

# Jordan High Note

Grade 12  
Semester 1

## Teacher's Book

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# Jordan High Note

## Grade 12 Semester 1

Teacher's Book



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# 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 metaphor for the course title comes from a music metaphor. Hitting a high note in a musical performance is more challenging and this in turn has come to mean the climax or successful moment in an experience – ending on a high note. The idea behind the metaphor is that the course helps students achieve a high note in their English studies, increasing their level of proficiency to end their secondary studies on a high note.

The course aims to bridge the gap between school reality 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)
- **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.

## 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 multitask very capably 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, texts 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](http://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

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 nine main teaching lessons; six main teaching lessons in the Student’s Book, and three for the Workbook.

- 5 topic-based units
- 2 *Life Skills* sections at the end of every second unit which teach 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)
- Word list at the end of the book with exercises activating key vocabulary and tips on how to learn new words
- *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.





- 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

[illegible]

## 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

- Teacher view of digital activities

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

- 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-to-use versions A and B



JORDAN HIGH NOTE UNIT WALKTHROUGH

Each Student's Book unit is divided into six lessons. It always starts with Vocabulary and Speaking (Lesson 1) and ends with Writing (Lesson 6). 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 one two-page 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.

LESSON 5A GRAMMAR

1 Read the extract from an online article. Why do you think this was the outcome of the experiment?

2 recent experiment asked participants how much of their income should be put aside for retirement. Before asking the question, they showed half the participants a photo of themselves. The researchers had had the photos digitally altered to make the people in them look older. Those participants who were shown the photos of themselves consistently chose to put more of their savings aside for their future selves.

3 The Passive

4 Look at the underlined phrases in the text in Exercise 1 and answer the questions.

5 1 What do all three phrases have in common grammatically?

6 2 How are they grammatically different?

7 3 THINK BACK In pairs, look at the underlined sentences from the text on page 31 and discuss why you think the Passive has been used in each case.

8 4 Match sentences 1-6 from Exercise 3 with reasons for using the Passive a-f.

9 5 a ☐ We are more interested in the action than who does it.

10 6 b ☐ The agent is unknown, irrelevant or so obvious we don't need to express it.

11 7 c ☐ We want to avoid personal responsibility or blame.

12 8 d ☐ We want to sound more objective or talk about general opinions.

13 9 e ☐ We often put information that we know about at the beginning of a sentence and new information at the end of it.

14 10 f ☐ It is better not to start a sentence with a long complex subject.

15 Grammar Reference > pages 68-69

16 5.10 PRONUNCIATION Listen to six sentences and write down how many words you hear in each sentence (contractions such as I've count as two words). What do you notice about the pronunciation of the verb to be? Listen again and repeat.

17 6 Complete a text about Economics with the Passive form of the verbs in brackets in the correct tense.

18 VERSATILE CAREER OPTIONS

19 Economics is about much more than money and the skills that can 1 (develop) from studying it, like an analytical mind and a strong economic awareness of the world, may 2 (transfer) to numerous industries. During the course, you 3 (require) to employ critical thinking skills (for example interpretation, evaluation, inference, problem solving and decision making) so be prepared for a lot of challenges, but it is worth the effort. It 4 (find) that Economics graduates earn more than any other graduates, apart from those who 5 (award) a medical degree. After having completed their studies, they may 6 (employ) in business, industry, education or the civil service. Economists 7 (often/perceive) as game-changers in many industries, which makes the job pretty exciting, contrary to popular belief.

20 7 Study Watch Out! and choose the best way of continuing the sentences.

21 1 Behavioural Economics is well worth studying.

22 2 a Good decisions are made in all areas of life when people use it.

23 3 b It is used for making good decisions in all areas of life.

24 4 2 A new role is being created in my department.

25 5 a Sameer will probably be given the job.

26 6 b The job will probably be given to Sameer.

27 7 3 My brother is an economist.

28 8 a He has just been awarded a promotion.

29 9 b A promotion has just been awarded to him.

30 10 4 Despite the promotion, he was not entirely happy.

31 11 a A bigger pay rise had been promised to him.

32 12 b He had been promised a bigger pay rise.

33 WATCH OUT!

34 In passive sentences where the verbs have two objects (e.g. give, show, tell, lend, promise, buy, etc.) either object can come at the beginning. We usually put the 'new' information at the end.

35 8 Rewrite the sentences using the Passive where appropriate. In pairs, discuss and explain your choices.

36 1 The fact that he had already spent good money on the ticket convinced him to stay.

37 2 An unknown person had added too much salt to the food.

38 3 People are hardly ever aware of their unconscious biases.

39 4 People believe that animals never fall into the trap of the sunk-cost fallacy, only humans.

40 5 I made a terrible mistake.

41 6 A cost-benefit analysis is more complex than a list of pros and cons.

42 9 Choose the best options to complete the text.

43 Economics. Why bother?

44 You may think that the only time you use economics / economics is used is when you're trying to decide which pair of jeans you can afford, or when you're saving for a special holiday. However, far less a basic knowledge of economics is required / you require at least a basic knowledge of economics for many areas of our lives, not just financial decisions.

45 It is often said / People often say that in economics the majority is always wrong. Through studying economics "people teach us / we are taught how to make better decisions than we might otherwise. Our unconscious biases and tendencies have to be taken into account / We have to take our unconscious biases and tendencies into account, and it's difficult to do that if no one has ever made us aware of them. The transferable skills which teachers teach us / we are taught in Economics make it a great foundation for many careers.

46 10 SPEAKING In pairs or small groups, discuss the questions.

47 1 Do you agree that everyone should be taught basic economics? Say why.

48 2 What transferable skills do you think could be learnt from other academic subjects, e.g. History?

49 Now go to Workbook page 25 for the next lesson.

50 1 I can use the Passive to focus on the action and be more objective.

51 LESSON 4B GRAMMAR

52 Continuous and perfect tenses

53 1 Match sentences 1-10 with their meanings a-j.

54 1 I've been trying to work for hours now.

55 2 He'd been sitting there for hours. It was time to go.

56 3 I'm learning to ski.

57 4 By August, I'll have been living here for two years.

58 5 Next time I see you, I will have had my hair cut short.

59 6 I've built up a lot of muscle.

60 7 The water was pouring down the side of the bath.

61 8 This time tomorrow, I'll be flying over the Atlantic.

62 9 I can't exercise because I've broken my leg.

63 10 I had been there before.

64 a a temporary situation in progress now

65 b an action that will be in progress at a specific time in the future

66 c an action in progress up to the present moment

67 d an action in progress before a certain point in the past

68 e an action completed at a non-specified time before now

69 f a recent action with a result in the present

70 g an action in progress up to a certain time in the future

71 h an action that will be completed before a certain point in the future

72 i an action in progress at a certain time in the past

73 j a completed action which happened before a certain point in the past

74 2 Choose the correct options to complete the sentences.

75 1 I've been trying to call you all day / several times.

76 2 You've kept that the third time you've run / been running this week.

77 3 Have you been eating a lot of fruit last week / this week?

78 4 How many glasses of water had you drunk / had you been drinking by midday today?

79 5 You've been sitting / You've sat at that desk for hours. Get up and move about a bit!

80 6 I couldn't believe it when I saw Osama - we'd just been talking / we'd just talked about him.

81 3 \*\* Complete the sentences with the correct Present Perfect Simple or Present Perfect Continuous forms of the verbs in brackets.

82 1 It has been raining (rain) all day. I'm fed up with it.

83 2 I have (have) a headache ever since I woke up this morning.

84 3 I hope you will wait (not wait) long.

85 4 How long have you been (be) ill?

86 5 How long have you been (feel) sick?

87 6 He feels terrible because he has been eating (eat) sweets all morning.

88 7 Someone has eaten (eat) my sandwich - they've taken a big bite!

89 8 She's too laid-back about her work - she hasn't been talking (chat) on the phone most of the day.

90 5 Unit 1, Lesson 4A Continuous and perfect tenses

91 Continuous tenses

92 We use the Present Continuous to talk about:

93 • actions in progress at the time of speaking: *All is having a shower right now.*

94 • temporary situations in progress now: *I'm playing a lot of football.*

95 • changes and developments: *We're becoming tired of the boy's lies.*

96 We also use the Present Continuous with always or continually when something unexpected happens very often. This sometimes, but not always, indicates annoyance: *She's always disturbing me when I'm on the phone.*

97 We use the Past Continuous to talk about:

98 • actions or activities in progress at a specific time in the past: *This time last year I was painting my bedroom.*

99 • longer actions interrupted by a shorter past action: *She was doing an online personality quiz when her boss walked into the room.*

100 We use the Future Continuous:

101 • to predict something in progress at a point in the future: *Six months from now we'll be studying in different cities.*

102 • to talk about something that is expected to happen: *You'll all be coming back here in one year's time.*

103 • to ask politely about someone's plans: *Will you be coming to the meeting after the show?*

104 Perfect tenses

105 We use the Present Perfect Simple to talk about:

106 • completed past actions that happened at an unspecified time: *I've visited many European cities in my life.*

107 • recent actions with a present relevance / result: *We've recently discovered a fabulous new restaurant. Let's go there tomorrow.*

108 • states or actions that began in the past and continue up to now: *She's been a translator for a few years.*

109 • recent actions where we focus on the result, not the activity: *Adnan's published a book about horses.*

110 We use the Past Perfect Simple to describe:

111 • actions or states that happened before a specific past time: *It was strange because she'd bought lots of apples the night before and when she entered the kitchen there was only one.*

112 • a clear sequence of events. We use the Past Perfect for the earlier action: *As soon as I'd heard the news, I went round to their house.*

113 We use the Future Perfect Simple to talk about an action that will be completed before a particular time in the future: *Next time I see you, you will have completely changed your eating habits!*

114 We use the Present Perfect Continuous to focus on the continuity of:

115 • actions that began in the past and continue to the present: *They've been running for more than an hour.*

116 • recent actions where we focus on the activity, not the result: *I've been sending off job applications.*

117 We use the Past Perfect Continuous to talk about continuous actions or situations which happened before a specific time in the past: *I had been keeping quiet about my running, and then I won the race.*

118 We use the Future Perfect Continuous to talk about something continuing up to a certain point in the future: *By the end of this month we'll have been writing this book for two years.*

119 Mind the trap!

120 Will can be used like must to make deductions.

121 A: Why isn't she back yet?

122 B: Don't worry. She'll have been working late. She'll have got stuck in traffic. She'll be sitting in a traffic jam.

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

124 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.
- There are extra exercises activating the word lists and tips on how to best memorise new words.

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 Active Vocabulary boxes support students in learning new vocabulary. In the Vocabulary and Speaking lessons, Active Vocabulary boxes draw students' attention to the intricacies of some of the key lexical areas taught in the lesson, such as idioms, compound nouns, collocations and phrasal verbs, and help pre-empt frequent errors.

5 Clearly organised word lists at the back of the book include all the explicitly taught vocabulary from the unit. All entries are recorded, which facilitates pronunciation practice.

### 01 Identity

**1 VOCABULARY** Personality (compound adjectives, fixed expressions, idiomatic phrases), verbs for thinking and understanding

**2 GRAMMAR** Continuous and perfect tenses

**3 LISTENING** Understanding the main points of complex texts

**4 SPEAKING** Keeping conversations going

**5 READING** Understanding an article about language

**6 WRITING** A blog post about the past

**7 VIEWING AND PRESENTING** Psychometric testing, habits

#### THE PERSON I KNOW BEST?

How well do we know ourselves? Do we understand what makes us tick? Take a moment to stop and think about the things that define us.

**INTERESTS**  
Some people easily pursue their passions. They've always been wild about reading or football. But what if we are not really sure what our thing is? Maybe we could think about the times in the last few weeks when we have felt absorbed by something, or remember the things we used to get a kick out of when we were children. They might turn into a lifelong hobby or even a career.

**VALUES**  
What values do we set great store by? Do we prize spontaneity or stability? Are we rather laid-back or strong-willed? How crucial is commitment? How highly do we rate togetherness over frankness? When we know this, we can consider whether the choices we make are in line with these values.

**POSSESSIONS**  
What kind of car would we ideally plump for? These sorts of decisions can also say a lot about us. Or maybe we are not that into possessions themselves, but have a small collection of items with real sentimental value. The things we surround ourselves with can also define us, which is why we might find new friends checking out our books or photograph collection.

**CIRCLE**  
Who do we choose to spend time with? Our 'circle' is a key part of our identity. We like hanging out with like-minded people. If you haven't found your circle yet, be more open-minded – get out there, try some new things and meet some new people. When we know these things, it's easier to be ourselves and to find careers and the circle that we really click with.



### LESSON 1A VOCABULARY AND SPEAKING

**1 1.1** Which aspects of identity are shown in photos A–D? Listen to three people being asked to describe themselves. What aspects of their identity does each person mention?

**2** THINK BACK In pairs, decide which adjectives in the box describe each speaker from Exercise 1.

Capable compassionate dedicated  
defensive enthusiastic passionate  
resilient self-aware tough trustworthy  
underconfident

**Compound adjectives (personality)**

**3 1.2** Match the words from box A with the words from box B to make compound adjectives. Listen to the recording again and decide which adjectives you would use to describe the speakers.

**A** absent forward high highly kind laid like narrow strong thin tight

**B** back fished hearted looking minded (x5) skinned spirited strung willed

**4 ACTIVE VOCABULARY | Compound adjectives**  
A compound adjective is made up of more than one word, but describes a single idea. There are many possible ways of forming compound adjectives:

- adjective + adjective, e.g., red-hot
- adverb + adjective, e.g., hard-working, forward-looking
- noun + adjective, e.g., lifelong, world-famous
- adjective + noun, e.g., full-time, cutting-edge
- adjective + gerund, e.g., good-looking
- adverb + past participle, e.g., highly strung
- noun + gerund, e.g., eye-catching
- noun + past participle, e.g., olive oil-based
- prefix + adjective, e.g., underconfident, overcooked

**5 SPEAKING** Would you use the adjectives from Exercises 2 and 3 to describe yourself? Why/Why not?

**6** Read the article about identity on page 4. In pairs, discuss the questions.

**7** Why is it important to get to know yourself?

**8** Which of the four elements of identity do you find most important? Say why.

**Personality adjectives and values**

Make nouns from the adjectives in the box. Use a dictionary if necessary.

assertive discreet humble inclusive  
merciful sincere

**Fixed expressions**

**8** Match the highlighted expressions from the text with the definitions.

**1** Feel excitement and enjoyment  
get a kick out of

**2** Not be very keen on something

**3** Match with

**4** Makes us behave in a certain way

**5** Hit it off with someone

**6** Reveal our traits

**7** Be crazy about something

**8** Choose

**9** Consider something to be important

**9** Look at the highlighted expressions again and complete the questions with no more than four words in each gap. Then discuss them in pairs.

**1** Would you \_\_\_\_\_ a day out or a day in bed? Say why.

**2** Can your clothes \_\_\_\_\_ you? Why/Why not?

**3** What cartoon characters were you \_\_\_\_\_ as a kid?

Now go to Workbook page 4 for the next lesson.

I can use compound adjectives to talk about personality.

### Word List

**Unit 1**

**LESSON 1 VOCABULARY AND SPEAKING**

**1.1.1**

absent-minded (adj) /əbsentˈmaɪndɪd/

assertive (adj) /əˈsɜːtɪv/

assertiveness (n) /əˈsɜːtɪvɪs/

be in line with (something) /biː ɪn ˈlaɪn wɪθ/

be into (something) /biː ɪntə/

be wild about (something) /biː waɪld əˈbaʊt/

capable (adj) /ˈkæpəbəl/

click with (somebody) /ˈkɪk wɪθ/

compassionate (adj) /kəmˈpæʃənət/

dedicated (adj) /ˈdedɪkətɪd/

defensive (adj) /dɪˈfensɪv/

discreet (adj) /dɪˈskriːt/

discretion (n) /dɪˈskrɪʃən/

enthusiastic (adj) /ɪnˈθjuːziæstɪk/

forward-looking (adj) /ˈfɔːwəd ˈlʊkɪŋ/

get a kick out of (something) /get ə ˈkɪk aʊt ɒv/

highly strung (adj) /haɪli ˈstrʌŋ/

high-spirited (adj) /haɪ ˈspɪrɪtɪd/

humble (adj) /ˈhʌmbəl/

inclusive (adj) /ɪnˈkluːsɪv/

inclusiveness (n) /ɪnˈkluːsɪvɪs/

inclusivity (n) /ɪnˈkluːsɪvəti/

kind-hearted (adj) /kaɪnd ˈhɜːtɪd/

laid-back (adj) /leɪd ˈbæk/

like-minded (adj) /laɪk ˈmaɪndɪd/

merciful (adj) /ˈmerʃəfəl/

mercy (n) /ˈmerʃi/

narrow-minded (adj) /ˈnærəʊ ˈmaɪndɪd/

passionate about (something) (adj) /ˈpæʃənət əˈbaʊt/

plump for (v) /plʌmp fɔː/

resilient (adj) /rɪˈzɪliənt/

say a lot about (somebody) /seɪ ə ˈlɒt əˈbaʊt/

self-aware (adj) /self əˈweə/

set great store by (something) /set ɡreɪt ˈstɔː baɪ/

sincere (adj) /sɪnˈsɪə/

sincerity (n) /sɪnˈsɪərəti/

strong-willed (adj) /strɒŋ ˈwɪld/

thin-skinned (adj) /θɪn ˈskɪnd/

tight-fisted (adj) /taɪt ˈfɪstɪd/

tough (adj) /tʌ/

trustworthy (adj) /ˈtrʌstwɜːði/

underconfident (adj) /ˌʌndəˈkɒnfɪdənt/

what makes us tick /wɒt ˈmeɪks əs ˈtɪk/

**LESSON 2 SPEAKING AND VOCABULARY**

**2.1.2**

cold fish (n) /kəʊld ˈfɪʃ/

dark horse (n) /dɑːk ˈhɔːs/

go-getter (n) /ɡəʊ ˈɡetə/

keep yourself to yourself /kiːp jɔːself tuː jɔːself/

mover and shaker (n) /muːvər ənd ˈʃeɪkə/

smart alec (n) /smɑːt ˈleɪk/

smart cookie (n) /smɑːt ˈkʊki/

social butterfly /ˈsəʊʃl ˈbʌtəflaɪ/

soft touch (n) /sɒft ˈtʌʃ/

**LESSON 3 LISTENING AND VOCABULARY**

**3.1.1**

destiny (n) /ˈdestəni/

disposition (n) /dɪspəˈzɪʃən/

hereditary (adj) /ˈherɪdɪtəri/

imply (v) /ɪmˈplaɪ/

moulded (adj) /ˈməʊldɪd/

nurture (n) /ˈnʊrtʃə/

offspring (n) /ˈɒfspɪŋ/

oversimplification (n) /ˌəʊvəˈsɪmplɪfɪkəʃən/

proponent (n) /prəˈpəʊnənt/

trait (n) /treɪt/

vulnerability (n) /vʌlnərəˈbɪləti/

**Unit 2**

**LESSON 1 VOCABULARY AND SPEAKING**

**1.1.1**

backpedal (v) /ˈbækpedl/

be plain sailing /biː pleɪn ˈseɪlɪŋ/

drive (somebody) up the wall /draɪv (sʌmbədɪ) ʌp ðə ˈwɔːl/

driving force behind (something) /draɪvɪŋ fɔːs biːhaɪnd (sʌmθɪŋ)/

go downhill /ɡəʊ ˈdaʊnhɪl/

hobble (v) /ˈhɒbəl/

in the same boat /ɪn ðə ˈseɪm ˈbəʊt/

lurch (v) /lɜːʃ/

shuttle (v) /ˈʃʌtl/

stagger (v) /ˈstæɡə/

steer clear of (something) /stiə ˈkleə ɒv/

stride (v) /straɪd/

stumble (v) /ˈstʌmbəl/

surge (v) /sɜːʒ/

take (somebody) for a ride /teɪk (sʌmbədɪ) fɔː ə ˈraɪd/

wobble (v) /ˈwɒbəl/

**LESSON 2 READING AND VOCABULARY**

**2.1.2**

align (v) /əˈlaɪn/

bolt (v) /bɒlt/

catch (somebody's) eye /kætʃ (sʌmbədɪ) ɪ/

collide (v) /kəˈlaɪd/

drag (v) /dɹæɡ/

fall into step beside/with (somebody) /fɔːl ɪntə steɪp bɪˈsaɪd/wɪθ (sʌmbədɪ)/

forge (v) /fɔːʃ/

give (somebody) licence /ɡɪv (sʌmbədɪ) ˈlaɪsəns/

glance (v) /ɡlɑːns/

grasp (v) /ɡræsp/

handful (n) /ˈhændfʊl/

sweep along (phr v) /swiːp əˈlɒŋ/

thunder (v) /ˈθʌndə/

umpteenth (n) /ˌʌmpˈtiːn/

**LESSON 4 LISTENING AND VOCABULARY**

**4.1.2**

brag about (something) /bræg əˈbaʊt/

knock-on effect /ˈnɒk-ɒn ˈefekt/

leave your mark /liːv jə ˈmɑːk/



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.

