look at sentences that complete the gaps in the article and study Active Reading above. Then match the sentences with the types of links from Active Reading that helped you do the task. You can choose more than one link for each sentence.

Gap 4 and sentence g use paraphrases: 'bank transfers' = 'send money home'.

ACTIVE READING | Understanding links in a text

When working on their texts, writers use:

- lexical links to connect sentences by repeating words, using synonyms (e.g. *cash* = money), related words (e.g. *coins*, *notes* = buy) and paraphrases (e.g. *barter* = swapping one thing for another)
- logical links to connect ideas (e.g. reason and consequence)
- linking words to connect ideas (e.g. *They tried something to fix the problem. However, it didn't work.*)
- referencing words to refer back to someone or something (e.g. *he/him/his, that, which, there, then*)
- questions and answers within the text

Bitcoin is a form of digital currency that exists **only** electronically. The concept was created in 2009 by a man who used the name Satoshi Nakamoto. ¹ _____. He disappeared from the web in 2011, when Bitcoin hit its peak of over \$19,000, possibly making him the world's most elusive billionaire.

If you want to use Bitcoin (BTC), first you need to install a digital virtual wallet, a kind of an online banking app, onto your electronic device. ² _____. You can use them to shop online anywhere where they are accepted.

³ _____ There is no central banking system or government to control the Bitcoin in circulation. The system depends on complex software and a network of computers, known as Bitcoin miners, to verify and secure online exchanges. Bitcoin avoids the high charges banks impose on bank transfers. ⁴ _____. Also, billions of people who do not have bank accounts (thirty-nine percent of the world, according to the World Bank) can now access banking services through mobile phone apps and participate in global commerce.

However, the lack of rules and the anonymous nature of Bitcoin makes it a security risk. It can be used to hide illegal activities and is vulnerable to hackers. ⁵ _____. Thousands of users were left without funds and there was an eighty percent crash in prices. Bitcoin is also highly unstable because prices are based on speculation: people buy BTC as a financial investment rather than actually using it for transactions. Bitcoin is an experiment that is in active development. The rules of the game are changing and nobody can predict what will happen next.



165

My busy day | Student B

1 Work with Student A. Listen to their nouns and match them with the verbs from the box.

alter cut make renew sign upgrade vaccinate whiten

2 Now say a noun from the box for Student A to match with the correct verb. Note down the answers.

bike blood pressure eyes groceries mobile photocopies photograph suit

3 It's 1 p.m. and you're having a very busy day. You visited two places this morning, you are at one place now and you are going to visit two more places later this afternoon. Plan your route and note down the times you visit each place.



4 Listen to Student A describing their day. Note down the services and times. Then try to guess their route.

I think you went down Silver Street, turned left at Burton Street, went right at...

5 Describe your day to Student A. Show them where you started your day. Then use *have/get something done* to talk about the services at each place, and say what time you were/will be there. Don't say the names of the streets. Use the collocations from Exercise 1 to help you.

I had my hair cut this morning at 10:00. I have just had my teeth whitened at the dentist.
I'm having my computer upgraded now. I'm going to have my trousers dry-cleaned at 14:00.

The story of the *Titanic* | Student A

1 Complete the third conditional sentences with the correct forms of the verbs from the box.

avoid be be become fill damage go inform last pay
reach save sink survive

- ☒ If there hadn't been (-) a different current in the Gulf Stream, there _____ (-) so many icebergs in the area.
- ☐ If they _____ (-) at full speed, they _____ (+) the iceberg.
- ☐ If the compartments _____ (+) longer, the *Titanic* _____ (-) so quickly.
- ☐ If the iceberg _____ (-) main body of the ship, water _____ (-) the compartments.
- ☐ If the *Carpathia* _____ (+) the *Titanic* in time, they _____ (+) more people in the lifeboats.
- ☐ If all the passengers _____ (+), the story of the *Titanic* _____ (-) so famous.
- ☐ If the wireless operators _____ (+) attention to the iceberg warnings from other ships in the area, they _____ (+) the captain.



2 Work with Student B. Put all your sentences in a logical order to reconstruct the story of the *Titanic*.



The story of the *Titanic* | Student B

1 Complete the third conditional sentences with the correct forms of the verbs from the box.

avoid be be be informed become construct damage go
last make reach receive sink survive

- ☒ If there hadn't been (-) so many icebergs in the area, the *Titanic* _____ (-) six separate warnings.
- ☐ If the engineers _____ (+) compartments with better materials, they _____ (+) longer.
- ☐ If the story _____ (-) so famous, films _____ (-) about it.
- ☐ If they _____ (+) the iceberg, it _____ (-) the main body of the ship.
- ☐ If the captain _____ (+) there were large icebergs in the area, he _____ (-) at full speed.
- ☐ If there _____ (+) more lifeboats in the first place, more people _____ (+).
- ☐ If the *Titanic* _____ (-) so quickly, the closest ship – the *Carpathia* – _____ (+) it in time.



2 Work with Student A. Put all your sentences in a logical order to reconstruct the story of the *Titanic*.

Surviving disaster

UNIT 9, LESSON 2 LISTENING AND VOCABULARY (Audio script: extra activities)

1 9.3 Complete the interview with the words and phrases from the box.

disasters doorway drop get in the open ground high building hold onto keep calm
panic power lines protect yourself run out stay inside survive take the lift trapped

Host: My guest today is Malek Almohsen, the producer of *Surviving Disaster*, the exciting new TV series. Hi, Malek.

Malek: Hello, Laith.

Host: What's the show about?

Malek: It's about how to ¹*survive* natural ²_____. In the first episode, we look at earthquakes.

Host: **What should you do to** survive an earthquake?

Malek: **It depends** where you are. If you're inside, stay inside, don't ³_____ and ⁴_____ into the street. The three words to remember are drop, cover and hold.

Host: Drop, cover and hold?

Malek: Yes, ⁵_____ under a table or desk to ⁶_____, cover your head and ⁷_____ the legs of the table to stop it moving when the ⁸_____ shakes.

Host: **It's a good idea to** stand in a ⁹_____, isn't it?

Malek: **A lot of people think** that but it's not true. A doorway *can* protect you but **the problem** is the door might move suddenly and hit you, so it's safer under a table. If you're in a ¹⁰_____, go down the stairs. Don't ¹¹_____ because you'll be ¹²_____ if it stops working.

Host: What should you do if you're outside?

Malek: ¹³_____, away from buildings, you don't want them to fall on you. And watch out for ¹⁴_____. You could die from an electric shock if one falls to the ground and you touch it. If you're driving, stop the car. But don't get out; it's safer to ¹⁵_____. And don't stop your car on or under a bridge. And **most importantly**, ¹⁶_____ and try to help others, especially children and the elderly.

2 Look at the expressions in bold in the interview. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

How green are you?

1 In pairs, complete the quiz questions with the words and phrases from the box.

decompose disposable households oceans recycling recyclable recycler sustainable waste (n) waste (v)

How green are you?

Do our quiz and find out!

- 1 Which item is the least recyclable item in this list?
 - a rechargeable batteries
 - b LED bulbs
 - c plug sockets
- 2 What is the average amount of _____ produced per person per year in the UK?
 - a 411 kg
 - b 4110 kg
 - c 41 kg
- 3 How many _____ in the UK sort their rubbish?
 - a 43.7%
 - b 27.2%
 - c 76.8%
- 4 _____, single-use plastics are one of the main causes of marine pollution. How many disposable coffee cups does the UK throw away every day?
 - a 4 million
 - b 2 million
 - c 7 million
- 5 Many people fail to understand what to recycle. The UK's top _____ mistake is
 - a organic or food waste in dry recycling.
 - b takeaway pizza boxes in paper waste.
 - c plastic in green waste.
- 6 Food waste is a global problem. How much does the average UK family _____ each year?
 - a a week's worth of food
 - b a months' worth of food
 - c ten days' worth of food
- 7 Which of these items is the most common debris item found in our _____?
 - a plastic bottles
 - b fishing line and equipment
 - c glass fragments
- 8 The rule to protect the environment and promote sustainability is called 'the three Rs rule': Reduce, Reuse and Recycle. Which of the following products is not _____?
 - a helium balloons
 - b cotton tote bags
 - c glass straws
- 9 Which country is the top _____ in the world?
 - a Wales
 - b Taiwan
 - c Austria
- 10 How long does it take for plastic bag to _____?
 - a up to 10 years
 - b up to 100 years
 - c up to 1,000 years

2 In your pairs, do the quiz. How many answers do you know? How many can you guess?

3 Listen to your teacher and check your answers. You get one point for each correct answer. Then read your results.

8–10 points: Super green

You are super green! Keep it up. You could save the world!

4–7 points: Greenish

Not bad. Keep working on it. The planet needs you!

1–3 points: Absolutely non-green

Never mind! It's never too late to go green!