LESSON 2A  
READING AND VOCABULARY

1

1 Study Active Reading. Then, look at the underlined words A-G in the text and decide what type of reference devices they are.

ACTIVE READING | Understanding reference devices  
Reference devices are often used to avoid repetition. They can refer back to earlier information or forward to information that will come up later.  
The most common reference devices are:  
• pronouns and possessive pronouns, e.g., you, your, yours, he, him, his, it, its  
• indefinite pronouns, e.g., something, anything, everything, no one  
• relative pronouns: e.g., who, whom, which  
• demonstratives: e.g., this/that, these/those  
• determiners: e.g., another, other  
• the words: anyone/anyone  
**Referring back**  
As a child, I loved the sudden rush of air when a tube train was approaching. It would fill me with excitement.  
I usually got on the last car of the train. I go for that one because it's mostly nearly empty.  
**Referring forward**  
Although she hated travelling by tube, Mada decided that it would be the fastest way home.  
Sometimes reference is made by stating something which is then explained, exemplified or clarified in the following sentence(s), e.g., the atmosphere inside the tube was terrible. There seemed to be no air at all.

2

2 Match the highlighted words from the text with their synonyms.

1 pulled dragged

2 crashed into

3 spreading out

4 went slowly

5 went down

6 rushing

7 slipped

LESSON 2B  
READING AND VOCABULARY

3

3 Read the extract again. Match sentences A-G with gaps 1-7 in the text.

A They reminded him of his grandparents back on the farm.

B He assumed he'd be unable to board this train and would have to wait for the next one, but somehow he managed to squeeze on at the last minute.

C He checked his phone for the eighth time to confirm the route: northbound to a stop called Les Corts, then walk about ten minutes to the stadium.

D As they passed Mada, they smiled at him.

E He watched the horses and wondered about their lives.

F On any given day, he never saw more than a handful of people.

G Many, including Mada, struggled to keep their balance with nothing at all to hold onto.

4

4 Look at the words in bold and decide what their literal meaning is. Then discuss their figurative meaning in phrases 1-8.

1 made his way

2 swept along with the crowds

3 fell into step

4 milling around

5 thundered past

6 forged ahead

7 fed its fasting

8 caught his eye

5

5 REFLECT | Society in pain, discuss how important you think it is for people to have experiences that are outside their comfort zone. Think about:  
• visiting a non-tourist area of a town or city.  
• sampling food never tasted before.  
• switching off phones while travelling.

6

6 SPEAKING | In pairs, discuss the questions.

1 What do you think happens next in the story?

2 If you were in a similar situation, would you have spoken to people around you or stayed silent? Say why.

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.

WORKBOOK

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

LESSON 4A LISTENING AND VOCABULARY

1

1 5.8 Listen to a radio phone-in where four people describe how they motivate themselves. Answer the questions.

1 What are they trying to motivate themselves to do?

2 What method do they use to motivate themselves?

2

2 5.9 Study Active Listening. Then listen to six word clusters and write down what you hear.

ACTIVE LISTENING | Recognising word clusters in fast speech  
In more careful speech, we can identify specific rules for the way words run together e.g., elision, assimilation or intrusion. However, in faster speech, these rules may not apply, and the sounds in words are changed. This can make them difficult to recognise and understand.

3

3 5.10 Listen to the word clusters in more context. Can you understand them better now? Say why.

4

4 5.8 Listen to the radio phone-in from Exercise 1 again. Match each speaker with the aspect of their personality which prevents them from making progress.

Speaker: 1 ☐ 2 ☐ 3 ☐ 4 ☐

a being easily distracted

b being disorganised

c having little self-belief

d being unable to maintain motivation

e being overambitious

f being overly self-critical

5

5 Now match each speaker with the disadvantage of the method they use. There are two extra options.

Speaker: 1 ☐ 2 ☐ 3 ☐ 4 ☐

a it requires a constant fresh supply.

b it wastes valuable time.

c it can be very expensive.

d the method is rather complicated.

e it can undo what you're trying to achieve.

f choosing a suitable partner is vital.

6

6 Complete the sentences from the recording with prepositions.

1 After a few weeks, I ran \_\_\_\_\_ steam and stop.

2 Someone who would think \_\_\_\_\_ me from time to time.

3 Someone to put you \_\_\_\_\_ the back \_\_\_\_\_ your achievements.

4 I'm really \_\_\_\_\_ going, it sounds great.

5 I'd love to go abroad \_\_\_\_\_ a change.

6 I know that there's a lot \_\_\_\_\_ stake.

7 \_\_\_\_\_ personal experience, I know that ...

8 I can sometimes \_\_\_\_\_ faith \_\_\_\_\_ myself.

9 One of my favourite motivational quotes \_\_\_\_\_ fair is ...

10 We have to be willing to step \_\_\_\_\_ our comfort zone.

7

7 Replace the underlined parts of the sentences with the prepositional phrases from Exercise 6. Make any necessary changes. Then ask and answer the questions.

1 Why do you think people are often reluctant to do something different?

2 If you were trying to learn a new skill, but losing motivation, what could you do to get the motivation back?

3 Who is the first person you would tell about an achievement, so they could congratulate you on it?

4 What would you be interested in doing: learning to drive or learning to ski? Say why.

8

8 SPEAKING | Do you agree with the final speaker? Why/Why not?

Now go to Workbook page 48 for Lesson 4B.

12 INTRODUCTION



## SPEAKING

The Speaking lessons in the Student's Book prepare students for everyday interactions such as participating in conversations, being polite, giving instructions, 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 Listen to some students discussing a trip. Then answer the questions.

- Where do they decide to go and why?
- Which suggestion would you go for? Say why.

2 Study the Speaking box. Then listen again and complete the phrases.

#### SPEAKING | Considering options

##### Considering alternatives

There's a lot to be <sup>1</sup> for ...

But on the other hand, ...

There are a lot of points in <sup>2</sup> of ...

You have to consider the fact that ... and likewise with this option, there are some drawbacks too.

Alternatively, we could put <sup>3</sup> the idea of ...

Well, you could <sup>4</sup> that ...

##### Giving preferences

I'd go for ... anytime!

Oh, a canal trip - no <sup>5</sup> ! Definitely!

It's pretty clear cut to me that ...

On balance, I'd say ...

No two ways about it, my choice would be ...

I'm split between ... and ...

I'm in two <sup>6</sup> here.

There are pros and cons for each.

If you really wanted to <sup>7</sup> me down, I'd probably say ...

3 In pairs, discuss the pros and cons of the following topics, using the phrases from the Speaking box.

- Tourists going on last chance holidays.
- Holidaying in your own country instead of visiting other countries.
- Holidaying in a large group or a small one.

4 Work in pairs. Choose a quotation to use in a talk about the benefits of travelling. Prepare a short presentation.

“Travelling leaves you speechless, then turns you into a storyteller.”  
Ibn Battuta

“Fill your life with experiences, not things. Have stories to tell, not stuff to show.”  
Anonymous



The Great Barrier Reef

I can consider and compare alternatives when talking about tourism.

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## 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 up 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 6A WRITING AND VOCABULARY | An email of complaint

1 In pairs, discuss how an email complaining about a bad holiday experience to a friend, and to the company responsible might differ in language. Then read emails A and B and check your ideas.

A Hi Amer,  
What a nightmare journey! As you know, we were getting a coach to the airport - save on some money - and it didn't get off to a great start! Coach was half an hour late picking us up. Rain was forecast - and guess what - while we were waiting, down it came! In buckets! The next thing that went wrong was on the coach itself. You know how cold it was on Thursday? Well, the heating on the coach stopped working after ten minutes. How we didn't all catch our death of cold sitting there in our wet clothes I'll never know! Then to top it all, there was engine trouble and the coach stopped on the motorway! We had to wait another hour for a replacement coach to arrive and then luckily we just managed to catch the plane by the skin of our teeth! Talk about cutting it fine. And not an apology from anyone! Will tell you more when I'm back.  
M

B Dear Sir,  
I am writing to complain about a journey my family and I recently made on one of your coaches. Although your company had been recommended to us as reliable and offering good value for money, the service definitely did not meet our expectations. We had booked the coach to arrive at 8.15 which would have enabled us to arrive at the airport in good time for our flight to Italy. We were disappointed when the coach failed to arrive on time. In fact, it was in excess of 30 minutes late. The driver admitted to having first gone to a completely different pick-up point. The second issue was with the heating system on the coach. You may remember that last Thursday was a particularly cold morning. Unfortunately, the coach's heating system was faulty and did not work properly for the majority of our journey. Finally, to our utter disbelief, the coach suffered an engine problem and broke down on the motorway. This could not be repaired by roadside assistance and necessitated the driver arranging a replacement coach to take us the final ten kilometres. What was, in my view, completely inexcusable, was that at no time were we offered an apology of any kind, either by the driver on the day, or by the company in the days that followed. I would like to express in the strongest terms, how deeply disappointed we were with your company's service. Not only was it clear that the coach had not been properly serviced, but also that sufficient care had not been taken over administrative matters, such as ensuring the driver had the correct address. While we were extremely fortunate in that we reached the airport just in time to catch our flight, we believe we should receive monetary compensation for the inconvenience we suffered and the disruption to the smooth running of our journey. Obviously, we hope that your coach service will be drastically improved for future customers.  
Yours faithfully,  
Malek Alhayek



2 Find formal equivalents for the following phrases in email B.

- It didn't arrive on time.
- More than 30 minutes late.
- The next thing that went wrong was ...
- You know that ...
- To top it all ...
- Not an apology from anyone.
- Luckily ...
- By the skin of our teeth ...

3 Study the Writing box and add an example for each point from email B.

#### WRITING | An email of complaint

- Use clauses of concession to give balance. Although a short delay might be acceptable, ...
- Use passives to be less direct and more formal. We were only informed of the timetable change ...
- Remain polite and be assertive but not aggressive. I would like to emphasise that treatment such as this cannot be tolerated.
- Use emphasis to strengthen your position. Never have I experienced such discomfort.
- Use initial comment adverbs: realistically, ultimately, the fault lies with the supplier.

4 Complete the adverb-adjective collocations from email B with the correct words.

- deeply
- drastically
- completely

5 Complete the collocations in the sentences with words from the box. There may be more than one possibility.

- flawed inaccurate mistaken obvious opposed overstated unjustified
- If you think I'm not willing to take my complaint further, you are gravely opposed.
  - The information I received about flight departure times was wildly inaccurate, leading to me missing my plane.
  - The whole process of delivery was fundamentally flawed, resulting in my new phone taking two months to arrive.
  - I found the quality of the shoes bought to be vastly inferior to the ones I had ordered.
  - Please understand that I am vehemently opposed to travelling with your company again after the way I was treated.
  - The way I was spoken to by the assistant was wholly inappropriate and I was treated as a problem rather than a customer.
  - I think it is blindly obvious that there is a serious issue with your system.
- 6 You go on a trip organised by a ferry company. Read the notes about the experience. In pairs, discuss how you would plan your email of complaint.
- both crossings delayed with NO explanation or apology
  - room - v. noisy, dirty, no wi-fi
  - free hotel bus - every three hours!
  - excursion - no translator, four hours and nowhere to have refreshments
  - got ill after eating meal on return crossing
  - request refund

7 WRITING TASK Use your notes from Exercise 6 to write your email of complaint. Use the Graphic Organiser to help you plan your writing.

I can write an email of complaint.

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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 can be set for homework or self-study.

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

4 Writing exercises are based on the most frequent exam task types.

5 The *Self-assessment* page provides an opportunity for students to assess their progress and reflect on their learning.

02 Revision

1

VOCABULARY AND GRAMMAR

1 Complete the sentences with the correct form of the words in brackets.  
1 The punctuality of the train service has been going \_\_\_\_\_ (hill) since the beginning of this year.  
2 The increase in airline taxes is \_\_\_\_\_ (just) and should definitely not be implemented.  
3 The design of the building was \_\_\_\_\_ (fundamental) flawed, which caused many problems during the building phase.  
4 We had to \_\_\_\_\_ (come) a lot of hurdles when setting up our travel website, but now it's doing well.  
5 In my opinion, the new car model is \_\_\_\_\_ (rate) because it isn't as reliable as the previous one.  
6 Surely, it's \_\_\_\_\_ (blind) obvious that we cannot reduce car emissions quickly.

2 Rewrite the sentences using the phrases in the box.  
At no time    In no way    Little did he know  
No sooner    Only when    Under no circumstances  
1 I wouldn't lie to you whatever the situation.  
2 I didn't change platforms until I saw the sign.  
3 We had just set off for Dubai when the car broke down.  
4 I have never had a problem with my passport.  
5 He had no idea that the plane was already boarding.  
6 The cyclist was definitely not to blame for the accident.

3

3 Rewrite the sentences in two ways starting with the words given.  
1 I just can't understand the cost of space research.  
What \_\_\_\_\_  
It \_\_\_\_\_  
2 I meant to send the query to Samia, not Sam.  
The person \_\_\_\_\_  
It \_\_\_\_\_  
3 We need to check the insurance cover for winter sports before we book.  
What \_\_\_\_\_  
It \_\_\_\_\_

USE OF ENGLISH

4 Choose the correct words a-c to complete the text.  
**Education for all**  
Recently, the rising cost of university education has caused an \_\_\_\_\_ from students and parents. The high prices of entry are widely seen as a significant \_\_\_\_\_ for families to overcome, particularly for those from disadvantaged backgrounds which has a knock-on \_\_\_\_\_ on the \_\_\_\_\_ for their employment opportunities later in life. Fortunately, Chesterford college has made a \_\_\_\_\_, in providing affordable courses by mixing classroom teaching with home study online. The \_\_\_\_\_ has been that enrolment has increased and the \_\_\_\_\_ for students has decreased. Now that is something for the college to really \_\_\_\_\_ about!  
1 a outcry    b outlay    c outlook  
2 a getaway    b breakthrough    c hurdle  
3 a mark    b door    c effect  
4 a cutback    b outlook    c outlay  
5 a breakthrough    b downhill    c setback  
6 a outcome    b getaway    c outcry  
7 a mark    b outlay    c outcome  
8 a knock    b share    c brag

3

LISTENING

5 You are going to hear three short conversations. For questions 1-6, choose the answer A, B or C which fits best according to what you hear.  
1 You hear a married couple talking about their son.  
1 The man and woman have different opinions about:  
A the speed of cars at that time of day.  
B their son's cycling skills.  
C the poor air quality on the cycle paths.  
2 When talking about dangers to cyclists, the man and woman disagree about:  
A the seriousness of the problem.  
B the best solution to the problem.  
C whose fault the problem is.  
3 You hear a married couple at an airport security check.  
3 According to the woman, the machine:  
A should have been installed in every airport by now.  
B won't cause any problems to their possessions.  
C will save time for travellers in the future.  
4 The woman mentions her shoes:  
A as part of an explanation.  
B as a complaint about their quality.  
C as a criticism of the way the security personnel perceive them.

3 You overhear a married couple talking about a future holiday plan.  
5 From what the woman says about flyskam (flight shame), we can understand that:  
A it was an idea invented by environmental campaigners.  
B although popular in theory, the idea hasn't led to any significant changes in behaviour yet.  
C it's an idea that has been around since before people began to be concerned about the environment.  
6 The woman makes a promise about:  
A reducing the time spent travelling.  
B preparing food for the journey.  
C making sure the journey is not stressful.

7 You travel regularly to school by train and have a monthly pass. Recently, there have been a lot of cancellations and delays to the services, and the trains that do run are always very crowded. Write an email of complaint to the director of the railway company explaining the problem and how it has affected you. In your complaint, ask for a discount on your next pass in recognition of the poor service.

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02

Self-assessment

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 verbs and idioms related to movement to talk about travelling.	Student's Book pp. 14-15	
2 I can understand reference devices and talk about public transport.	Student's Book pp. 16-17	
3 I can use inversion and cleft sentences to add emphasis.	Student's Book pp. 18-19	
4 I can identify specific information in a conversation and talk about space.	Student's Book p. 20	
5 I can consider and compare alternatives when talking about tourism.	Student's Book p. 21	
6 I can write an email of complaint.	Student's Book pp. 22-23	

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 learnt and most want to remember	Expressions and phrases I liked

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## 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.

The *Culture Spot* lessons provide 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.

**LIFE SKILLS**

### How to think critically about food choices



**1** Look at photos 1–4. Which is the healthier option? Say why.

- Cereal bar or dark chocolate bar?
- Regular peanut butter or reduced-fat peanut butter?
- Veggie crisps or popcorn?

**2** Complete the advice in the Life Skills box with 1–5 words in each gap. Then read the advice again and check.

**LIFE SKILLS**

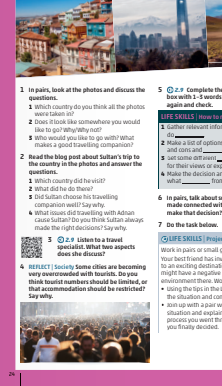
**4 DEBATE** In groups, discuss the question. Use the arguments below to help you.

What are the pros and cons of introducing a tax on junk food?

**FOR**

- Would encourage people to eat less sugar, salt and fat.
- Could encourage manufacturers to make food healthier.
- Tax could be spent on healthcare.

03-04

**LIFE SKILLS** How to make a good decision[illegible][illegible]

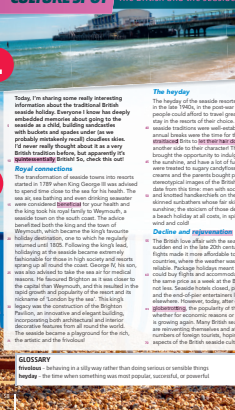
**01-02** Poorer people are likely to be taxed

Exercise is as important as healthy eating.

[illegible]

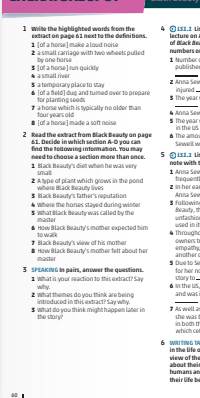
## CULTURE SPOT

### The British and the seaside

[illegible]

## LITERATURE SPOT

**Black Beauty**

[illegible]



EXTRA WORK AND GUIDANCE IN LITERATURE

This course should give students the necessary skills and framework to be able to study literature. We include a study of classic English literature on pages 60 and 61.

You can use the framework provided in each unit to create a structure for your students 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

Black Beauty

1 Write the highlighted words from the extract on page 61 next to the definitions.

1 [of a horse] make a loud noise

2 a small carriage with two wheels pulled by one horse

3 [of a horse] run quickly

4 a small river

5 a temporary place to stay

6 [of a field] dug and turned over to prepare for planting seeds

7 a horse which is typically no older than four years old

8 [of a horse] made a soft noise

2 Read the extract from Black Beauty on page 61. Decide in which section A-D you can find the following information. You may need to choose a section more than once.

1 Black Beauty's diet when he was very small

2 A type of plant which grows in the pond where Black Beauty lives

3 Black Beauty's father's reputation

4 Where the horses stayed during winter

5 What Black Beauty was called by the master

6 How Black Beauty's mother expected him to walk

7 Black Beauty's view of his mother

8 How Black Beauty's mother felt about her master

3 SPEAKING IN PAIRS, answer the questions.

1 What is your reaction to this extract? Say why.

2 What themes do you think are being introduced in this extract? Say why.

3 What do you think might happen later in the story?

4 LISTEN 1 Listen to an extract from a lecture on Anna Sewell, the author of Black Beauty. Write the correct numbers or dates next to the information.

1 Number of stories and poems that were published by Anna Sewell's mother

2 Anna Sewell's age when she was seriously injured

3 The year when Black Beauty was published

4 Anna Sewell's age when she died

5 The year when Black Beauty was published in the US

6 The amount in British pounds that Anna Sewell was paid for her novel

5 LISTEN 2 Listen again and complete each note with two words from the lecture.

1 Anna Sewell was raised in a family which frequently experienced

2 In her early teens, a serious accident left Anna Sewell unable to

3 Following the publication of Black Beauty, the cruel 'bearing rein' became unfashionable and started to be used in its place

4 Throughout the story, Black Beauty's owners treat him with kindness and empathy, or cruelty. This demonstrates another of the book's themes:

5 Due to Sewell's illness, much of the writing for her novel was done by dictating the story to

6 In the US, Black Beauty was well-received and was instrumental in improving regarding animal rights.

7 As well as a museum in the house where she was born, Anna Sewell is remembered in both the UK and the US with which celebrate her life and influence.

6 WRITING TASK Write about a typical day in the life of an animal from the point of view of the animal. Include information about their family, their relationship with humans and what could change to make their life better or worse.



BLACK BEAUTY

by Anna Sewell

A The first place that I can well remember was a large, pleasant meadow with a pond of clear water in it. Some shady trees leaned over it, and rushes and water lilies grew at the deep end. Over the hedge on one side, we looked into a ploughed field, and on the other we looked over a gate at our master's house, which stood by the roadside, at the top of the meadow was a grove of fir trees, and at the bottom a running brook overhung by a steep bank.

B While I was young, I lived upon my mother's milk, as I could not eat grass. In the daytime I ran by her side, and at night I lay down close by her. When it was hot, we used to stand by the pond in the shade of the trees, and when it was cold, we had a nice warm shed near the grove. As soon as I was old enough to eat grass my mother used to go out to work in the daytime and come back in the evening. There were six young colts in the meadow besides me; they were older than I was; some were nearly as large as grown-up horses. I used to run with them and had great fun; we used to gallop all together round and round the field as hard as we could. Sometimes we had rather rough play, for they would frequently bite and kick as well as gallop.

C One day, when there was a good deal of kicking, my mother whinnied to me to come to her, and then she said: "I wish you to pay attention to what I am going to say to you. The colts who live here are very good colts, but they are cart-horse colts, and of course they have not learned manners. You have been well bred and well-born; your father has a great name in these parts, and your grandfather won the cup two years at the Newmarket races; your grandmother had the sweetest

temper of any horse I ever knew, and I think you have never seen me kick or bite. I hope you will grow up gentle and good and never learn bad ways; do your work with a good will, lift your feet up well when you trot, and never bite or kick even in play." I have never forgotten my mother's advice; I knew she was a wise old horse, and our master thought a great deal of her.

D Our master was a good, kind man. He gave us good food, good lodging, and kind words; he spoke as kindly to us as he did to his little children. We were all fond of him, and my mother loved him very much.

E When she saw him at the gate she would neigh with joy and trot up to him. He would pat and stroke her and say, "Well, old Pet, and how is your little Durkie?" I was a dull black, so he called me Durkie; then he would give me a piece of bread, which was very good, and sometimes he brought a carrot for my mother. All the horses would come to him, but I think we were his favourites. My mother always took him to the town on a market day in a light gig.

CULTURAL GLOSSARY

cart-horse - a working horse used to carry heavy loads

Newmarket - a town in the east of England close to Cambridge. It has held famous horse-racing events for over 400 years.

Duchess - typically the title of a female who has a high social rank in society. Although this is not true of Black Beauty's mother, the fact that she has been given that name hints at the respect and value she is given by her owners.

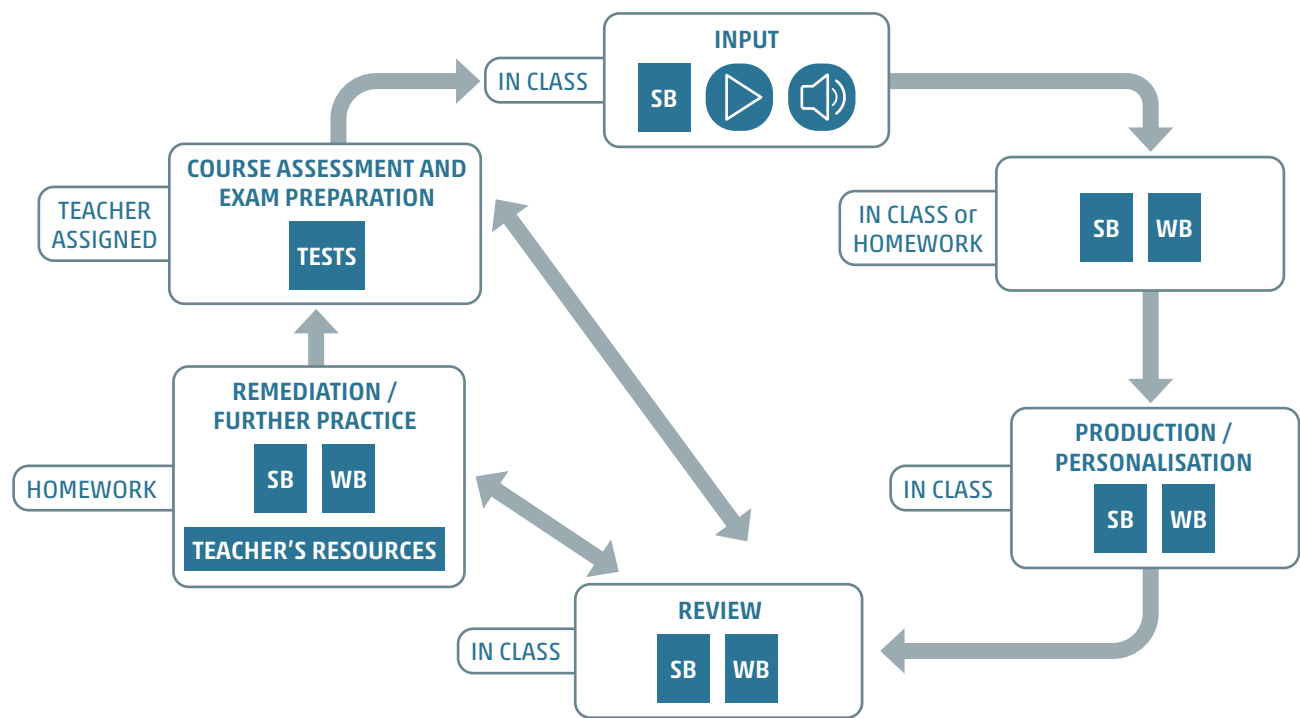
16 INTRODUCTION



# 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.





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.

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 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 lists.

### 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 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.





UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 1 Identity	Theme 1: Society  Theme 2: Culture	<p><b>Listening:</b> evaluating main ideas and supporting details; using social cues and visual imagery to help construct meaning and make inferences; stressing of multisyllabic words using learnt rules to guess stress of new words</p> <p><b>Speaking:</b> phrasing words into thought groups and pausing between the phrases; explaining concepts/ideas in an organised manner using examples or details; generating effective critical thinking into primary issues in a given topic in a debate; expressing chronological development, comparison, contrast, cause and effect</p> <p><b>Reading:</b> following the SQRRR (SQ3R) reading strategy; speeding up reading by skipping unknown words; monitoring understanding by asking questions, thinking about and reflecting on the ideas and information in a text</p> <p><b>Writing:</b> assessing their own writing for both organisation and content using writing standards</p> <p><b>Viewing and presenting:</b> analysing visual texts, communicating understanding through oral, written and visual media (advertisement, poster, newspaper report); examining how visual and written information work together to make meaning more explicit</p>	<p><b>Listening:</b> check information with question tags, giving opinions, agreeing and disagreeing; respond to critical thinking questions before, during and after listening; assess audio materials citing evidence; ask and answer questions about what a speaker says in order to check comprehension, collect additional information, or enhance understanding; identify signal words and use them to understand the sequence of and relationships between ideas; identify rhetorical structures and use them to help understand meaning</p> <p><b>Speaking:</b> speak using a wide range of conjunctions to express chronological development, comparison, contrast, cause and effect; debate regularly in a deliberative discussion</p> <p><b>Reading:</b> follow the SQRRR (SQ3R) reading strategy (survey, question, read, recite and review) when approaching a text; pause and ask questions; speed up the reading rate by skipping unknown words; monitor understanding by asking questions, thinking about and reflecting on the ideas and information in a text; paraphrase main ideas in a text; identify sentences and words in a text; use semantic mapping or clustering</p> <p><b>Writing:</b> use “The journalists’ questions” strategy, (i.e., Who? What? Where? When? Why? and How?) to invent and organise ideas; use the writing strategies to develop a personal organisational style</p> <p><b>Viewing and presenting:</b> view and analyse a range of visual texts (advertising, posters, newspaper reports), communicate understanding through oral, written and visual media; examine and analyse texts and illustrations: analyse how visual and written information work together to reinforce each other and make meaning more explicit</p>



OVERVIEW

Objectives:

- Use a range of compound adjectives to talk about personality (GSE 76–84 – C1).
- Understand the main points of a talk about specific topics (GSE 67–75 – B2+).
- Identify specific details in a text and use verbs connected with understanding (GSE 67–75 – B2+).

Resources:

- SB: pages 4–5; Word List page 62
- Online resources: Photocopiable Resource 1

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to consider how they would describe themselves in terms of their personality. You may also want to ask them to think about how their family and friends might describe them. Ask students to note down adjectives they would use and why. Then ask them to work in pairs to compare adjectives and reasons. When they have finished, elicit some examples from the class.

PRESENTATION (10 minutes)

- 1 (T-S, S-T) Exercise 1. Ask students to look at photos A–D and consider what aspects of someone’s identity they may demonstrate. Then ask them to listen to the audio and the adjectives used and the aspects of their identity they mention. You may want to ask them if the speakers used any of the adjectives they used to describe themselves.

Answers

**Carrie:** where she comes from and where her family originally came from

**Majeda:** her job

**Asma:** being a student, her siblings and her identify as a fan of Nadia Alkanafani



Audioscript 1.2

I = Interviewer    C = Carrie    M = Majeda  
A = Asma

1

- I: Carrie, how would you describe yourself? What’s your identity?
- C: Well, I’m most definitely a California girl, but, you know, I also have an Italian identity.
- I: Italian? Is that where your family came from originally?
- C: Yes, my great-grandfather came here from Rome, along with a lot of other Italians. You know, Little Italy is kind of famous in San Diego for being an Italian neighbourhood. We have Italian restaurants and markets – and, of course, lots of Italian cooking. I’m proud of my heritage!
- I: Do you speak any Italian?
- C: A bit, but it’s far too bad for me to let you record me! And I’m quite introverted, although I’m aware I may come across as an extrovert. I still consider myself Italian, though, even if I don’t speak Italian that well. It’s in my blood, isn’t it? And I’m not bad at cooking.

2

- I: Majeda, hi. Can you tell us, what’s the first thing you usually tell people about your identity?
- M: Well, I don’t know if it’s the first thing I’d say, but my job is a big part of who I am. It’s much more than a job, really, it’s a vocation. I’m a paramedic.
- I: Oh, that must be challenging at times.
- M: Yes, it can be. You’re trying to help people at probably some of the worst moments of their lives. It can be really stressful and upsetting, but then again, it’s amazing when you realise that if you hadn’t been there ... well, things might have ended differently.
- I: That must make you feel good inside?
- M: Yes, and even when things go wrong, at least you can feel that someone was there, that you did your best. Even though I’m pretty strong and hard-working by nature, I do get exhausted and fed up sometimes. I work really long hours, but I don’t think I could go back to doing an ordinary nine-to-five job now.

3

- I: So, Asma, what do you say when people ask who you are?
- A: Well, obviously, there are the basics – that I go to university, have three brothers and so on. But I think the most interesting thing about me is that I’m probably the world’s number one fan of Nadia Alkanafani.
- I: Nadia? The singer?
- A: Yes. I don’t think there’s anyone even nearly as talented as she is. She’s world-famous. I have a *huge* collection of memorabilia, for starters. It takes up my whole room at home. But I’ve got to keep it somewhere, haven’t I?
- I: I suppose so.
- A: And I won’t play any music that isn’t hers. I mean, nothing else is worth listening to, is it?
- I: Wow! Some people might say that perhaps your attitude is a bit over-the-top?
- A: Oh no, why would they say that? I mean, it’s important to me and ...

- 2 (T-S, S-S, S-T) Exercise 2. Ask students to look at the words in the box and then work in pairs to choose the adjectives that best describe each speaker. Check with the class and encourage them to give reasons for their answers.

Suggested answers

**Carrie:** self-aware, dedicated, passionate, underconfident

**Majeda:** capable, compassionate, dedicated, tough, resilient, trustworthy

**Asma:** dedicated, passionate, enthusiastic, defensive

TIP

It’s a good idea to check your instructions are understood when setting up an activity, so that students are clear about what to do. A useful technique for doing this is to elicit the first answer as an example. This allows you to a) check students know how to approach the activity and b) that they’re doing the right exercise!



# 01 LESSON 1A VOCABULARY AND SPEAKING (SB)

## PRACTICE (15 minutes)

- 1 (T-S, S-T) Exercise 3. Ask students to study *Active Vocabulary* or go through it as a class. Then ask them to match the words in Box A and Box B. Ask them to do this unaided to begin with to see what they may already know. Then allow them to use a reference if needed. Ask them which compound adjectives apply to the speakers, playing the recording again if required.

### Answers

absent-minded, forward-looking, high-spirited, highly strung, kind-hearted, laid-back, like-minded, narrow-minded, strong-willed, thin-skinned, tight-fisted

**Carrie:** high-spirited

**Laila:** kind-hearted

**Asma:** strong-willed

- 2 (T-S, S-S, S-T) Exercise 4. Ask students to think about which adjectives they'd use to describe themselves. Tell them to make notes if they want to. When they are ready, put students in pairs or small groups to discuss their ideas and give reasons to justify their choices.

### Answers

Students' own answers

- 3 (T-S, S-S, S-T) Exercise 5. Ask students to read the article on page 4. Then discuss the questions in pairs and elicit answers when they have finished.

### Answers

1 Knowing yourself makes it easier to get the life you want.

2 Students' own answers

## PRODUCTION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 6. Read the example with the class, then ask students to find the values in the text and form adjectives. You may want to set a time limit to do this to encourage them to scan for their answers. Then check answers in pairs or as a class.

### Answers

spontaneity – spontaneous, stability – stable, commitment – committed, tactfulness – tactful, frankness – frank

- 2 (T-S, S-S, S-T) Exercise 7. Ask students to decide what the nouns of the adjectives in the box are. Elicit the first answer as an example and write it on the board. Students do the task individually, then check in pairs. Check answers with the class and write them on the board (or invite students to come up and do so).

### Answers

assertiveness, discretion, humility, inclusiveness/inclusivity, mercy, sincerity

- 3 (T-S, S-S, S-T) Exercise 8. Ask students to match the highlighted expressions to the definitions individually, then check in pairs. Check answers as a class.

### Answers

2 be not that into 3 be in line with

4 makes us tick 5 click with 6 say a lot about us

7 be wild about 8 plump for 9 set great store by

- 4 (T-S, S-S, S-T) Exercise 9. Ask students to complete the questions, then check in pairs. Check answers with the class. Alternatively, you could skip this stage and ask students to discuss the full questions, completing them verbally as they ask them. Students discuss the questions in pairs. When they have finished, ask a few students to share any interesting information they found out about their partner with the class.