1 In pairs, imagine you are two adult friends talking about your lives. Follow the steps below.

- Take turns to express regrets about the past using *I wish/If only* + Past Perfect. Use these prompts and/or your own ideas.

save money travel the world study IT look after my health
learn to drive be brave STUDY MORE become a scientist

- Use these expressions to react to your partner's regrets. Try to cheer them up!

Cheer up! Don't blame yourself. It doesn't help to think too much about it. It won't do any good thinking about it. Life's too short for regrets. Look on the bright side! Never look back. Never mind! There's no use crying over spilt milk. Try not to let it get you down!

If only I'd saved my money. I would be rich now.

Hey, it won't do any good thinking about it.

2 Work in the same pairs. Follow these steps.

- Take turns to talk about wishes and things you would like to be different in the present using *I wish/If only* + Past Simple. Use these prompts and/or your own ideas.

weather / warmer work long hours bills / lower
live by the sea/in the mountains speak Spanish have a motorbike

- Use expressions from Exercise 1 to react to what your partner says.

I wish I could speak Spanish. I would take a trip to South America.

Cheer up!

3 Work in the same pairs. Follow these steps.

- Take turns to complain about things that annoy you using *I wish/If only* + *would*. Use these prompts and/or your own ideas.

grandson / play his drums all day brother / borrow my lawnmower colleagues / chat all day long
cousins / come to visit more often everyone / complain sister / borrow my clothes
planes / take off all night

- Use these expressions to react to your partner's complaints. Try to make them feel less annoyed!

Don't be bad tempered. Don't let it get on your nerves. It's not the end of the world! Life is too short to be negative. Try not to be so short-tempered.

If only my colleagues would stop chatting all day long.

Come on, don't let it get on your nerves.

The Isle of Eigg | Student A

- 1 Read the article carefully and underline the main points.
- 2 Summarise your article for Student B. They will use your summary to answer some questions. Check their answers.
- 3 Listen to Student B's summary of their article and answer the questions.

1 What did the Eigg Trust decide to do in 2008?

2 Where does Eigg's energy come from?

3 How is the energy distributed between residents?

4 Why do people come from around the world to visit Eigg?

Eigg's remarkable history

Eigg is a tiny island just off Scotland's west coast, behind whose modern history lies a very tragic tale. According to local legend, in 1576 the MacLeod clan from mainland Scotland visited the MacDonalds on Eigg, but they mistreated the local people. As a punishment, the visitors were tied up in their boats and sent off the island. However, they were soon rescued by other MacLeods and returned to take their revenge. The Eigg islanders hid in a cave, but three days later they were discovered and killed by the MacLeods. The cave was later named the Massacre Cave.

Everything was relatively quiet on the island of Eigg until 1975, when Keith Schellenberg, bought the island. Schellenberg, an English magnate who made his money in the motor industry, had absolute control over everything on the island thanks to old medieval laws. He drove about in a 1927 Rolls Royce while the islanders lived in poverty.

In 1995 Schellenberg sold Eigg to a German artist, Marlin Eckhard. Eigg's residents met and formed a democratically elected 'government' – the Isle of Eigg Heritage Trust. They asked people to donate funds so they could buy the island for themselves. Funds came from 10,000 members of the public, including a mysterious woman who gave £750,000. Concerts and events took place all over the world. Finally, in 1997, the Trust raised £1.5 million and persuaded Eckhard to sell the island. Over the last twenty years, Eigg's population has grown from sixty-four to more than 100 residents for the first time in its recent history.



The Isle of Eigg | Student B

- 1 Read the article carefully and underline the main points.
- 2 Listen to Student A's summary of their article and answer the questions.
 - 1 What is the legend of Eigg and how did the Massacre Cave get its name?

 - 2 Who was Keith Schellenberg?

 - 3 How did he influence Eigg's history?

 - 4 How did the Eigg islanders buy the island?

- 3 Now summarise your article for Student A. They will use your summary to answer some questions. Check their answers.

Eigg, a world pioneer in sustainable living

In 1997 the residents of Eigg, a twelve-mile square island off the Scottish West Coast, bought their island for themselves and became the first community-owned estate in Scotland's history. In 2008 the 105 Eigg islanders decided they couldn't afford to pay big electricity companies. They applied for European grants to make the transition from costly fossil fuels, such as diesel, to an electric system which they manage and maintain themselves.

Eigg Electric, the new power system, is powered by three renewable sources, hydro, wind and solar, integrated into a stable, high-voltage grid. The cables are underground, so Eigg's natural beauty remains intact. Solar panels in Scotland may seem like a contradiction, but really bright long days in summer give almost the maximum energy possible. Four wind turbines take advantage of Eigg's winds of up to 100 miles per hour power and three hydroelectric generators harness energy from running water, of which there is plenty in winter.

To make sure everyone has fair access to power, each house gets a maximum of 5kW to use at one time – the equivalent of running two electro-domestic items simultaneously. If you use more, your electricity goes out. The Isle of Eigg has won many green energy and environment prizes and is now world famous as a model for sustainable energy of the future. People come from as far as Alaska and Malawi to learn how Eigg's unique system can help bring electricity to the 1.3 billion people in the world who lack regular access.

Welcome to
the Isle of Eigg

BIG GREEN
FOOTSTEPS

Small carbon footprint

See how our island has adapted to a modern lifestyle in ways that benefit the environment and us!



Modal match

UNIT 10, LESSON 1 VOCABULARY AND GRAMMAR (Modal verbs for speculating about the present)

Modal match | Student A

1 Read sentences 1–8 to Student B. They will use the prompts on their worksheet to make matching sentences with *must/might/may/could/can't*. Look at the answer key below and check their sentences.

- | | |
|---|---|
| 1 This chocolate is from Belgium! | 5 The chicken looks pink on the inside. |
| 2 He's eating a curry and sweating a lot. | 6 I've been waiting for my takeaway for ages. |
| 3 She's showing her soup to the the waiter. | 7 This sushi was only 1.92 JOD. |
| 4 I can see the grease on the plate. | 8 This meat smells a bit strange. |

Answer key (suggested answers)

- | | |
|--|---|
| 1 This chocolate is from. Belgium. It must be delicious. | 5 The chicken looks pink on the inside. It can't be cooked properly. |
| 2 He's eating a curry and sweating a lot. I must / might / may / could be spicy. | 6 I've been waiting for my takeaway for ages. The driver must / might /may / could be stuck in traffic. |
| 3 She's showing her soup to the waiter. It must / might / may / could be cold. | 7 This sushi was only 1.92 JOD. It can't be good quality. |
| 4 I can see the grease on the plate. It can't be healthy. | 8 This meat smells a bit strange. It must/might/may/ could be out of date. |

2 Listen to Student B's sentences and use the prompts from the box to make matching sentences with *must/might/may/could/can't*.

be very tasty be quite expensive be feeling sick be too bitter
be very popular be tasty be out of date be burning



Modal match | Student B

1 Listen to Student A's sentences and use the prompts from the box to make matching sentences with *must/might/may/could/can't*.

be good quality be delicious be cooked properly
be cold be spicy be stuck in traffic be healthy

2 Read sentences 9–16 to Student A. They will use the prompts on their worksheet to make matching sentences with *must/might/may/could/can't*. Look at the answer key below and check their sentences.

- | | |
|---|---|
| 9 There's no one in that restaurant. | 13 There's smoke coming from the oven. |
| 10 He's had three burgers and two milkshakes. | 14 You have to dress smartly to eat there. |
| 11 That ice cream is huge and covered in caramel. | 15 She's asking for more sugar in her coffee. |
| 12 This milk tastes awful. | 16 He's left most of his food on the plate. |

Answer key (suggested answers)

- | | |
|---|---|
| 9 There's no one in that restaurant. It can't be very popular. | 13 There's smoke coming from the oven. Something must be burning. |
| 10 He's had three burgers and two milkshakes. He must be feeling sick. | 14 You have to dress smartly to eat in that restaurant. It must be expensive. |
| 11 That ice cream is huge and covered in caramel sauce. It can't be good for you. | 15 She's asking for more sugar in her coffee. It must/ might/may/could be too strong. |
| 12 This milk tastes awful. It must be out of date. | 16 He's left most of his food on the plate. It can't be very tasty. |

Cookery crossword

UNIT 10, LESSON 2 VOCABULARY

(Ways of cooking and cooking equipment)

Cookery crossword | Student A

- 1** You are going to complete a crossword with Student B. Read out your clues and their position to Student B so they can complete their part of the crossword.

Across

- 2** You need a big knife to do this to meat and vegetables
- 5** You can use this instead of scales to measure ingredients
- 6** You heat up food and liquids in this
- 9** You do this to water before you make tea
- 15** You use this to measure small amounts of ingredients like sugar or salt

Down

- 4** This prevents the table from getting dirty
- 7** You can heat up oil in this to make an omelette or pancakes
- 8** This is a healthy way to cook vegetables

- 2** Now listen to Student B's clues and their positions in the crossword so you can complete your part of the crossword.