### Answers

1 plump for 2 say a lot about 3 wild about

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 paragraph about a person they know who is assertive or sincere, giving examples of the behaviour that exemplifies the adjectives. You may want the students to read out their paragraphs in the next lesson as a warm-up/revision activity. Be sure to give them feedback on their work.

## CONTINGENCY PLAN

Before Exercise 1: If your students need more support, start by reviewing adjectives of personality. Write the letters of the alphabet on the board with space next to each letter to write a word. Put students in pairs or small groups and give them 5 minutes to think of an adjective that starts with each letter. Stop them after 5 minutes and elicit the adjectives they have come up with.

If your students need an extra challenge: ask them to choose six adjectives from Exercise 2 and write a gap-fill sentence for each one. Monitor and offer help where necessary. When they are ready, put students in pairs to swap sentences and complete them, then check their answers with their partner. There is a downloadable photocopyable resource number 1 to use.



OVERVIEW

Objectives:

- Use a range of vocabulary, compound adjectives and fixed expressions in topic areas which may expand beyond the immediately familiar (GSE 43–50 – B1).
- Use contextual clues for word formation in text (GSE 43–50 – B1).
- Use paraphrases to check and summarise information (GSE 67–75 – B2).

Resources:

- SB: pages 4–5
- WB: pages 4–5

WARM-UP (5 minutes)

(T-S, S-S) Ask students to work in pairs and to choose two personality adjectives from Lesson 1A and come up with a sentence for each that describes the adjective. They then say the sentence to their partner who has to say which adjective is described. Illustrate the activity if needed, e.g., *I don't like to spend money on my family and friends.* (tight-fisted)

PRACTICE (25 minutes)

- 1 (T-S, S-S, S-T) ★ Exercise 1. Go through the example with the class. Point out that some prepositions can be used more than once. Students work individually to complete the fixed expressions. They then compare answers in pairs. Check answers as a class.

Answers

2 by 3 with 4 about 5 into 6 with

- 2 (T-S, S-S, S-T) ★★ Exercise 2. Go through the completed first sentence with the class. Ensure they are clear each adjective they use is a compound adjective. Get students to work individually, but allow them to compare answers with a partner before checking as a class.

Answers

2 like-minded 3 strong-willed 4 kind-hearted  
5 highly strung 6 absent-minded 7 thin-skinned  
8 forward-looking

- 3 (T-S, S-T) ★★★ Exercise 3. Draw students' attention to the first letters and the number of lines and elicit or explain that the missing word starts with the letter given and has the same number of letters as the number of lines. (You may want to turn the activity into a race.) Check answers as a class. Ensure that the spelling of each noun is correct.

Answers

2 Commitment 3 Frankness 4 Stability 5 Tactfulness

- 4 (T-S, S-S, S-T) ★★ Exercise 4. Refer students to the nouns in Exercise 3, pointing out that the missing adjectives are formed from those nouns. Once students have completed the sentences individually, get them to compare their answers with a partner before checking answers as a class.

Answers

2 tactful 3 committed 4 spontaneous 5 stable

PRODUCTION (5 minutes)

(T-S, S-T) ★★★ Exercise 5. Students work individually to complete the text. Remind them to pay attention to what part of speech the words are in the sentences. When students have finished, ask for volunteers to read the text and check answers with the class.

Answers

2 transformation 3 tactful 4 absent-minded  
5 kind-hearted 6 highly-strung 7 laid-back  
8 narrow-minded 9 thin-skinned 10 inclusive

WRAP-UP (10 minutes)

(T-S, S-T) Exercise 6. Ask students to think back to what they were like as children and how their personality has changed. Tell them to write a paragraph detailing the changes. If time allows, listen to a few accounts. If time is short, ask students to complete their paragraphs as homework.

HOMEWORK

Ask students to write the stem words from Exercise 5 in their notebook and create word families (verb / noun / adjective etc.). They should then write a sentence for each word.

CONTINGENCY PLAN

If your students need more support with the vocabulary: Ask students to look back at the compound adjectives on page 5 of the Student's Book. Ask them to write down what people who could be described with those compound adjectives might be like, but without using either of the words from the compound. For example, never buys me a birthday present, never gives money to people in need (*tight-fisted*). While they are preparing, circulate and check their work, offering advice if there are errors. When they have finished, join pairs together with another pair. Ask each pair to read their sentences while the other pair has to guess what compound adjective they are describing.

If your students need an extra challenge: Ask them to write their own sentences with a gap containing vocabulary from the lesson. You may want to put students in pairs to give each other their sentences and see if their partner can guess the word which fills the gap.



# 01 LESSON 2A SPEAKING AND VOCABULARY (SB)

## OVERVIEW

### Objective:

- Contribute fluently and naturally to a conversation about a complex or abstract topic (GSE 79 – C1).

### Vocabulary:

- Idioms for personality: *a cold fish*, *a dark horse*, *a go-getter*, *a mover and shaker*, *a smart Alec*, *a smart cookie*, *a soft touch*

### Resources:

- SB: page 6; Word List page 62
- TB: Culture Notes page 110

## WARM-UP (5 minutes)

(T-S, S-T) If you asked students to complete their paragraph at home, you may want to take those in and choose a few to read out. You can also use these to write up (anonymous) errors on the board for the class to correct.

## PRESENTATION (20 minutes)

- 1 (T-S, S-T) Exercise 1. Ask students about their experience of an online personality test. You may want to ask less direct questions such as *Why would someone do a personality test?* and *How accurate do you think personality tests are?* If you feel it's appropriate, you may want to ask if anyone has actually done a test and what they thought about the results. Elicit the meaning of *social butterfly* and *keep yourself to yourself*. Then ask students to complete the test.

### Answers

A *social butterfly* is someone who likes to attend social events. *Keeping yourself to yourself* means to avoid meeting people socially.

- 2 (T-S, S-S, S-T) Exercise 2. Write on the board: *a cold fish* and ask students what they think it means. Give the answer and elicit how they'd say this in their language. Students then work individually to do the same with the other idioms, then check in pairs. Check answers as a class.

### Answers

A *cold fish* is a person who doesn't show their feelings. A *dark horse* is a person who keeps their abilities secret. A *go-getter* is a person who is determined to be successful. A *mover and shaker* is a person with a lot of power and influence. A *smart Alec* is a person who tries to look clever in an annoying way. A *smart cookie* is a clever person. A *soft touch* is a person you can easily deceive or persuade to do what you want.

## PRACTICE (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 3. Tell the class they're going to listen to an interview with a careers advisor. Elicit the meaning of *careers advisor* and ask students if they would go and see one and where they may find one. Give students a minute to read the statements so they know what to listen for. When they are ready, play the recording for students to listen to and decide if each statement is true or false, then check in pairs. Check answers as a class. You can refer to the Culture Notes section on page 110 of the Teacher's Book for more information about psychometric tests.

### Answers

1 T 2 T 3 F 4 F 5 F 6 T

## Audioscript 1.3

P = Presenter L = Lubna



P: So, with us in the studio today we have Lubna Albanna, a careers advisor. She's going to be talking to us about how exactly a careers advisor goes about helping people decide on a career. Lubna, welcome. Tell us about what you do.

L: Well, obviously some people know from an early age what they want to do in life, but a surprising number of people leave school, or even university with really very little idea. They usually know what they like doing, but the pathway into a career isn't always clear.

P: Essentially, they can't see a connection between their hobbies or even their studies, and their future career path – is that right?

L: Exactly, or they do have a few ideas, but aren't aware of a whole other range of possibilities that I can help them find.

P: So, what's the first thing you'd do with a client?

L: Well, the key thing is for me to really get to know them, and actually, for them to really get to know themselves, so I always start with some psychometric tests.

P: So, you're saying it's important for them to understand themselves better, as well as you getting to know them?

L: Yes, it goes both ways. Once they've done the test, which can take a while, because these tests are usually pretty comprehensive, we can then look at what kind of job might suit their personality type. In some ways personality is even more important than qualifications – you can always get more qualifications, but it's much harder to change who you are fundamentally. If you're pretty laid-back, you're unlikely to become super-driven overnight.

P: In other words, personality is the first thing that should be considered?

L: Absolutely.

P: I've done a few tests and apparently, I'm quite extroverted and outgoing. What kind of job should I be doing?

L: Not the job you're currently doing ... No, I'm kidding. Actually, a journalist or presenter is a great job for an extrovert. You have excellent people skills, so interviewing is right up your street. You have loads of enthusiasm, but you need to have a lot of variety. You'll get bored quickly if you're doing the same thing every day.

P: So, what it boils down to is that my job suits me, but I need to make sure I keep getting new challenges?

L: Yes, does that sound right to you?

P: Yes, definitely. I'm always interviewing different people about different things, and that keeps it interesting for me. And I have a lot of autonomy, which I like.

L: Yes, that makes sense.

P: But enough about me, fascinating though it is ... What else do you do with a new client?

L: Well, I also like to ...



2 (T-S, S-S, S-T) Exercise 4. Draw students' attention to the Speaking box and get them to read the phrases. Deal with any questions they may have. Students listen again and tick the phrases they hear in the interview, then check in pairs. Check answers as a class.

Answers

In other words ...  
So you're saying (that) ...  
Essentially, ...  
So, what it boils down to is that ...

3 (S-S, S-T) Exercise 5. Students categorise the arguments individually, then check in pairs. Check answers with the class, asking students to justify their choices.

Answers

1 F 2 A 3 A 4 F 5 A

PRODUCTION (5 minutes)

(T-S, S-S, S-T) Exercise 6. Go through the instructions with the class and put students in pairs. Make sure students are clear about their roles by asking As and Bs what they need to do. Students practise discussing the arguments. Encourage them to use the phrases from Exercise 4. Monitor and make notes for later class feedback on their language use.

Answers

Students' own answers

WRAP-UP (5 minutes)

(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 do an Internet search to find a personality/psychometric test and note down some of the questions. Ask them to think about what different answers to the questions could tell you about the test taker's personality.

CONTINGENCY PLAN

If your students need more support with the lesson: display the audioscript on the board and ask students to discuss which parts demonstrate that the answers are true or false. You may want to invite individuals to come out and underline the parts of the audioscript in question as follows:

- 1 T '...obviously some people know from an early age what they want to do in life, but a surprising number of people leave school, or even university with really very little idea.'
- 2 F '...they do have a few ideas, but aren't aware of a whole other range of possibilities that I can help them find.'
- 3 F '...Once they've done the test, which can take a while, because these tests are usually pretty comprehensive, we...'
- 4 F 'In some ways personality is even more important than qualifications – you can always get more qualifications, but it's pretty hard to change who you are fundamentally.'
- 5 F 'Actually, a journalist or presenter is a great job for an extrovert. You have excellent people skills, so interviewing is right up your street...'

6 T 'L: Yes, does that sound right to you? P: Yes, definitely.'  
You may also want to try briefly stopping the tape at regular stages and asking the class yes/no questions about what they just heard, allowing them to discuss the answer first if needed.  
If your students need an extra challenge: Put students in pairs. One student chooses an idiom from Exercise 2 and explains the meaning without using any of the words from that idiom. Their partner tries to guess the idiom. Students take it in turns until all the idioms have been used.



# 01 LESSON 3A LISTENING AND VOCABULARY (SB)

## OVERVIEW

### Objective: Listening

- Understand the details of extended and linguistically complex talks on a range of political, environmental, and social issues (GSE 83 – C1).

### Vocabulary:

- destiny, disposition, hereditary, imply, moulded, nurture, offspring, oversimplification, proponents, trait, vulnerability*

### Resources:

- SB: page 7; Word List page 62
- Online resources: Photocopiable Resource 2

## WARM-UP (10 minutes)

(T-S, S-T) Ask students to discuss their findings regarding personality tests/psychometric tests. Ask: *Do you think they are accurate? Or Do they play equal roles in determining character and personality? Why?*

## PRE-LISTENING (5 minutes)

- (T-S, S-S, S-T) Exercise 1. Ask students to match the words and definitions alone, then check in pairs. Ask them to attempt the task unaided in the first instance, but allow them to use a dictionary later if they need to. Check answers with the class and write the words on the board.

### Answers

1 disposition 2 moulded 3 proponents 4 vulnerability  
5 trait 6 nurture 7 hereditary 8 offspring  
9 oversimplification 10 destiny 11 imply

- (T-S, S-T) Exercise 2. Elicit the syllables in the first answer as an example and underline the stressed syllable on the word on the board. Students underline the stressed syllables in the rest of the words, then listen and check. Check answers with the class.



### Answers and Audio script 1.4

destiny disposition hereditary imply moulded  
nurture offspring oversimplification proponents  
trait vulnerability

## WHILE LISTENING (15 minutes)

(T-S, S-T) Exercise 3. Go through the *Active Listening* box with the class and elicit or give examples of each of the ways of highlighting a main point. Ensure they understand the meaning of 'rhetorical question' (asked to produce an effect or make a point, not to get an answer). Then play the recording and ask them to make notes for each point.

### Answers

*use a phrase that indicates something important* – Examples: This type of question would reveal ... The reason for the criticism of personality tests... What personality tests can tell us ...

*use a rhetorical question* – Examples: So, who is right? But is this likely in reality?

*repeat key words* – Examples: Of course, this would be deeply unethical as we are no more in control of our personality types than we are in control of what physical features we have, such as hair and eye colour; The key element of how well someone performs in their role is how happy they are and how satisfied they are

*paraphrase to emphasise a point* – Examples: What personality tests can tell us is how effective different people will be at performing different tasks. If you know that someone is underconfident, you may not want to put them in a situation where they have to give a presentation to hundreds of people  
*slow down to emphasise a point* – Examples: I believe it should be used to create a work environment in which [slower pace] everyone feels passionate about their job; building a working environment. [slower pace] that's inclusive.

## Audio script 1.5



Over the last couple of decades, there has been an increase in the use of personality tests, not just during the hiring process, but also as a means to evaluate workers during their employment with a company. Equally, there has been a certain amount of criticism of personality testing, as well as rigorous defence of it by its proponents. So, who is right? Today, I want to look at what personality testing is, and how I believe it should be used to create a work environment in which [slower pace] everyone feels passionate about their job.

People taking a personality test are often given a series of statements with the option to agree or disagree with each one to varying levels. For example, you might be given the statement 'In a group situation, I am able to be assertive and openly give my point of view.' Some may strongly agree or disagree that this is the case, while others may remain more neutral, feeling that their response would depend a great deal on the context of the situation. This type of question would reveal whether the taker was of a more introverted or extroverted disposition.

Now of course, our personalities are created from a wealth of different and complex factors, including where we grew up and hereditary factors - as we learn a lot from our parents in terms of their temperament and how they deal with different situations. If a parent is strong-willed or kind-hearted, it's highly likely that their offspring and possibly even their grandchildren will display the same personality trait. To add to this, there are the effects of the environment that someone grows up in. As well as the way friends, family and people such as teachers and managers nurture us, it also matters whether you grew up rich or poor, with or without access to resources such as hospitals, clean water, and so on. If you've never had a problem making money, you have a higher probability of being laid-back about life than if you've had to do back-breaking work to gain a small income. There are many studies which show the circumstances in which you were raised can have a great effect on your destiny which of course affects how we see the world and how our personality develops.

The reason for the criticism of personality tests in a professional environment is that it can imply that certain types of personalities are not welcome. Of course, this would



be deeply unethical as we are no more in control of our personality types than we are in control of what physical features we have, such as hair and eye colour. It's true that over time our personalities can be moulded, and we have a degree of control over them, with the ability to curb our more negative reactions such as being highly strung or thin-skinned. However, personality testing is a way of getting information and how useful it is depends largely on how that information is used which is true with many aspects of life. Admittedly, if managers use personality testing to ensure that they only hire people of a certain type, such as those who are unlikely to disagree with them, this is certainly a vulnerability of the system. But is this likely in reality? Well, thinking that personality tests can tell you every detail about how someone will react to a situation is an oversimplification. In addition, companies usually have systems in place that mean hiring is carried out based on a variety of factors, not just personality testing, and multiple people are involved in choosing the final candidates.

What personality tests can tell us is how effective different people will be at performing different tasks. If you know that someone is underconfident, you may not want to put them in a situation where they have to give a presentation to hundreds of people – which may tell you something about me. The key element of how well someone performs in their role is how happy they are and how satisfied they are - that they are made to feel a part of the team. When people are allowed to express their natural personalities and abilities, they are going to be better at their work and there are higher chances they will remain in their job which – over the long term – reduces company costs.

I do not believe that personality testing is particularly useful in the hiring process. At this stage, companies really should be deciding if the candidate has the correct qualifications and experience. It's very difficult to know what someone's personality is really going to be like in the workplace until they actually start. But once people are within a team or department, then psychometric evaluation can be an excellent tool for guiding them [slower pace] towards tasks they're skilled at and building a working environment that's inclusive.

Let's look at the case of ... [fade]

POST-LISTENING (10 minutes)

(T-S, S-S, S-T) Exercise 4. Ask students to complete as many of the sentences as they can from memory (this helps them to focus on what they need to listen out for when listening). Then ask them to listen again to check or complete their answers. Check answers as a class

Answers

- 1 passionate 2 the context 3 resources  
4 are not/aren't welcome 5 negative reactions  
6 variety of factors 7 reduces company costs 8 inclusive

WRAP-UP (5 minutes)

- 1 (T-S, S-S, S-T) Exercise 5. Ask students to discuss the questions in pairs. Encourage them to use the vocabulary from Exercise 1 and the techniques for highlighting the main points. Monitor and make notes for later class feedback on their language use.

Answers

Students' own answers

- 2 (S-S, S-T) Exercise 6. Ask students to think of their answers, then put them in pairs to discuss. When they have finished, ask a few students to share their ideas and have a brief class discussion.

Answers

Students' own answers

HOMEWORK

Ask students to think about their own lives, personality and identities. Then write a paragraph giving examples of which elements of the people around them and their environment have affected who they are. Ask them to write at least 100 words.

CONTINGENCY PLAN

If your students need more support with the vocabulary, put them in pairs. Ask them to write three sentences using items of vocabulary from the box. When they have finished, elicit sentences from pairs and invite the rest of the class to suggest the correct word to complete it. You may want to do this anonymously allowing you to put any incorrect sentences on the board and ask the class to correct them.

If your students need an extra challenge: divide your students into small teams. Tell the teams to write a paragraph with as many of the target vocabulary words in as possible. Give them a time limit. When they have finished, give points to each team based on how many items of vocabulary they used in a correct manner.

There is also a downloadable photocopiable resource number 2 to use.