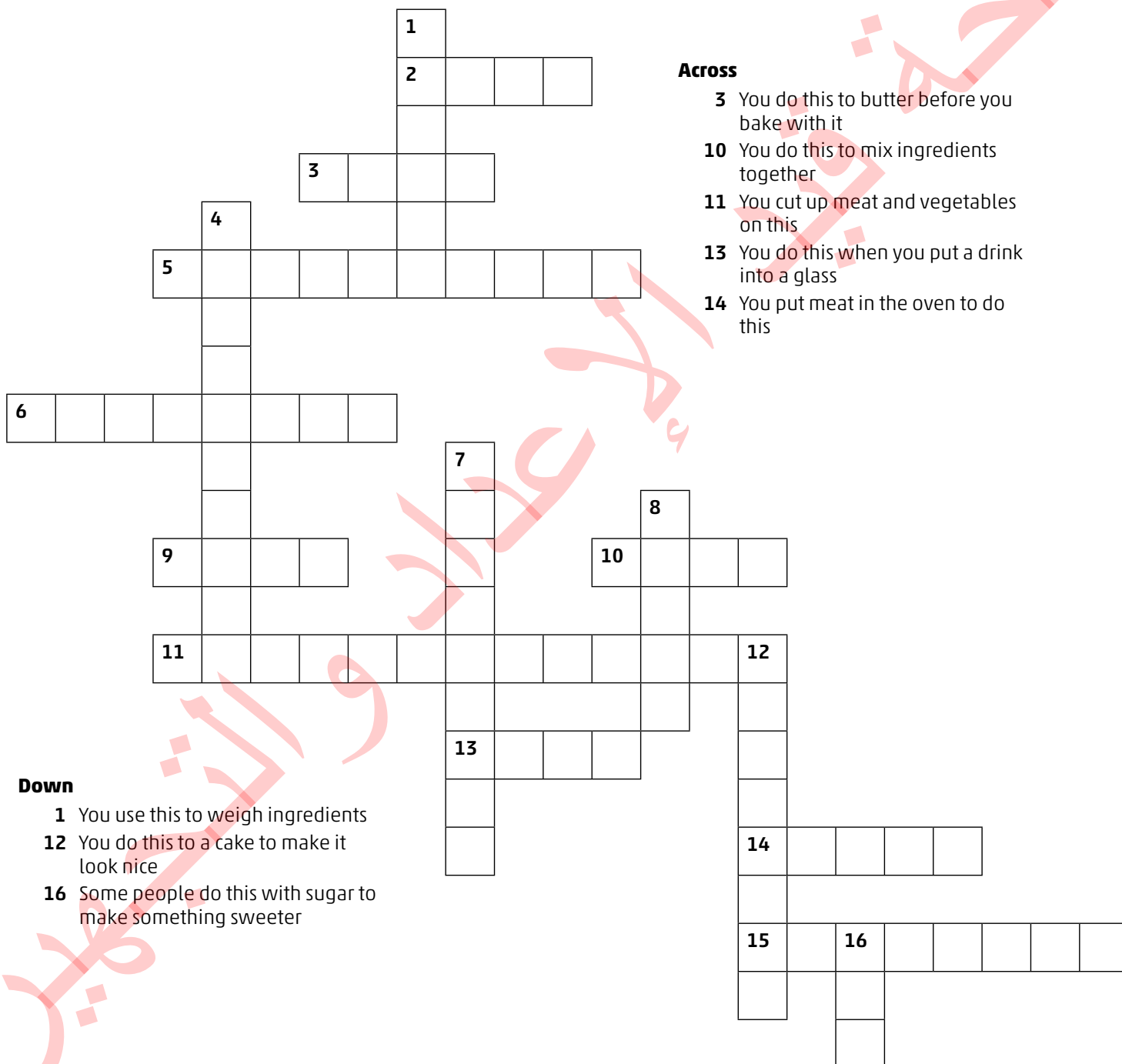
Cookery crossword

UNIT 10, LESSON 2 VOCABULARY

(Ways of cooking and cooking equipment)

Cookery crossword | Student B

- 1** You are going to complete a crossword with Student A. Listen to Student A's clues and their position so that you can complete your part of the crossword.



- 2** Now read your clues and their position to Student A so they can complete their part of the crossword.

What went wrong?

UNIT 10, LESSON 3 GRAMMAR

(Modal verbs for speculating about the past)

What went wrong? | Student A

| | |
|--|--|
| The pasta I made was really hard. (long) | The curry I made was really bland. (salt) |
| I made these chocolate muffins and they taste of fish. (clean) | I went to a restaurant with my family, but they didn't have anywhere for us to sit. (reserve) |
| I tried to make bread, but it was black when I finished. (burn) | When my father ate the chicken wings I made, he had to drink lots and lots of ice water. (hot) |
| I ordered a pizza, but when my meal arrived, they brought a cheeseburger. (wrong) | When I received the bill at the restaurant, it was twice as expensive as I was expecting. (mistake) |



What went wrong? | Student B

| | |
|---|---|
| I roasted a chicken for two hours, but when I cut it open, it was still raw inside. (enough) | After he ate a meal at my house, my friend had to go to bed because he felt sick. (sick) |
| My Caesar salad was really, really sweet. (sugar) | When my sister saw the birthday cake I made her, she screamed. (scary) |
| I was making French fries at home, and the smoke alarm went off. (oil) | When I was making cakes in the kitchen, my brother walked in and fell over. (drop) |
| I made coffee for my brother and when he drank it, he looked like he had eaten a lemon. (bitter) | I eat salad all the time, but I'm gaining weight. (much) |

Food for thought

UNIT 10, LESSON 6 LISTENING AND VOCABULARY (Audio script: extra activities)

1 10.8 Complete the conversation with the correct forms of the verbs from the box.

sugary drinks convenient eating habits tasty nutrition adverts portion sizes
ban weight gain fizzy drink diabetes healthy meals Statistics show banned
fast food better diet unhealthy junk food calories survey health problems

- Host:** Welcome to the show. Today, should children and teenagers be ¹ _____ from buying junk food? According to a recent ² _____ a lot of UK adults support the idea, and here to tell us all about it is Hala, an expert in ³ _____ and campaigner for youth rights from the organisation All Our Voices. Also joining us is teenager Laila, who has been encouraging schools in her local area to stop serving ⁴ _____ meals to students for the past two years. Hala, why is ⁵ _____ such a big problem?
- Hala:** I think we can all agree that ⁶ _____ and other sweets and snacks are ⁷ _____. Eating these foods from time to time isn't a big problem. However, we're eating far too much junk food in the UK. ⁸ _____ that more and more people are overweight this can cause a whole range of ⁹ _____ such as ¹⁰ _____. And sadly, we're seeing younger and younger children with these problems.
- Host:** That's really shocking. Do you think a ban would help the situation?
- Hala:** That's a good question. Two Mexican states, Oaxaca and Tabasco, are already doing this. Children and teenagers are banned from buying ¹¹ _____ and snacks with a lot of ¹² _____, such as crisps and sweets. We will have to wait to see the effects of the ban, but it almost certainly sends a powerful message to parents about how dangerous these foods can be.
- Host:** And your organisation thinks this should be adopted around the world?
- Hala:** Not exactly. I think we need to look more closely at how junk food is advertised. Research demonstrates that ¹³ _____ for junk food have a big influence on the food choices that young people make. Seeing a lot of adverts for junk food on TV and online increases the chance that they will then eat that food. Everyone at All Our Voices believes that banning children and teenagers from buying junk food would be very difficult to manage, but we are committed to finding other ways to improve the situation.
- Host:** Laila, you work hard to help young people eat a ¹⁴ _____. Do you support the ban?
- Laila:** Not at all! Many adults claim that a ¹⁵ _____ would stop young people from eating these foods, but I don't agree. Findings confirm that children and teenagers usually learn their ¹⁶ _____ from their parents. Many families eat junk food together, so banning the children from buying it doesn't change anything in this case. I imagine the ban would make a small difference for people like me and my friends who occasionally buy a chocolate bar or a ¹⁷ _____ – we wouldn't be able to do that anymore – but we're not really part of the problem.
- Host:** You have a lot of experience campaigning for better meals in schools. What do you think can be done to help the situation?
- Laila:** I agree with Hala that we need to reduce the amount of junk food adverts and have more ads for ¹⁸ _____. But I'd argue that education plays a bigger part. We need to teach people of all ages about healthy ¹⁹ _____ and what foods can lead to ²⁰ _____. But I think there's a much larger problem. Healthy food is nearly three times more expensive than unhealthy products. Experts suggest that some families eat a lot of junk food because of the cost. It's tasty, cheap and ²¹ _____. We need the government to help make food affordable for everyone.
- Host:** Thank you, Hala and Laila. We'll come back to you after a bit of music ...