# 01 LESSON 3B LISTENING AND VOCABULARY (WB)

## OVERVIEW

### Objective:

- Use a good and varied range of vocabulary, synonyms and some complex functions (GSE 67–75 – B2+).

### Resources:

- SB: page 6
- WB: page 6

- 3 (S–T) Exercise 3. Read the *Active Pronunciation* box with the students. Encourage students to come up with more examples for both stress patterns before they look at and mark the stress on the list of compound adjectives. Allow them to say the words aloud. Then play the recording for students to check and repeat the words.



### Answers

a2 b1 c2 d1 e2 f1 g1 h1 i2 j2

## WARM-UP (5 minutes)

(T–S, S–S, S–T) Ask students to choose two words, from the words in the box in Lesson 3A Exercise 1, and write a gapped sentence for each, leaving out their chosen words. Students swap sentences with a partner who completes the sentences. Elicit a few sentences from the class.

## PRACTICE (20 minutes)

- 1 (T–S, S–S, S–T) Exercise 1. Get students to read the sentences, and refer back to Lesson 3A in the Student's Book to see which vocabulary would fit and write their answers. They then compare answers in pairs. Check answers as a class. Play the recording for a final check.

### Answers

1 disposition 2 offspring 3 vulnerability 4 moulded  
5 hereditary



### Audioscript 1.6

- 1 Muneer studies hard and always has a quiet disposition in class.
- 2 My brother, his wife, and their offspring are all coming over for dinner this evening.
- 3 Some people think that kindness is a vulnerability, but I see it as a strength.
- 4 My family, community and beliefs have very much moulded the person I am today.
- 5 Suha's intelligence is hereditary, she gets it from her parents who are both teachers.
- 2 (T–S, S–S, S–T) Exercise 2. Students read the sentences, paying close attention to the context. Ask them to work individually to complete the sentences. Allow the use of the Word List on page 62 of the Student's Book if needed. When they have finished, students compare and discuss their choices with a partner. Check answers as a class.

### Answers

1 trustworthy 2 enthusiastic / passionate 3 tough / resilient  
4 underconfident / defensive 5 compassionate / dedicated

## PRODUCTION (10 minutes)

(T–S, S–S, S–T) Put students in pairs and ask them to look back at the adjectives that describe personality. Ask them to come up with sentences for each of the adjectives. Invite students to share their examples with the class.

## WRAP-UP (10 minutes)

(T–S, S–T) Ask students to look back at the synonyms in Exercise 1 and use them in personalised sentences. If needed, allow them to use dictionaries.

## HOMEWORK

Ask students to write a list of their habits – good and bad – for the next lesson.

## CONTINGENCY PLAN

If your students need more support: Ask them to write a few sentences about someone they know. They should choose some adjectives, compound adjectives or idioms to describe someone from the lesson. Then they should write some sentences about them which give exemplify the vocabulary. e.g., Ahmed doesn't like to talk about what he's really good at and I don't think I've ever seen him stressed. However, sometimes he can be a bit too clever! (*humble, laid-back, smart alec*). This should help them to personalise the vocabulary. If your students need an extra challenge: Ask them to find different parts of speech connected to the adjectives for personality on page 5 of the Student's Book. Then ask them to write sentences exemplifying the use of those words.



OVERVIEW

Objectives:

- Use the future continuous with reference to actions in progress at a specific time in the future (GSE 60 – B2).
- Use the past perfect continuous in a range of common situations (GSE 62 – B2).
- Use the future perfect with reference to actions to be completed by a specific time in the future. (GSE 66 – B2).

Resources:

- SB: pages 8–9; Grammar Reference page 67
- TB: Culture Notes page 110
- Online resources: Photocopiable Resource 3
- Assessment: Grammar Quiz Lesson 1

WARM-UP (5 minutes)

(T-S, S-S, S-T) Put students in small groups to share the lists of their habits they made at home. If you have time, ask students to share their lists with the class.

PRESENTATION (5 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Ask students to look at the photos and elicit what habits they represent. Then put students in pairs or small groups to discuss the questions. When they have finished, ask students to share their ideas with the class and discuss as a class. You can refer to the Culture Notes section on page 110 of the Teacher's Book for more information about 5k charity runs.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 2. Tell the class that they're going to listen to Khalil giving Issa advice about how to develop better habits. Ask students to listen and note down the four pieces of advice, then check in pairs. Play the recording again if necessary, then check answers as a class.

Answers

Don't make big changes all at once – do it in small steps.  
Make the good habit easier and more attractive and the bad habit harder and less attractive.  
Try to change your view of who you are, e.g., I'm a person who doesn't eat junk food.  
Tell other people about what you're doing so you'll be embarrassed if you stop.



Audioscript 1.8

K = Khalil I = Issa

- I: Hey, Khalil! Are you feeling OK? You look a bit hot and sweaty.
- K: Thanks for that! I'm fine, I've just been running.
- I: Oh, right. I didn't know you were into that.
- K: I've just started, really. I decided I wanted to get a bit fitter, so I've been doing the Couch to 5k challenge – you know where you build up from being a couch potato who never does any exercise to being able to run five kilometres.
- I: I can do the couch potato bit! Seriously, how do you work up to being able to run 5k? I've never been able to run far without getting completely out of breath.

- K: I can't run quite that far yet, but I'll be doing a 5k run for charity in a few weeks, so I'll have to be able to by then!
- I: Oh wow! How do you get motivated to do something like that? Had you done much running before?
- K: No, not at all, unless you count running to catch the bus occasionally! It's all about changing your habits. I'm reading this really good book about how to develop good habits and break any bad habits you don't want.
- I: Oh, give me some tips then! I'd love to get into the habit of eating more fruit, but although I buy loads of it, I never seem to actually eat it before it goes bad. What am I doing wrong?
- K: Well, the first thing he says in this book is that you shouldn't try to make really big changes all at once. So, with the running, I started off by just running for one minute and then walking for nine minutes, and built it up gradually.
- I: So, I could buy less and just start by eating one more piece of fruit a day, for example?
- K: Yes, that's the kind of thing.
- I: How long have you been training for now?
- K: Next week, I will have been running every day for two months, and I can now run for nearly thirty minutes without having to stop.
- I: That's really impressive. So, any more tips?
- K: Well, the guy also says that you need to make the good habit easier and more attractive. So, you could make sure that it's easier to see the fruit in your fridge, and that you've already washed it and so on. With my running, after a couple of weeks I found that I was starting to make excuses, like I couldn't find my running kit. So I started getting it ready the night before and leaving it by the front door. And he also says you have to make the bad habits more difficult and less attractive. So you could stop buying junk food, so if you fancy a bar of chocolate you have to go out to the shop to get it.
- I: OK, that could work ...
- K: But maybe the key thing is that he says you have to really change your view of who you are. So, you need to see yourself as someone who eats healthily, and practise saying things like, 'Oh, I tend to avoid junk food.'
- I: Interesting. I hadn't thought about it like that.
- K: Another thing is to tell people what you're trying to do, so you're a bit embarrassed if you don't do it. I had been keeping quiet about my running, but then I realised if I told everyone I was running 5k for charity, I'd have to keep it up. So, will you sponsor me? How about a couple of dinars per kilometre? OK?
- I: Oh! OK, I guess if it's for charity ... This has turned out to be an expensive chat!
- K: But look how much you've learnt as well! Next time I see you, you will have completely changed your eating habits!
- I: You never know!

TIP

When doing listening activities in class, it's important to train learners for real-life listening, when they often won't have the chance to listen more than once. With this in mind, we should avoid playing a recording too many times in class so that students don't rely on it. By giving students an opportunity to compare answers after the first listening, they might not need to listen again.



# 01 LESSON 4A GRAMMAR (SB)

## PRACTICE (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 3. Elicit the first answer as an example with the class. Ask students to identify the tenses individually, then check in pairs. Check answers as a class.

### Answers

- 1 Present Continuous – at the moment
- 2 Present Perfect Continuous – explaining a present result
- 3 Present Perfect Simple – recent action with present relevance (just)
- 4 Future Continuous – action that will be taking place in the future at a specific time
- 5 Past Perfect Simple – action completed before a time in the past
- 6 Future Perfect Continuous – action still ongoing at a point in the future

Refer students to the Grammar Reference section on page 67 for more information.

- 2 (T-S, S-S, S-T) Exercise 4. Elicit the first answer as an example with the class. Students match the sentences and meanings individually, then check in pairs. Check answers with the whole class.

### Answers

- 1  
b I've been reading a book about habits.  
a I've read a book about habits.
- 2  
a I will be working.  
b I will have been working.
- 3  
b I had been eating all day.  
a I had eaten that day.
- 4  
a I've come up with a great idea.  
b I had a great idea.
- 5  
b I'm playing a lot of football.  
a I play a lot of football.

- 3 (T-S, S-S, S-T) Exercise 5. Elicit the first answer as an example with the class. Students complete the sentences individually, then check in pairs. Check answers as a class.

### Answers

- 1 have been running 2 will have run 3 was running  
4 had never run 5 have read 6 had been reading  
7 have been reading 8 have been reading 9 am living  
10 will have been living 11 have lived 12 was living

- 4 (T-S, S-S, S-T) Exercise 6. Elicit the first answer as an example with the class. Students complete the texts individually, then check in pairs. Check answers as a class.

### Answers

- 1 had been getting/was getting 2 had gone off  
3 am finding 4 will have left 5 was spending  
6 had checked 7 was thinking of 8 have reduced

## PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 7. Read the questions with the class and check understanding. Give students a few minutes to think of ideas and make notes. Monitor and offer help with vocabulary where necessary. When they are ready, put students in pairs to discuss the questions. When they have finished, ask a few students to share their answers with the class and find out what they have in common with other students.

### 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 think about their own bad habits. Then ask them to write a letter of advice as if they were a friend saying what they could do to change the bad habits and improve. Ask them to write at least 75 words. Be sure to give them feedback on their work.

## CONTINGENCY PLAN

If your students need more support with the grammar, ask them to look back to the Grammar Reference section on page 67 of the Student's Book. You may want them to try writing their own gapfill sentences using a verb in brackets and different tenses. When they have finished, they can swap their sentences with a class mate and see if they can work out what the correct tense is.

If your students need an extra challenge: Put them in two teams. Draw a naughts and crosses grid on the board and populate the squares with different tenses, e.g., Present Perfect Continuous, Past Perfect. The teams then play naughts and crosses, but each team has to give a correct sentence using the tense in the box in order to successfully have their naught or cross added to the board. This adds a fun, competitive element to a grammar-focussed activity and will get students used to considering the various requirements for the tenses in terms of auxiliary verbs and verb forms.



OVERVIEW

Objective:

- Use continuous and perfect tenses in a range of common situations at a specific time stretching from past to future (GSE 60-66 – B2).

Resources:

- SB: pages 8-9
- WB: pages 7-8

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to think about their week and make notes of activities they have completed, they are currently engaged with, and they are planning to complete later on during the week. Tell them to work with a partner and share their sentences. Partners should ask follow-up questions. Encourage students to use continuous and perfect tenses as appropriate. Monitor the activity, write incorrect sentences on the board and correct them as a class.

PRACTICE (20 minutes)

- 1 (T-S, S-S, S-T) ★ Exercise 1. Get students to read the sentences and the meanings. Elicit the first match from the class. Students work individually to match the remaining sentences to the meanings. They then compare answers in pairs. Check answers as a class.

Answers

1 c 2 d 3 a 4 g 5 h 6 e 7 i 8 b 9 f 10 j

- 2 (T-S, S-S, S-T) ★ Exercise 2. Students read the sentences and choose the correct options. Ask them to work individually. When they have finished, students compare and discuss their choices with a partner. Check answers as a class.

Answers

1 all day 2 been running 3 this week 4 had you drunk  
5 You've been sitting 6 we'd just been talking

- 3 (T-S, S-T) ★★ Exercise 3. Elicit from the students how Present Perfect Simple and Present Perfect Continuous are formed and the difference in their use. Students complete the sentences individually. Check answers as a class.

Answers

2 've/have had  
3 haven't/have not been waiting/haven't/have not waited  
4 have, been 5 have, been feeling 6 's/has been eating  
7 's/has eaten 8 's/has been chatting

- 4 (T-S, S-S, S-T) ★★★ Exercise 4. Warn students that contracted forms count as two words. Students complete the sentences individually. Allow discussion in pairs before checking answers as a class.

Answers

2 'll/will have been 3 was 4 'll/will be 5 've/have been  
6 'm/am 7 haven't/have not 8 'd/had never been

PRODUCTION (10 minutes)

- 1 (T-S, S-T) ★★★ Exercise 5. Students work individually to complete the second sentences. Remind them to pay attention to the number of words they are allowed to use. When students have finished, ask for volunteers to read out the sentences and check answers with the class.

Answers

2 you've/you have ever done  
3 hasn't/has not yet decided/made a decision (yet)  
4 won't/will not have finished until/before  
5 have been having/taking

- 2 (T-S, S-T) ★★★ Exercise 6. Tell students to read the text first, ignoring the gaps, to get an idea how the content develops. They then complete the text, using perfect or continuous forms of the verbs in the box. When they have finished, ask for volunteers to read the text, while checking and discussing the answers.

Answers

2 were living 3 has prioritised 4 're/are doing  
5 've/have come

WRAP-UP (10 minutes)

(T-S, S-T) Exercise 7. Ask students to think about a habit they would like to give up. Tell them to make notes of their answers to the two questions. They then write a paragraph, with detailed answers to both questions. If time allows, listen to a few accounts. If time is short, ask students to complete their paragraphs as homework.

HOMEWORK

Ask students to find information on the Internet and make notes about languages that not many people speak. Tell them they will need their notes in the next class.

CONTINGENCY PLAN

If your students need more support with the grammar: Ask them to think about their own lives for the last week and what they are expecting to do one week into the future. Ask them to write one sentence to exemplify each of the continuous and perfect tenses.

If your students need an extra challenge, ask them to write their own dialogues in pairs using as many different continuous and perfect tenses as they can. Give them a set time limit and then ask students to act out their dialogues for the class. While they are writing, you may want to circulate and check their work and offer help where needed.



# 01 LESSON 5A READING AND VOCABULARY (SB)

## OVERVIEW

### Objectives:

- Extract and identify specific details from texts (GSE 67–75 – B2+).
- Use a range of vocabulary connected to understanding (GSE 67–75 – B2+).

### Vocabulary:

- words connected with understanding: *assume, conceive, conclude, consider, comprehend, deduce, grasp, perceive, recognise*

### Resources:

- SB: pages 10–11
- TB: Culture Notes page 110

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Put students in small groups to share the information they have found about languages which not many people speak. When they have finished, nominate a student from each group to summarise their information for the class.

## PRE-READING (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to look at the photos and elicit what they can see. Put students in pairs or small groups to discuss the questions. When they have finished, ask them to share their ideas with the class.

### Answers

Students' own answers



## WHILE READING (15 minutes)

(T-S, S-S, S-T) Exercise 2. Ask students to read (and listen to) the article and match the questions and paragraphs, then check in pairs. Check answers as a class. You can refer to the Culture Notes section on page 110 of the Teacher's Book for more information about the Inuit.

### Answers

1 B 2 A 3 C 4 A 5 D 6 B 7 D

## POST-READING (10 minutes)

(T-S, S-S, S-T) Exercise 3. Ask students to look at the highlighted verbs in the article. Students choose the incorrect answers individually, then check in pairs. Check answers with the class, and go through the information in the *Watch Out!* box.

### Answers

1 a 2 c 3 b 4 a 5 b

## TIP

Encourage students to record collocations in their vocabulary notebooks, not just individual words. They could also record sentences containing the collocations, to help remind them of their meaning. A solid understanding of collocations and their use will help students become more natural and fluent in their use of language.

## PRODUCTION (5 minutes)

(T-S, S-S, S-T) Ask students to discuss the following questions in pairs:

- 1 Do you feel as if you have a different identity when you speak English?
- 2 How would you feel about people using an anglicisation of your name, e.g., Joseph for Yousuf?
- 3 Do you think you have changed as an individual because of the language(s) you have learnt?

When they have finished, ask students to share their ideas and discuss 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 5 sentences using different verbs connected with understanding from the text. Ask them to apply them to situations in their own life where possible.

## CONTINGENCY PLAN

If your students need more support with the reading: Ask students to read through the text and find two words they are not familiar with and, using a dictionary, write down the meaning. They should then share what they have learnt with their partner or group. This is a good way of the class tackling unknown vocabulary simultaneously and learning from each other.

If your students need an extra challenge: Ask them to research a language that they have never heard spoken. They should find out basic information such as who speaks it, where it's spoken, and so on. When they have finished, they can share what they have found with the class.



OVERVIEW

Objectives:

- Express views effectively in writing following the conventions of a genre (GSE 59–66 – B2).
- Produce a concise, coherent piece of writing appropriate to the genre (GSE 59–66 – B2).

Vocabulary:

- words related to memory and remembering

Resources:

- SB: pages 12–13
- Graphic Organiser for this unit

WARM-UP (5 minutes)

(T-S, S-T) Ask students to think of a childhood memory they vividly remember and share it with other students in small groups.

PRESENTATION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Ask students to read the blog post and answer the questions, then compare answers in pairs. Check answers with the whole class.

Answers

- 1 because it had a big emotional impact  
2 They are going to university, so probably about 18, and still living with their parents at the moment. They may be quite a sensitive person because of the way they reacted, and perhaps a little sentimental. They aren't worried about what people at university might think if they bring the bear.

- 2 (T-S, S-S, S-T) Exercise 2. Ask students to read the blog post again and put the paragraphs in the correct order, then check in pairs. Check answers as a class.

Answers

A 3 B 5 C 2 D 1 E 4

PRACTICE (10 minutes)

- 1 (T-S, S-T) Exercise 3. Read the introduction to the Writing box with the class, then ask students to find examples in the blog post of phrases from each section of the Writing box. Check answers as a class.

Answers

Introduction

... brought all the memories flooding back.  
... for as long as I could remember ...

Style

One day  
The next day

Conclusion

I clearly recall...  
I've never forgotten ...  
I don't know how I failed to realise

- 2 (T-S, S-S, S-T) Exercise 4. Elicit the first answer as an example and write it on the board. Students rewrite the rest of the sentences individually, then check in pairs. Check answers with the class and write them on the board or invite students to come up and do so.