2 Look at the expressions in bold in the conversation. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

نسخة قيد الإعداد والتجريب

Jordan

High Note

Grade 10

Semester 2

GRAPHIC ORGANISERS



CONTENTS

| RESOURCE | FOCUS | WHEN TO USE | TIME (MINUTES) |
|---|----------------------------------|--|----------------|
| 06 DO THE RIGHT THING | | | |
| Lesson 7 A for-and-against essay | Writing: A for-and-against essay | Before UNIT 6, LESSON 7A WRITING TASK, Ex. 8 | 15 |
| 07 IN THE SPOTLIGHT | | | |
| Lesson 7 A review of a play | Writing: A review of a play | Before UNIT 7, LESSON 7A WRITING TASK, Ex. 8 | 15 |
| 08 THE EVOLUTION OF ADVERTISING | | | |
| Lesson 7 An opinion essay | Writing: An opinion essay | Before UNIT 8, LESSON 7A WRITING TASK, Ex. 8 | 15 |
| 09 THE POWER OF NATURE | | | |
| Lesson 7 An article | Writing: An article | Before UNIT 9, LESSON 7A WRITING TASK, Ex. 9 | 15 |
| 10 FOOD FOR THOUGHT | | | |
| Lesson 7 A formal letter | Writing: A formal letter | Before UNIT 10, LESSON 7A WRITING TASK, Ex. 8 | 15 |

GRAPHIC ORGANISERS

TEACHER'S NOTES

Unit 6

6 A for-and-against essay

(Lesson 7 Writing)

Aim: to plan a for-and-against essay

Interaction: individual, pairs

Type of activity: pre-writing task

Time: 15 minutes

Materials: one worksheet per student

In class: **(1)** Tell students that they are now going to prepare for doing the Exercise 8 Writing Task on page 13 of the Student's Book. **(2)** Hand out the worksheet and ask them to read the text in the boxes. Tell them they can also look at the Writing box on page 13 to help them. **(3)** Give them time to make notes individually. **(4)** Put students in pairs and tell them to share their notes. Ask them if their arguments were the same or different and whether they learnt anything new. **(5)** Then ask them to make one suggestion to their partner about how to improve their plan. **(6)** Students then complete the Writing Task individually, in class or as homework.

Unit 7

7 A review of a play

(Lesson 7 Writing)

Aim: to plan a review of a play

Interaction: individual, pairs

Type of activity: pre-writing task

Time: 15 minutes

Materials: one worksheet per student

In class: **(1)** Tell students that they are going to prepare a draft for the Exercise 8 Writing Task on page 25 of the Student's Book. **(2)** Hand out the worksheet and ask them to read the text in the boxes. Tell them they can also look at the examples provided in the Writing box on page 25 to help them. **(3)** Give them time to make notes individually. **(4)** Put students in pairs and tell them to share their work. Ask them to make one suggestion to their partner about how to improve their plan. **(5)** Students then complete the Writing Task individually, in class or as homework.

Unit 8

8 An opinion essay

(Lesson 7 Writing)

Aim: to plan an opinion essay

Interaction: individual, pairs

Type of activity: pre-writing task

Time: 15 minutes

Materials: one worksheet per student

In class: **(1)** Tell students that they are now going to prepare for doing the Exercise 8 Writing Task on page 35 of the Student's Book. **(2)** Hand out the worksheet and ask them to read the text in the boxes. Tell them they can also look at the Writing box on page 35 to help them. **(3)** Give them time

to make notes individually. **(4)** Put students in pairs and tell them to share their notes. Ask them if their ideas were the same or different and whether they learnt anything new. **(5)** Then ask them to make one suggestion to their partner about how to improve their plan. **(6)** Students then complete the Writing Task individually, in class or as homework.

Unit 9

9 An article

(Lesson 7 Writing)

Aim: to plan an article

Interaction: individual, pairs

Type of activity: pre-writing task

Time: 15 minutes

Materials: one worksheet per student

In class: **(1)** Tell students that they are now going to prepare for doing the Exercise 10 Writing Task on page 47 of the Student's Book. **(2)** Hand out the worksheet and tell them they are going to write an article using the advice from the Writing box on page 47 to help them. **(3)** Give them time to make notes individually. **(4)** Put students in pairs and tell them to share their notes. Ask them to make one suggestion to their partner about how to improve their plan. **(5)** Students then complete the Writing Task individually, in class or as homework.