Answers

- 1 failed to realise what a bad idea it was  
2 matter where I went, I took him with me  
3 no choice but to wait for him  
4 to my delight, he agreed to come to the picnic  
5 might as well work today  
6 came as a shock to me  
7 had no clue / didn't have a clue what was happening  
8 keep my eye / an eye on my little brother

PRODUCTION (15 minutes)

- 1 (T-S, S-T) Exercise 5. Demonstrate the activity by telling the class about one of your childhood memories, using the questions to provide information. Give students a few minutes to prepare by thinking about their childhood memory and making notes. Monitor and help with vocabulary where necessary, and encourage them to use the vocabulary from the lesson. You may also want to try this activity by asking students to shut their eyes and think about the memory while you slowly read the questions to them, for them to think about. You can add extra questions such as *Who were you with? What could you hear?* and other questions that get students to consider all of the senses which will help to enhance the memory.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 6. Ask students to plan their blog posts based on their memories from Exercise 5. While they are writing, monitor and encourage them to use the language from the lesson. When they have finished, put students in pairs to read each other's posts. Then ask a few students to share any interesting information they found out about their partner with the 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 found new, interesting, easy or challenging.

HOMEWORK

Ask students write sentences to exemplify the use of five expressions from Exercise 3. Be sure to give them feedback on all written work.

CONTINGENCY PLAN

If your students need more support with the writing: Pair weaker students with stronger students and ask them to complete the task together.

If your students need an extra challenge: Ask them to include 5 deliberate grammatical mistakes in their blogs. When they are complete, ask them to check each other's work in pairs to find the mistakes.



## OVERVIEW

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

### Objective:

- All language-related objectives from Unit 1.

### Resources:

- SB: Word List page 62; Grammar Reference page 67
- WB: pages 10–11; Self-Assessment 1 page 9
- Assessment: Unit 1 Language Test (Vocabulary, Grammar, Use of English)

## VOCABULARY AND GRAMMAR

Exercise 1.

### Answers

1 humble 2 implying 3 proponent 4 spontaneity  
5 comprehend 6 -looking

Exercise 2.

### Answers

1 ~~clever~~ – smart  
2 ~~close~~ – tight  
3 ~~black~~ – dark  
4 ~~thin~~ – narrow  
5 ~~talking~~ – social  
6 ~~gentle~~ – soft

Exercise 3.

### Answers

1 have you been doing  
2 was planning  
3 've/have been watching  
4 've/have found  
5 'd/had never realised  
6 've/have been meaning  
7 am finding  
8 are you getting on  
9 'll/will be spending  
10 'll/will have been researching

## USE OF ENGLISH

Exercise 4.

### Answers

1 oversimplification 2 disposition 3 compassionate  
4 discretion 5 vulnerability 6 stability 7 dedicated  
8 commitment

## READING

Exercise 5.

### Answers

1 B 2 C 3 A 4 B 5 A 6 C



## NOTES

[illegible]





UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 2 On the move	Theme 6: Recreation  Theme 3: Science and technology	<p><b>Listening:</b> evaluating main ideas and supporting details; discussing the objectivity of information and speaker; recognising the idiomatic expressions in familiar situations</p> <p><b>Speaking:</b> phrasing words into thought groups and pausing between the phrases; explaining concepts/ideas in an organised manner using examples or details; generating effective critical thinking into primary issues in a given topic in a debate; working with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed</p> <p><b>Reading:</b> following the SQRRR (SQ3R) reading strategy; speeding up reading by skipping unknown words; monitoring understanding by asking questions, thinking about and reflecting on the ideas and information in a text</p> <p><b>Writing:</b> assessing their own writing for both organisation and content using writing standards; examining modes of persuasion in a written piece</p> <p><b>Viewing and presenting:</b> responding orally and in writing to visual texts</p>	<p><b>Listening:</b> make a variety of inferences citing evidence; ask and answer questions about what a speaker says in order to check comprehension, collect additional information or enhance understanding; use tone to help identify speakers' purpose (warnings, advice, excuses, complaints, blame, contrition) or mood (disappointment, surprise, regret)</p> <p><b>Speaking:</b> speak using a wide range of conjunctions to express chronological development, comparison, contrast, cause and effect; debate regularly in a deliberative discussion; build on consensus-building discussions that are grounded on techniques, tactics of inclusion and issue-relatedness</p> <p><b>Reading:</b> follow the SQRRR (SQ3R) reading strategy (survey, question, read, recite and review) when approaching a text; pausing and asking questions; speed up the reading rate by skipping unknown words; monitor understanding by asking questions, thinking about and reflecting on the ideas and information in a text; engage in a discussion that indicates appropriate processing of information; determine the referent of a pronoun used in the text; find words in the text that show the writer's view point; determine the best place to insert a given sentence into the text</p> <p><b>Writing:</b> use "The journalists' questions" strategy, (i.e. Who? What? Where? When? Why? and How?) to come up with and organise ideas; demonstrate competent writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure and a style of language that serves the purpose and audience</p> <p><b>Viewing and presenting:</b> examine texts and illustrations analysing the relationship between visual and written information</p>



OVERVIEW

Objective:

- Identify different styles, genres and registers in written discourse (GSE 67–75 – B2+).

Resources:

- SB: pages 14–15; Word List page 63
- Online resources: Photocopiable Resource 4

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to discuss the last long journey they went on in pairs: where they went, who they were with, how they travelled, etc. When they have finished, ask students to share anything interesting they found out about their partner with the class.

PRESENTATION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Read the questions with the class so they know what to listen for. Students listen and answer the questions, then check in pairs. Check answers with the whole class.

Answers

- 1 S1: D, S2: E, S3: C  
2 S1: two exceptional-looking people: the old-fashioned British man, the man with the gold suit; S2: a pair of women's shoes in decent condition; S3: a mass of brightly coloured balloons, fastened to a bike  
3 S1 likes to watch people when travelling. S2 avoids rush hour - runs up to last train carriage. S3 checks out car/motorbike makes on long car journeys.  
4 S1: gentleman = campaign supporter; S2: sore feet / new pair of shoes; S3: The man was planning to sell the balloons



Audioscript 2.1

S1 = Speaker 1 S2 = Speaker 2 S3 = Speaker 3

S1: This has got to be top of my list of weird things seen on the way to college! I get bored when I'm travelling. I'm not a reader, so what I love to do is people-watch. Last week, bus services had been disrupted because of the storm, so I took the tube. I'd got on a few stops before these characters and, luckily, I had a seat because when the doors opened at Oxford Circus, a guy wearing a very unusual outfit like an old-fashioned British gentleman boarded the train and shuffled over to sit by a businessman in his pinstripe suit, who was quite surprised, I can tell you. But then on hops a tall thin man wearing a gold suit and tall hat! I can only guess that the two were on their way to an event - alternatively, I suppose, the gentleman could have been part of a 'bring back the British gentleman' campaign or something. I suppose, whatever floats your boat, huh? Anyway, they got off after two stops and the gentleman hobbled down the platform, clearly uncomfortable with his shoes, while the guy in the gold suit strode off, with the crowds of commuters parting in front of him! Amazing what you see on the Tube!

S2: I had a very strange experience last week on the four forty from Waterloo. Got there at four thirty and the station concourse was crammed. Usually, I try to steer clear of rush hour, but I had no choice that day. Everyone was clustering round the info boards, waiting for platform numbers to flash up. And there it came. Platform fourteen. Immediately, the crowd surged forward, and everyone pushed and shoved their way through the barriers. It would drive me up the wall to do that every day! The train was waiting, and I knew everyone would be scrambling madly for a seat, so when I saw an opening in the crowd, I flew down the platform to the very end of the train. And, as usual, I entered a totally empty carriage. With a sigh, I sank into a seat by the window - or rather, I was about to sink, when I noticed something odd on the floor. There was a pair of shoes - exactly where a pair of feet would be placed! The shoes were a woman's pair, in fairly good condition. For the life of me, I couldn't comprehend why the owner might have left them. Was she at this very moment padding barefoot back along the platform in search of her forgotten shoes? Had she taken them off because her feet were hurting? Maybe she'd bought a new pair? Intriguing. However, by now the carriage had filled up, the train lurched forward and with a foot I pushed the shoes forward under the seat in front.

S3: Have you seen that amazing film *Up*? There's a great scene where the old man attaches a load of balloons to his house and they lift him up, up and away. I was reminded of that the other day while I was in my dad's car. I tend to spend car journeys checking out car makes and motorbikes - it's a hobby of mine. We rounded a bend and there on the road was a quite incredible sight: a mass of brightly-coloured balloons in midair! It took me a moment to realise that they were tied to the back of a bike! The cyclist, a man, was pedalling furiously - I hoped he wasn't about to take off! Suddenly, there was a strong gust of wind and he started to wobble dangerously. Then the wind lifted the balloons and the man couldn't keep the bike upright! It slid to the ground. He stumbled for a moment, but then got his balance and managed to grab the balloons, which seemed to have detached themselves from the bike. He staggered to the side of the road with them. He must have been going to sell them. It was rather bizarre!

PRACTICE (15 minutes)

- 1 (T-S, S-T) Exercise 2. Read the verbs of movement in the answer options with the class, elicit or demonstrate the meanings. You may want to ask students to physically demonstrate the different types of movement or demonstrate them yourself. Alternatively, allow students to use dictionaries. Students complete the sentences individually. Check answers as a class.

Answers

1 a 2 c 3 b 4 a 5 c 6 b 7 a

- 2 (T-S, S-S, S-T) Exercise 3. Go through the *Active Vocabulary* with the class and answer any questions students have. Students complete the sentences individually, then check in pairs. Check answers with the class.

Answers

1 wall, steer 2 plain 3 force 4 downhill 5 boat, ride



# 02 LESSON 1A VOCABULARY AND SPEAKING (SB)

## PRODUCTION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 4. Read the *Watch Out!* box with the class, then ask students to complete the sentences alone and check in pairs. Check answers with the class.

### Answers

1 sailed 2 drove 3 stumbled 4 staggered 5 flew  
6 park 7 jumped 8 backpedaled

- 2 (T-S, S-S, S-T) Exercise 5. Refer students to the photos on page 14. Check that each pair understands they need to choose a photo that isn't referred to in the recording and they need to use the verbs from Exercise 4.

### 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 five sentences using different verbs of movement. You may want them to read out their sentences at the beginning of the next lesson.

## CONTINGENCY PLAN

If your students need more support with the vocabulary:

Ask them to write a short paragraph including as many of the travel verbs, idioms of movement or verbs of movement as they can. Circulate and help while they're writing, but give them a strict time limit. You can then either invite students to read out their paragraphs, or swap the paragraphs between pairs and get them to check each other's work.

If your students need an extra challenge: Ask them to write their own sentences using the idioms related to movement. Encourage them to relate the sentences to their own lives so they are more likely to retain the meaning.

There is also a downloadable photocopiable resource number 4 to use.



OVERVIEW

Objective:

- Use a range of topic-specific vocabulary, appropriate to situations (GSE 59–66 – B2).

Resources:

- SB: pages 14–15
- WB: pages 12–13

WARM-UP (10 minutes)

(T-S, S-T) Ask students to use a verb of movement to make a sentence. Ask for volunteers to come to the front of the class. Nominate students to read out their sentences with the verbs of movement. Students at the front should demonstrate the verbs. Carry on with the activity as long as there are different verbs of movement.

PRACTICE (20 minutes)

- 1 (T-S, S-S, S-T) ★★ Exercise 1. Elicit the correct verb for the first sentence. Students then work individually to circle the correct verbs. They compare answers in pairs. Check answers as a class.

Answers

1 strode 2 surged 3 wobbles 4 lurch 5 stumbled  
6 stagger 7 hobble 8 shuffle

- 2 (T-S, S-T) ★ Exercise 2. Go through the options for the first sentence with the class and elicit the correct answer. Students complete the idioms with the correct words individually. Check answers as a class.

Answers

1 b 2 c 3 a 4 c 5 b 6 c 7 b

- 3 (T-S, S-S, S-T) ★★★ Exercise 3. Students read the posts first before working out what the missing words are. Point out that the first letter of the missing words is given. When they have finished, pairs compare the answers. Check answers as a class.

Answers

2 stumbled 3 hobbling 4 downhill 5 staggered 6 ride

- 4 (T-S, S-S, S-T) ★★ Exercise 4. Ask students to read the instruction carefully and point out that they may need to change the verb tense in the sentence. Students complete the sentences individually, then check with a partner. Check answers as a class.

Answers

2 staggered 3 stumbling 4 jump 5 driving 6 flew  
7 backpedal 8 parked 9 riding  
Number 9 isn't figurative.

PRODUCTION (5 minutes)

(T-S, S-S, S-T) ★★★ Exercise 5. Read the instruction with the class. Students identify the blog post the conversation is about and complete the conversation with the words from the box. When they have finished, ask a pair to read out the conversation to the class.

Answers

The conversation refers to the blog post by Aviator321.  
2 wobbling 3 steer 4 taken 5 gone 6 drove

WRAP-UP (10 minutes)

(T-S, S-S) Exercise 6. Ask students to make a plan for the writing task, including how they will use the vocabulary. Allow them to brainstorm ideas together.

Answers

Students' own answers

HOMEWORK

Ask students to write the article for their school website. Collect the articles at the beginning of the next lesson and, if possible, display them for the students to read. Ensure that you give feedback to the students on their work.

CONTINGENCY PLAN

If your students need more support: Ask them to look back at the vocabulary in the unit and write down the items they struggled with more. Ask them to look up those items in a dictionary and note details such as which part of speech it is, how many syllables it has, what other parts of speech are connected to it and so on. When they have done that, ask them to write some sentences using the target vocabulary.

If your students need an extra challenge: Ask them to write sentences describing situations in which they used the different verbs of movement. By personalising it, they are more likely to retain it.



# 02 LESSON 2A READING AND VOCABULARY (SB)

## OVERVIEW

### Objective: Reading

- Can recognise the use of cohesive devices to link ideas within and between paragraphs in a written text (GSE 62 – B2).
- Can guess the meaning of an unfamiliar word from context in a linguistically complex text (GSE 70 – B2).

### Vocabulary:

- Idioms related to movement: *make ...way, sweep along, fall into step, mill around, thunder past, forge ahead, find ... footing, catch ... eye*

### Resources:

- SB: pages 16–17 Word List page 63
- TB: Culture Notes page 110
- Online resources: Photocopiable Resource 5

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Elicit different forms of public transport available where students live. Ask students to discuss what they like and don't like about each form of public transport in pairs. When they have finished, ask students to share anything interesting they found out from their partner with the class.

## PRE-READING (5 minutes)

(T-S, S-S, S-T) Exercise 1. Go through the information in the *Active Reading* box with the students. Answer any questions they have. Then ask them to move on to the reading text and find the underlined reference devices. Tell them to only read around the underlined words to work out what noun or noun phrase they refer to, what type of reference devices they are. Elicit the first answer as an example, making sure you cover all the points (type, *forward* or *backward* and what they refer to). Ask students to work alone first, then compare their answers with a partner. Check answers as a class. You can refer to the Culture Notes section on page 110 of the Teacher's Book for more information about the Plaça de Catalunya.

### Answers

- A** pronoun referring forward (visiting the football stadium, Camp Nou.)
- B** pronoun referring back (express train)
- C** possessive pronoun referring back (the next train)
- D** indefinite pronoun referring back (the fact)
- E** demonstrative pronoun referring back (people)
- F** object pronoun referring back (stops)
- G** determiner referring back (station)

## WHILE READING (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Elicit the first answer as an example by focusing on the first highlighted word in the text (*descended*) and asking students to read the whole sentences it's in. Elicit the synonym (*went down*). Students match the rest of the words and synonyms individually, then check in pairs. Check answers with the class. When they are ready, put students in the same pairs to discuss the differences in meaning.

### Answers

- 2 dispersing 3 descended 4 alighting 5 colliding
- 6 rumbled 7 bolting 8 faltered

- 2 (T-S, S-S, S-T) Exercise 3. Ask students to read the sentences (A–G). Explain that their task is to read the text and match the sentences with the gaps (1–7) in the text. You may want to allocate 5 minutes to the activity, encouraging students to read fast as they are reading for general comprehension. Students work individually, then check in pairs. Check answers with the class. You can refer to the Culture Notes section on page 110 of the Teacher's Book for more information about Les Corts metro station.



### Answers

- 1 F 2 C 3 E 4 B 5 G 6 A 7 D

- 3 (T-S, S-S, S-T) Exercise 4. Ask students to discuss the meaning of the phrases in pairs. With weaker classes, elicit the literal meanings first and write them on the board for students to refer to when discussing the meanings. When they have finished, elicit answers from the class.

### Answers

- 1 normally associated with producing something, e.g., from materials; here: something intangible is created (his way to the underground)
- 2 usually means using a broom to collect dirt or dust from the floor; here: implies someone being pulled along amidst a group, typically a lack of control over this
- 3 normally means suddenly landing on the ground by accident; here: changing your way of walking so that you start walking at the same pace as those around you
- 4 usually means grinding something, e.g., wheat; here: means a group of people moving about in a seemingly directionless way
- 5 normally means a loud noise from the sky during a big storm; here: means going by very noisily
- 6 typically means illegally copying something; here: means moving forward with some difficulty
- 7 usually means recovering something that was lost; here: means beginning to feel confident in a new situation
- 8 normally means physically taking hold of something that moved through the air; here: means making eye-contact with someone

## POST-READING (5 minutes)

(T-S, S-S, S-T) Exercise 5. Ask students to discuss the ideas in pairs. Monitor and encourage them to use the vocabulary from the lesson. When they have finished, elicit ideas from a few students and find out if the others agree.

### Answers

Students' own answers

## TIP

Encourage students to record phrases in their vocabulary notebooks, not just individual words. They could also record sentences containing the phrases, to help remind them of their meaning. A solid understanding of phrases and their use will help students become more natural and fluent in their use of language.



PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 6. Give students time to discuss the questions in pairs. Then elicit ideas from students and have a brief class discussion.

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 think about an exciting or extreme sport they would like to try, and to make some notes about it for the next lesson.

CONTINGENCY PLAN

If your students need more support: Ask them to individually look through the text and find two words they don't understand and look up their meaning. Then in small groups, they can share what they've learned with each other.

If your students need an extra challenge: Ask them to write about an experience they have had when travelling somewhere and ask them to include as many of the items of vocabulary as they can.

There is also a downloadable photocopiable resource number 5 to use.



# 02 LESSON 3A GRAMMAR (SB)

## OVERVIEW

### Objectives: Grammar

- Invert subject and verb after initial complex adverbials (GSE 74 – B2+).
- Use a range of cleft sentences in the present, past and future (GSE 71 – B2).

### Resources:

- SB: pages 18–19; Grammar Reference page 68
- Online resources: Photocopiable Resource 6
- Assessment: Grammar Quiz Lesson 1

## WARM-UP (5 minutes)

(S–S, S–T) Ask students to refer to the notes they made at home and ask them to tell the class about the exciting or extreme sport they would like to try. If you have a large class, students can do this in groups. Encourage students to ask questions.

## PRESENTATION (10 minutes)

- 1 (T–S, S–S, S–T) Exercise 1. Ask students to read the questions to identify what to look for when reading. Students read the text and answer the questions individually, then check in pairs. Check answers with the class.

### Answers

- 1 A personal account – a blog post or a diary entry
- 2 Students' own answers

- 2 (T–S, S–S, S–T) Exercise 2. Ask students to read the two versions of the sentence in italics. Discuss the questions as a class, then ask students to find more examples.

### Answers

The first sentence is an example of negative inversion. It is used to emphasise a negative adverb or adverbial expression and to make a sentence sound more dramatic or memorable.

Examples:

*Never had I imagined such beauty.*

*Little did I realise how differently I would feel...*

*Rarely have we had such a crazy experience...*

Refer students to the Grammar Reference section on page 68 for more information.

- 3 (T–S, S–S, S–T) Exercise 3. Elicit the first answer as a class, then ask students to compare the rest individually. Then students compare answers in pairs. Check answers with the class.

### Answers

The word order is different. What is emphasised:

- 1 Only when we reached the top did I realise...
- 2 It was the flowing golden dunes which...

## PRACTICE (15 minutes)

- 1 (T–S, S–S, S–T) Exercise 4. Ask students to match the examples and explanations alone, then check in pairs. Check answers with the class.

### Answers

- a 1 b 2

Refer students to the Grammar Reference section on page 68 for more information.

- 2 (T–S, S–S, S–T) Exercise 5. Ask students to go through the *Watch Out!* box and find the examples individually, then check in pairs. Check answers with the class.

### Possible answers

**Cleft sentences:** The day when I finally got to go to the desert had finally arrived!; What I was really wild about though, was seeing the desert for the first time.; What followed was the ride of a lifetime.; It was Dad who said...; It was a day we will never forget.

**Inversion:** Little did I realise how differently I would feel...; Rarely have we had such a crazy experience as a family.

- 3 (T–S, S–S) Exercise 6. Elicit the first answer as an example and write it on the board. Ask students to rewrite the remaining sentences. Then ask students to check answers in pairs or groups.

### Answers

**Cleft sentences:** The day had arrived when I finally got to go to the desert.; I was really wild about seeing the desert for the first time.; The ride of a lifetime followed.; Dad said that ...; We will never forget that day.

**Inversion:** I didn't realise how differently I would feel.; We have rarely had such a crazy experience as a family.

- 4 (S–S, S–T) Exercise 7. With weaker classes, elicit the first answer as an example and write it on the board. Otherwise, students rewrite the sentences individually, then check in pairs. Check answers with the class and write them on the board (or invite students to do so).

### Answers

- 1 Not once did he feel sorry for himself.
- 2 Little did he know what was going to happen.
- 3 So happy was she that she thought she would never stop smiling.
- 4 Such was the great speed that they started to feel scared.



PRODUCTION (10 minutes)

- 1 (S-S, S-T) Exercise 8. Ask students to read the advert and discuss the questions as a class.

Answers

Students' own answers

- 2 (T-S, S-T) Exercise 9. Ask students to read the original sentence and the two cleft sentences and elicit which information is emphasised in the two cleft sentences. Then ask them to rewrite the remaining sentences, in the same way as the example. Ask students to work individually. When they have finished, check answers as a class.

Answers

2

a It's good food, fast cars and great roads that you can expect.

b What you can expect is good food, fast cars and great roads.

3

a It's a passion for cars that unites the group.

b What unites the group is a passion for cars.

4

a It's the speed that makes me excited.

b What makes me excited is the speed.

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 write a paragraph of at least 100 words giving their opinion on whether or not dangerous motorsports should be banned. Ask them to include some negative inversion and cleft sentences in their work.

CONTINGENCY PLAN

If your students need more support: Ask them to read the Grammar reference section on page 68 of the Student's Book. You may want to put students in small groups or pairs to write examples of cleft sentences and inversion using the Grammar reference section to help them.

If your students need an extra challenge: Ask them to write about an exciting experience that they have had and include as many cleft sentences and examples of inversion as they can. Be sure to give them feedback on any writing that they do.

There is also a downloadable photocopiable resource number 6 to use.



# 02 LESSON 3B GRAMMAR (WB)

## OVERVIEW

### Objective:

- Reformulate an idea using inversion and clefting to add emphasis (GSE 59–66 – B20).

### Resources:

- SB: pages 18–19
- WB: pages 14–15

## WARM-UP (10 minutes)

(T-S, S-S, S-T) Ask students to swap the paragraphs they wrote about whether dangerous motorsports should be banned or not. The partners read each other's opinion and discuss whether they agree or not. Encourage them to use inversion and cleft sentences in the discussion. At the end find out how the majority of the class feels about dangerous motor sports.

## PRACTICE (20 minutes)

- 1 (T-S, S-T) ★★ Exercise 1. Elicit from students how to form inversion and cleft sentences. Then ask them to make their choices. Check answers with the class.

### Answers

1 C 2 I 3 I 4 C 5 I 6 C

- 2 (T-S, S-S, S-T) ★★★ Exercise 2. Read the example sentence with the students. Make sure they remember the technique for inversion. Ask students to rewrite the sentences individually. When they have finished, ask them to check their sentences with a partner before checking them as a class.

### Answers

- 2 ... was the driving examiner that very few students passed first time.  
3 ... talented driver was Ali that he won every race he entered for two years.  
4 ... was the experience that he never forgot it.  
5 ... he had got out of the car did Saif realise that he'd won the race.  
6 ... had I seen such an exciting event.

- 3 (T-S, S-S, S-T) ★ Exercise 3. Read the example sentence with the students. Ask them to rewrite the sentences individually. When they have finished, ask them to check their sentences with a partner before checking them as a class.

### Answers

- 1 I wanted was a mountain bike, not a road bike  
2 only thing I said was that it was getting late/I said was that it was getting late  
3 I was thinking about was driving over to visit my grandparents/I was thinking about was driving over to visit my grandparents  
4 was in a car park that I first learnt to ride a bike/where I first learnt to ride a bike was in a car park  
5 who was my favourite teacher in primary school was Miss Altabbakh/was Miss Altabbakh who was my favourite teacher at primary school  
6 thing I don't know about the course is the start date/I don't know about the course is the start date

## PRODUCTION (5 minutes)

(T-S, S-T) ★★★ Exercise 4. Students work individually to complete the text using one word for each gap. Check answers as a class, encouraging students to discuss the solution or ask questions if they need clarification.

### Answers

2 did 3 what 4 was 5 thing 6 was 7 it 8 What  
9 How 10 all 11 Only 12 did

## WRAP-UP (10 minutes)

(T-S, S-S) Exercise 5. Look at the writing task with the students and ask them to make notes of their ideas. Students can work in pairs to discuss and expand on their ideas. Tell them that in their paragraph they should use inversion and cleft sentences.

### Answers

Students' own answers

## HOMEWORK

Ask students to finish the paragraph about how important they think it is that young people learn to drive.

Ask them to think about space tourism, what a space trip would involve and the kind of person who might take a space trip, and to make notes for the next lesson.

## CONTINGENCY PLAN

If your students need more support: Give them a list of random nouns, e.g., their grandmother, a car, a pair of sunglasses. Students should then work in pairs to write examples of cleft sentences or inversion using these nouns. Each pair gets a point for a correct sentence. You may want to give extra points for particularly inventive sentences.

If your students need an extra challenge: Ask them to write examples of inversion and cleft sentences and leave out the verb. Then swap with a partner and see if they can guess the missing verb.



OVERVIEW

Objective: Listening

- Identify specific information in a linguistically complex factual speech (GSE 73 – B2+).

Resources:

- SB: page 20; Word List page 63
- TB: Culture Notes page 110
- Online resources: Photocopiable Resource 7

WARM-UP (10 minutes)

(S–S, S–T) Ask students to discuss the notes they made at home about a space trip. Put them in pairs or small groups to discuss their views and ideas, then invite students to share them with the class. Ask them to consider what the pros and cons of taking a trip into space might be.

PRE-LISTENING (5 minutes)

(T–S, S–S, S–T) Exercise 1. Ask students to read through the list of topics and discuss which ones they expect to hear about in the conversations. Tell them to discuss each topic with their partner and give reasons why they think they will be or won't be talked about. Then play the recording. Students tick the topic which is not mentioned. You can refer to the Culture Notes section on page 110 of the Teacher's Book for more information about The ClearSpace-1 mission.

Answers

Topic 4



Audioscript 2.3

S1 = Speaker 1   S2 = Speaker 2   S3 = Speaker 3  
S4 = Speaker 4   S5 = Speaker 5   S6 = Speaker 6

1

- S1: So, I guess you must be really happy to read these latest reports about space tourism! I can see you booking a ticket as soon as possible.
- S2: Yes – great news that it's all getting that much closer – and yes, if I suddenly became a millionaire, I might well be tempted! Seriously though, there are still a lot of hurdles left for these private companies to overcome before people start hurtling through space on a regular basis. There have been lots of setbacks already. But if it all goes well and it becomes more affordable for members of the general public, then I would love the experience. Don't tell me you wouldn't seize the opportunity yourself if it arose?
- S1: Well, it certainly would be a getaway with a difference! Obviously, for a long time, it's only going to be available to people with a lot of money and maybe I'm being cynical, but I'm sure that for most of them it won't be about having a magical experience, but about being able to brag about it to their friends. Not including you in that generalisation, it goes without saying ...
- S2: Thanks for that! Yes, you may have a point, but I'm not concerned about other people and what they think. Everyone will have their own reasons for buying a ticket, you can't change human nature. But what would fascinate me would be that sudden exhilaration of flying through space at breakneck speed and of course the loss of gravity. Wow – it's incredible just to contemplate!

2

- S3: I saw a fascinating documentary about debris in space the other night. I'd never realised how dangerously cluttered space was getting. Naturally, people tend to focus on environmental problems that abound here on Earth, but we should look a bit further afield, you know – space is getting its fair share too!
- S4: I wouldn't say it's cluttered exactly. I know humans are certainly leaving their mark, bits of metal and things. But, to be realistic, space is vast – we're not causing too much damage, are we? I mean, it's not as though rockets and spaceships are travelling through space all the time, other than to and from the space stations.
- S3: Don't forget about all those satellites and things. Apparently, there are nearly two thousand live satellites in space and more than three thousand failed ones. The debris from defunct satellites is whizzing round at break-neck speed, over seventeen thousand miles an hour! The build-up is getting so bad that the risk of collision between these objects is getting higher and higher and the knock-on effect would mean more and more debris.
- S4: I hadn't realised the situation was so serious. Definitely, there's the need for a 'towtruck' to remove the failed satellites. Is anything being done about it?
- S3: Well, the outlay for developing any ideas is enormous, as you can imagine. I've heard about ClearSpace-1 – the first space mission to remove debris from orbit. A real breakthrough which involves a vehicle designed to trap objects, then drag them down into the earth's atmosphere where they'll burn up. Sounds promising.
- S4: Well, I hope it works and clears the place up before tourists start holidaying in space – crashing into a piece of satellite at that speed would be horrific.

3

- S5: I was just reading about a man who spent eleven days on the space station as a tourist.
- S6: No way! I thought such trips would be much shorter? You know, up and back and that's it. How did he manage that?
- S5: Well, apparently, he got taken up on a shuttle with astronauts who were going to work on the Space Station and stayed up there for eleven days. It must've cost him a small fortune ... He's been writing about how the experience has changed him.
- S6: So what was it that he thinks has changed him?
- S5: Of course, the whole experience was incredible – the weightlessness, for example – he explains how they tie themselves to posts to sleep at night, and the camaraderie of the astronauts. But what really astounded him was the view of planet Earth.
- S6: Yeah, I've heard it's a beautiful sight.
- S5: It wasn't so much the beauty. What amazed him was how small and insignificant it made him feel. Being up there, isolated in the great vastness of space and looking at our planet really made him rethink his life and our place in the universe. It turned him quite philosophical, apparently!
- S6: I've heard that three tourists are going on a trip of similar length soon enough. They'll spend two days travelling to and from the orbital space station and the rest of the time on board. The ticket is about fifty-five million dollars. Two seats left. Wanna go?



# 02 LESSON 4A LISTENING AND VOCABULARY (SB)

## WHILE LISTENING (15 minutes)

(T-S, S-S, S-T) Exercise 2. Give students time to read the items and check they understand the task. Then play the recording again to allow students to choose the correct conversation. Ask them to compare their answers in pairs then check them as a class. If there is uncertainty, play the recording again.

### Answers

a 3   b 2   c 1   d 3   e 2   f 1   g 2   h 1

## POST-LISTENING (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 3. Ask students to complete the questions individually, then check in pairs. Check answers with the class. Students then discuss the questions in pairs. When they have finished, ask them to share their answers with the class.

### Answers

1 share   2 hurdles   3 speed   4 mark   5 brag   6 effect  
Students' own answers

- 2 (T-S, S-S, S-T) Exercise 4. Students complete the sentences individually then check the answers with a partner. Check answers as a class.

### Answers

1 getaway   2 outcome   3 breakthrough   4 outlook  
5 setback   6 outset   7 outlay   8 outcry, cutbacks

- 3 (T-S, S-S, S-T) Exercise 5. Ask students to discuss the question in groups or pairs. When they are ready, open up the discussion 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 make a list of places they could visit with a group of friends to celebrate the end of school.

## CONTINGENCY PLAN

If your students need more support: Display the audioscript for the conversations on the board and allow students to read along with it as they listen.

If your students need an extra challenge: Ask them to write sentences about their own lives using the phrases from Exercise 3.

There is also a downloadable photocopiable resource number 7 to use.



OVERVIEW

Objectives:

- Identify and derive meaning from a wide range of stress and intonation patterns (GSE 67-75 – B2).
- Use stress and intonation to convey meaning effectively (GSE 67-75 – B2).

Resources:

- SB: page 20
- WB: page 16

WARM-UP (10 minutes)

(T-S, S-S, S-T) Put students in pairs, A and B. Student A is a firm supporter of the space programme, while student B is in strong opposition to the idea. Tell them to have a debate, to convince their partner why their opinion is the right one. At the end, find out from the pairs who had the more persuasive argument.

PRACTICE (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Students complete the sentences individually with phrasal nouns. Encourage them to check back to Exercise 4 in the previous lesson. They then compare answers in pairs. Check answers with the class.

Answers

- 1 setback 2 breakthrough 3 outlay 4 cutbacks  
5 outcome



- 2 (T-S, S-T) Exercise 2. Read the sentences to the students, demonstrating the rising and falling intonation. Play the recording, stopping after each sentence. Students repeat the sentences.



- 3 (T-S, S-T, S-S) Exercise 3. Read through the *Active Pronunciation* box with the students and demonstrate how the intonation changes in the examples. Allow students to practise the intonation. Then play the mini-conversations,

first for the students to listen, then play the recording again, stopping after each sentence, allowing students to repeat what they hear. Students then practise the conversations in pairs.

PRODUCTION (5 minutes)

- 1 (T-S, S-T) Exercise 4. Students work individually to decide which option has new information and which one doesn't. Check answers as a class.

Answers

- 1 b is adding new news, a is not  
2 b is adding new news, a is not



- 2 (T-S, S-S, S-T) Exercise 5. Students mark the intonation patterns individually, then compare the answers with a partner. Play the recording for a final check. You may want students

to use hand signals to show the rising and falling intonation. Note that 'uni' is a common abbreviation for 'university' and is widely used in British English.

Answers

- 1a I'm worried about several exam papers, but it's the History paper (falling tone) that really concerns me. (fall-rising tone)  
1b I'm worried about several exam papers, but it's the History paper (falling tone) that I need to pass to get to uni. (falling tone)  
2a Long periods of space travel will affect astronauts in many ways, but it's their physical health (falling tone) that has always worried scientists. (fall-rising tone)  
2b Long periods of space travel will affect astronauts in many ways, but it's humanity's need for progress (falling tone) that will ensure that the projects continue. (falling tone)

Audioscript 2.6

- 1 I'm worried about several exam papers, but it's the History paper that really concerns me.  
I'm worried about several exam papers, but it's the History paper that I need to pass to get to uni.  
2 Long periods of space travel will affect astronauts in many ways, but it's their physical health that has always worried scientists.  
Long periods of space travel will affect astronauts in many ways, but it's humanity's need for progress that will ensure that the projects continue.

WRAP-UP (10 minutes)

(T-S, S-S, S-T) Ask students to write three cleft sentences. They then swap their sentences with a partner, who has to read them with the correct intonation.

HOMEWORK

Ask students to write personalised sentences using the phrasal nouns from Exercise 1.

CONTINGENCY PLAN

If your students need more support: Ask them to record themselves having the mini-conversations from Exercise 3. Ask them to think about their intonation and try to copy the recording as closely as they can.

If your students need an extra challenge: Ask them to go back to inversion or cleft sentences that they wrote previously and record themselves reading them so that they may practise the intonation.



## OVERVIEW

### Objective: Speaking

- Participate in linguistically complex discussions about attitudes and opinions (GSE 79 – C1).

### Resources:

- SB: page 21
- TB: Culture Notes page 110; Class Debates page 112

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to discuss the following questions: *Where would you like to go with your family on an outing? Would you stay local or would you rather travel further? Why?* Students discuss the questions in pairs. When they are ready, ask students to share their answers with the class.

## PRESENTATION (20 minutes)

- (T-S, S-S, S-T) Exercise 1. Explain that students are going to listen to some students discussing where to go for a trip. Ask students to listen and answer the questions. Play the recording. Check answers with the class.

### Answers

- Either the seaside or the canal – they need to decide with the rest of the group. The city would be too hot in summer.
- Students' own answers



### Audioscript 2.7

B = Brandon C = Cameron

- B:** OK, so our graduation day is coming up fast. We need to decide how we're going to celebrate it. Maybe with a trip somewhere great? Having said that, none of us will have that much money to throw around so it's got to suit all our pockets. Any thoughts?
- C:** Well, leaving school's an important point in our lives. I'd love to go somewhere really interesting. How about postponing the pleasure and going for something big, like a last chance holiday in some remote, beautiful place that will soon disappear because of climate change? Like Antarctica, for example, or the Great Barrier Reef?
- B:** You're on fire today, Cameron! You're always the driving force behind all the adventures. I wouldn't want to take out a bank loan to see melting ice though.
- C:** Me neither, that's why I'm talking about going there next year. That would be something, wouldn't it?
- B:** It certainly would. But I'd really like to celebrate this year, so let's be realistic here. We had a great day out in London with our parents last year, didn't we? We could stretch it to a weekend stay, maybe? There's a lot to be said for a couple of days in the capital, don't you think? Like checking out art galleries or museums, and taking in a show? Mind you, on the other hand, I'm not that keen on going round a city when it's probably going to be sweltering, and I know neither is my dad.