Unit 10

10 A formal letter

(Lesson 7 Writing)

Aim: to plan a formal letter

Interaction: individual, pairs

Type of activity: pre-writing task

Time: 15 minutes

Materials: one worksheet per student

In class: **(1)** Ask students to read the Exercise 8 Writing task on page 57 of their Student's Book. **(2)** Hand out the worksheet and check their understanding of the Writing tips. Tell them they can also look at the example language provided in the Writing box on page 57 to help them. **(3)** Ask them to read the text in the boxes and then give them time to make notes individually. **(4)** Put students in pairs and tell them to share their notes. Ask them to make one suggestion to their partner about how to improve their plan. **(5)** Students then follow the template provided to complete the Writing Task individually, in class or as homework.

A for-and-against essay

UNIT 6, LESSON 7 WRITING (A for-and-against essay)

- 1** Make notes in the boxes for each section of your article. Use the tips in the Writing box on page 13 of your Student's Book to help you.

| Claim | |
|-------------|--|
| Paragraph 1 | Introduction Begin with some general points, or say that an issue is controversial: <hr/> <hr/> End with a statement or question that mentions both sides of the issue: <hr/> <hr/> |
| Paragraph 2 | Arguments for Support your arguments with examples and reasons: <hr/> <hr/> <hr/> <hr/> |
| Paragraph 3 | Arguments against Support your arguments with examples and reasons: <hr/> <hr/> <hr/> <hr/> |
| Paragraph 4 | Summary Summarise the debate briefly and add your own opinion: <hr/> <hr/> <hr/> |

- 2** In pairs, share your notes. Were your arguments the same or different? Did you learn anything new from your partner's notes?
- 3** Can you give your partner one suggestion on how to improve their plan?

A review of a play

UNIT 7, LESSON 7 WRITING (A review of a play)

- 1** Make notes in the boxes for each section of your review. Use the tips in the Writing box on page 25 of your Student's Book to help you.

| | |
|---------------------|--|
| Introduction | <p>Give key information. Include the name of the play, author, actors and where and when it took place:</p> <hr/> <hr/> <hr/> <p>Begin with an interesting opening sentence:</p> <hr/> <hr/> <hr/> |
| Paragraph 1 | <p>Describe the performance. Mention the plot, the characters and the setting:</p> <hr/> <hr/> <hr/> <hr/> |
| Paragraph 2 | <p>Give your opinion on the acting, dialogue, directing, lighting, etc:</p> <hr/> <hr/> <hr/> <hr/> |
| Conclusion | <p>Summarise your opinions and make a recommendation:</p> <hr/> <hr/> <hr/> |

- 2** In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?

- 1** Make notes for your essay in the mind map. Use the tips in the Writing box on page 35 of your Student's Book to help you.

Paragraph 1 - Introduction
Summarise the topic and state your position:

Paragraph 2
Give your first reason for your opinion (provide a supporting argument and example):

When it comes to receiving presents, is it better to ask for what you want or to wait for a surprise?

Paragraph 3
Give your second reason for your opinion (provide a supporting argument and example):

Paragraph 4
Consider an opposite opinion (say why you disagree with it or how you feel about it):

Paragraph 5 - Conclusion
Summarise the main points of your essay and restate your opinion on the topic:

- 2** In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?

An article

UNIT 9, LESSON 7 WRITING (An article)

- 1** Make notes in the boxes for each section of your article. Use the tips in the Writing box on page 47 of your Student's Book to help you.

Title

Begin with an eye-catching title that makes the topic clear:



Introduction

Catch the reader's attention with an engaging introduction:



Body

Support your ideas with interesting examples and add humour:



Conclusion

Leave your reader with an instruction or an interesting question to think about:

- 2** Can you give your partner one suggestion on how to improve their plan?

A formal letter

UNIT 10, LESSON 7 WRITING (A formal letter)

- 1 Make notes in the boxes for each section of the main body of your letter. Use the language tips in the Writing box on page 57 of your Student's Book to help you.**

Purpose of the letter

Explain why you are writing and briefly describe the problem you want to raise.

Key points

1 Say why you are disappointed with the work of the current student council and give examples to support your view.

2 Include suggestions on how the council could be improved.

3 Encourage students to take part in the election campaign.

Conclusion

End your letter by summing up the content of your letter.

- 2 In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?**
- 3 Follow the template provided when you write your letter.**

Your address:

Recipient's address:

Date:

Salutation: _____

Purpose of the letter:

Explain why you are writing and briefly describe the problem you want to raise.

Key points:

1 Say why you are disappointed with the work of the current student council and give examples to support your view.

2 Include suggestions on how the council could be improved.

3 Encourage students to take part in the election campaign.

Conclusion:

End your letter by summing up the content of your letter.

Sign off appropriately:

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