- C:** I know what you're saying – I assume it'll be baking hot at the end of June – it was last year and I can't stand the heat hence ... Antarctica – nice and cold, snow crunching ... mmmm ... But OK. Thinking about it, there are a lot of points in favour of having a couple of days on the windy, rainy coast. We could take a trip to Brighton and chill out at the seaside for a while? That would be fun! Alternatively, we could put forward the idea of going along the canal for a few days – fresh air, great scenery – that would be something different, wouldn't it? And it's not too far to travel to.
- B:** True. If we're thinking about something different and fun, that could be popular. What we have to remember is that we'd need to hire a few boats to take all of us, and I'm not sure how much that would cost.
- C:** Well, you could argue that with everyone contributing it might be cheaper than the cost of train travel to the city, hotel rooms, tickets to the show ...?
- B:** OK, I'll do some checking and work out some costs for the different options and then we can see what everyone thinks. Which would you go for?
- C:** Oh, a canal trip – no question! I love being on the water! And you?
- B:** Well, I'm in two minds here – I'm not that keen on going back to London, but I'm split between the beach and the canal. Both ideas have a lot going for them. If you really wanted to pin me down, I'd probably say – if Antarctica is definitely out, then the seaside! But it will be fun whatever!
- C:** And we'll stay in touch and make a pledge that next year – or in two years' time – we'll go on a last chance holiday together? Right?
- B:** You're on!
- (T-S, S-S, S-T) Exercise 2. Go through the Speaking box with the class. If you have time, students can work in pairs to predict words that might fit in the gaps in the sentences. Play the recording for students to complete the sentences. Then check in pairs. Check answers with the class.

### Answers

- said 2 favour 3 forward 4 argue 5 question 6 minds 7 pin

- (T-S, S-S, S-T) Exercise 3. Put students in pairs to discuss the topics. Monitor and help. Ask pairs to present back on the pros and cons of each point to the class.

### Answers

Students' own answers

## PRODUCTION (15 minutes)

(T-S, S-S, S-T) Exercise 4. Ask students to choose a quote and prepare a short presentation in pairs. Monitor and help with ideas and encourage students to use the phrases from Exercise 2. When they are ready, ask each pair to present to the class. You can refer to the Culture Notes section on page 110 of the Teacher's Book for more information about Ibn Battuta.

### 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 consider the various problems someone could have going on holiday. Ask them to write at least 100 words about a problem on holiday. The situation can be based on real life or invented.

### CONTINGENCY PLAN

If your students need more support: Model the phrases from the Speaking box for them and ask them to repeat, paying close attention to the intonation. You may want them to underline any words they think will be stressed in the phrases beforehand.

If your students need an extra challenge: Ask them to discuss the following statement: As human beings, we should be allowed to travel to anywhere we want to on Earth. Divide the class into For and Against and allow them preparation time. Then encourage them to have a debate. You can use the information on page 112 to help you.



# 02 LESSON 6A WRITING AND VOCABULARY (SB)

## OVERVIEW

### Objective: Writing

- Write a forceful but polite email of complaint, including supporting details and a statement of the desired outcome (GSE 67 – B2).

### Vocabulary:

- Intensifying adverb-adjective collocations: *completely inexcusable, deeply disappointed, drastically improved*

### Resources:

- SB: pages 22–23

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to discuss the last time they complained about something in pairs. Ask them to say what it was, what the problem was and what happened in the end. If students have not had experience of making complaints, ask them to discuss the kind of things that people might complain about when interacting with a business.

## PRESENTATION (10 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to discuss in pairs what might go wrong on an organised holiday. If they have done the homework from the previous lesson, you may want students to share their paragraphs in groups or as a class. When they have finished, elicit ideas from the class and write them on the board. Then tell them to imagine that they wrote an email to their friend about their bad holiday experience, and also wrote an official complaint to the organisers. Ask them to consider the differences between the two forms of writing, including which type of language they may use in each situation. When they have finished, elicit ideas from the students and write them on the board. Then ask them to read the two emails and check their ideas.

### Answers

Students' own answers

## PRACTICE (10 minutes)

- (T-S, S-S, S-T) Exercise 2. Elicit the first answer as an example and write it on the board. Students find the rest of the phrases individually then check in pairs. Check answers with the class and write them on the board or invite students to come up and do so.

### Answers

- It failed to arrive on time.
- In excess of thirty minutes late ...
- Our second issue was ...
- You may remember that ...
- Finally, to our utter disbelief ...
- At no time were we offered an apology.
- We were extremely fortunate ...
- Just in time ...

- (T-S, S-S, S-T) Exercise 3. Go through the sections of the Writing box as a class and check understanding. Students complete the rest of the box individually, then check in pairs. Check answers with the class.

### Answers

- While we were extremely fortunate ... to catch our flight, we believe we should receive ...
- The coach had not been properly serviced
- I would like to express in the strongest terms, how deeply disappointed we were.
- What was, in my view, completely inexcusable, was that at no time were we ...
- Obviously, we hope that ...

- (T-S, S-S, S-T) Exercise 4. Ask students to complete the collocations individually, then check in pairs. Check answers as a class and write them on the board.

### Answers

- disappointed
- improved
- inexcusable

- (T-S, S-S, S-T) Exercise 5. Students complete the collocations individually, then check in pairs. Explain that some words can be used more than once. Check answers with the class.

### Answers

- mistaken
- inaccurate
- flawed
- overrated
- opposed
- unjustified
- obvious

## PRODUCTION (15 minutes)

- (T-S, S-S, S-T) Exercise 6. Put students in pairs and ask them to read the notes, then plan together how to write an email of complaint and make notes. Monitor and offer help where necessary.

### Answers

Students' own answers

- (T-S, S-S, S-T) Exercise 7. Ask students to write their emails of complaint, using their notes from Exercise 6. Monitor and encourage students to use collocations and phrases from the lesson. When they have finished, put students in pairs to swap emails and read them. In feedback, ask a few students how successful they think their partner's email is and why.

### 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 complete their email of complaint if they didn't have time to do so during the lesson.

### CONTINGENCY PLAN

If your students need more support with the writing: Pair weaker students with stronger students and ask them to complete the task together.

If your students need an extra challenge: Ask them to include 5 deliberate grammatical mistakes in their letters. When they are complete, ask them to check each other's work in pairs to find the mistakes.



## OVERVIEW

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

### Objective:

- All language-related objectives from Unit 2.

### Resources:

- SB: Word List page 63; Grammar Reference page 68
- WB: pages 18–19; Self-Assessment 2 page 17
- Assessment: Unit 2 Language Test (Vocabulary, Grammar, Use of English)

## VOCABULARY AND GRAMMAR

### Exercise 1.

#### Answers

- 1 downhill 2 unjustified 3 fundamentally 4 overcome  
5 overrated 6 blindingly

### Exercise 2.

#### Answers

- 1 Under no circumstances would I lie to you.  
2 Only when I saw the sign did I change platforms.  
3 No sooner had we set off for Dubai than the car broke down.  
4 At no time have I ever had a problem with my passport.  
5 Little did he know that the plane was already boarding.  
6 In no way was the cyclist to blame for the accident.

### Exercise 3.

#### Answers

- 1 What I can't understand is the cost of space research./It's the cost of space research that I can't understand.  
2 The person I meant to send the query to was Samia, not Sami./It was Samia I meant to send the query to, not Sami.  
3 What we need to check before we book is the insurance coverage for winter sports./It's the insurance coverage for winter sports that we need to check before we book.

## USE OF ENGLISH

### Exercise 4.

#### Answers

- 1 a 2 c 3 c 4 b 5 a 6 a 7 b 8 c

## LISTENING

### Exercise 5.

#### Answers

- 1 A 2 B 3 B 4 A 5 C 6 C

## Audioscript 2.8

M1 = Man 1 W1 = Woman 1 M2 = Man 2  
W2 = Woman 2 M3 = Man 3 W3 = Woman 3



### Conversation 1

M1: Has Lewis left for school?

W1: Yes, he left on his bike a few minutes ago. I'm worried about him. The roads are very busy at this time of day. The cycle paths are just lines painted onto the surface of the road. Not only is it dangerous, but he's breathing in all the fumes and the traffic races past him!

M1: Nothing races in the rush hour – you're lucky if you get out of first gear. I should think he's the one doing the overtaking, not the cars. Don't worry, he's a good cyclist. As long as he goes in a straight line, he'll be alright.

W1: That's the problem. There are pot holes all over the place, so it's almost impossible not to keep swerving over into the path of the traffic regardless of your cycling abilities.

M1: That's true. I've noticed the same thing myself when driving to work. It's high time something was done about it. The council should fix the holes. Hopefully they will soon.

W1: Well, to be honest, I'd prefer the council to build separate cycle paths. I know it's expensive, but that would make things a lot safer.

### Conversation 2

W2: Oh look, they've got those new CT scanners here. They bombard your bags with radiation from all different angles and build up a really accurate 3D image for the security guards to examine. Not many places have them yet, unsurprisingly, considering the exorbitant costs involved, but they'll be everywhere within a few years. The idea is to speed up the queues, but I imagine something else will probably delay us instead. Don't look so worried. The radiation may play havoc with old style undeveloped camera films, but not with modern devices. Right, it's our turn now. Let's go.

M2: Don't forget to take off your shoes. You won't be going through the new machine. They'll need to check them.

W2: Not these shoes. The security personnel can see that they're too flimsy and lightweight to be capable of hiding anything suspicious. I always get waved through when I'm wearing them. Unlike you in those boots. Hurry up and take them off! I'll see you on the other side!

### Conversation 3

W3: We should take the train to Spain when we go.

M3: The train? We can pick up cheap flights for next to nothing out of season.

W3: Haven't you heard of *Flygskam*? It's a Swedish word for flight shame. A lot of people assume it started with environmental campaigners, but actually the issue precedes their involvement. Of course, it is because of the publicity surrounding climate change that a lot more people all over Europe are also cutting down on flights and instead are travelling by train. I think we should go by rail to be a bit more environmentally friendly, too.



- M3:** I'm not keen on sitting on trains for hours on end, especially when you have to sprint from one platform to another with your arms full of luggage so you don't miss your connection. Railway food isn't always good, either.
- W3:** Don't worry, the time will fly past, but I'll make sure we have at least one hour between connections. I'm sure French and Spanish trains have good quality food, but I'll check out some restaurants in the vicinity of each station we have to get off at. That's better than taking sandwiches. What do you think?
- M3:** OK, but make sure you get window seats.

### SPEAKING

Exercise 6.

#### Answers

Students' own answers

### WRITING

Exercise 7.

#### Answers

Students' own answers



## OVERVIEW

### Objective:

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

### Resources:

- SB: pages 24–25
- TB: Culture Notes page 110

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to look at the photos and elicit what they can see. Put students in pairs to discuss the questions. When they have finished, elicit their ideas and have a brief class discussion.

### Answers

Students' own answers

## PRESENTATION (10 minutes)

- 1 (S-S, S-S, S-T) Exercise 2. Ask students to read the blog post and answer the questions alone then check in pairs. Check answers with the whole class. You can refer to the Culture Notes section on page 110 of the Teacher's Book for more information about the Atacama Desert, Valle Nevado, the Moon Valley and Santiago.

### Answers

- 1 Chile
- 2 He visited Santiago, Valle Nevado to go skiing, Moon Valley and Mars Valley and Valparaíso.
- 3 No. They wanted to do different things. They didn't agree on where to go and Sultan didn't like the people Adnan met.
- 4 Adnan wanted to go skiing and Sultan didn't. He went with him though. Sultan didn't like that Adnan was posting photos of him on social media pages without asking his permission.

- 2 (T-S, S-S, S-T) Exercise 3. Ask students to listen and identify the two issues Jane Boden mentions. Check answers with the class.

### Answers

- 1 considering the impact on the environment and local people
- 2 travelling with a partner whose views are compatible with yours



## Audioscript 2.9

P = Presenter J = Jane

**P:** Hello and welcome to *The Travel Bug*, our weekly podcast on all things related to travel. Today, we are delighted to welcome Jane Boden, a travel specialist. Jane is going to be talking about a range of travel considerations, and giving us advice about making good decisions when we need to. Jane, welcome.

**J:** Thank you for inviting me.

**P:** Travelling certainly involves making a lot of decisions. Obviously, there are the day-to-day decisions, such as where to go, who to travel with ...

**J:** Absolutely. These are very important considerations. For example, it's vital to travel with someone who you know has views on tourism that are compatible with your own. And, in terms of considering where you might go, another example is related to the huge growth in travel and tourism. A lot of places are now really overcrowded with tourists, and this can impact on the natural environment, or the quality of life for local residents.

**P:** So, how would you go about making a decision about that kind of destination?

**J:** Well, I think the first step in making any decision is almost always to *do some research*. So, in this case, you could find out more about what impact tourism is having, and if there are any ways of visiting that could minimise it. You could then make a list of options – perhaps going out of season, or with a local guide, and then reflect on the pros and cons and the *possible outcomes* of each of those.

**P:** These kinds of decisions aren't always easy though, are they? I mean, if you decide not to go, won't that be hurting the local economy?

**J:** Well, this is why research is so important when you're weighing up your options. Research will help you to understand more about that destination. And, as well as doing some research, another tip I would give here is to get some different *perspectives* on the trip. Talk to people who have been there or read their blogs. If possible, get a perspective from someone who actually lives there.

**P:** Good advice. You don't want to get there and realise you've made the wrong decision, do you?

**J:** No, obviously, but, you know, however carefully you make a decision, you can't know for sure that it's always going to be the right one. It often takes experience to make a good choice of travel companion or destination so, after you've made your decisions and returned from your trip, make sure you look back on what *you can learn* from the outcomes – good or bad.

**P:** Thanks, Jane, that's all really useful. Now, could you tell us a bit more about ...

## PRACTICE (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 4. Ask students to discuss the question in groups or pairs. When they are ready, open up the discussion to the class.

### Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 5. Ask students to complete the advice individually. When they are ready, play the recording for students to check their answers. Check answers with the class.

### Answers

- 1 (some) research
- 2 possible outcomes
- 3 perspectives
- 4 you can learn

- 3 (S-S, S-T) Exercise 6. Ask students to discuss their experiences in pairs. When they have finished, ask students to share their experiences with the class (as long as they are comfortable doing so).

### Answers

Students' own answers



PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 7. Go through the instructions with the class, then put students in pairs or small groups to discuss the situation. Then ask them to join up with another pair/group to reflect on their decision-making processes.

Answers

Students' own answers

WRAP-UP (10 minutes)

(T-S, S-S, S-T) After students complete the Life Skills project, ask them to think about a time when they were faced with a complicated ethical decision. It doesn't have to be about a trip – they can talk about anything they like. Did they follow any of the tips in the Life Skills box? If yes, which ones and how did that help them make their decision? If not, do they think their decision might have been different if they had followed these tips? Give them a few minutes to think about their experience and make notes, then get them to tell their partner/group about it. If there is time, students share their experiences with the class.

HOMEWORK

Ask students to do some research on the internet to find out what values ethical businesses have.

CONTINGENCY PLAN

If your students need more support: Ask them to look at an online map and find the places mentioned in the blog post. Ask them to make notes on what happened in each place.

If your students need an extra challenge: Ask them to plan their own dream trip using a map. This can be done in pairs or small groups. Ask them to imagine that they can go where they want, but they can only go for one month. Where would they go? What would they do there? You may want to ask them to present their ideas to the class when they have finished.





UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 3 Hard sell	Theme 2: Culture  Theme 6: Recreation	<p><b>Listening:</b> predicting content of discourse types/genre that follow common patterns (e.g., doctor talking to patient, narratives, instructions); taking notes and summarising main points</p> <p><b>Speaking:</b> explaining concepts/ideas in an organised manner using examples or details; generating effective critical thinking into primary issues in a given topic in a debate</p> <p><b>Reading:</b> following the SQRRR (SQ3R) reading strategy; identifying the author's purpose, tone, and line of reasoning</p> <p><b>Writing:</b> writing narrative, descriptive and persuasive essays on various topics; using paraphrasing and citation methods</p> <p><b>Viewing and presenting:</b> examining how visual and written information work together to make meaning more explicit</p>	<p><b>Listening:</b> take notes and summarise main points in extended announcements, information texts, narratives and short presentations; engage in a range of functions in conversations in which speakers are making offers, requests, or suggestions, expressing likes, dislikes, and preferences, giving advice or directions, making assumptions, checking information with question tags, giving opinions, agreeing and disagreeing; anticipate the speaker's responses and questions while engaged in a conversation; ask and answer questions about what a speaker says in order to check comprehension, collect additional information or enhance understanding; recognise redundancies, social cues and prior knowledge to help construct meaning and make inferences</p> <p><b>Speaking:</b> communicate using advanced language structures (passive voice); debate regularly in a deliberative discussion</p> <p><b>Reading:</b> follow the SQRRR (SQ3R) reading strategy (survey, question, read, recite and review) when approaching a text</p> <p><b>Writing:</b> write narrative, descriptive, argumentative and persuasive essays on various topics</p> <p><b>Viewing and presenting:</b> role-play a proposed conflict and its resolution in a workplace situation in an area of vocational interest; present and develop ideas and opinions on a variety of topics orally</p>



## OVERVIEW

### Objectives:

- Use compound nouns and phrasal verbs to talk about business ideas.
- Infer attitude and opinion in discussions by using contextual, grammatical and lexical clues (GSE 67–75 – B2+).
- Accept or refuse offers politely using a range of formal and informal expressions (GSE 51–58 – B1+).
- Identify and extract relevant details (GSE 43–50 – B1).
- Present factual information in an objective way in extended written discourse (GSE 67–75 – B2+).
- Use paraphrases using a range of linguistic devices (GSE 67–75 – B2+).

### Vocabulary:

- Business-related vocabulary: *bargain basement, bespoke, branching out, bricks-and-mortar, business concept, cost-effective, impulse buy, launching, price tag, quote, sales gimmick, start-up, turnover, USP, upfront investment, venture*

### Resources:

- SB: pages 26–27; Word List page 64
- TB: Culture Notes page 111
- Online resources: Photocopiable Resource 8

### Possible answers

as separate words: (goat) rental company, electric mower, square feet, single day, business concept, bargain basement, upfront investment, bricks-and-mortar shop ('bricks-and-mortar' is hyphenated when is used as an adjective, but not when it is a noun.)

with a hyphen: start-up, e-commerce, word-of-mouth

as one word: eyesore, turnover

- 2** (T-S, S-S, S-T) Exercise 4. Elicit the first answer from students as an example. Students complete the sentences individually then check in pairs. Check answers with the class.

### Answers

**1** gimmick **2** investment **3** up **4** buy

## PRODUCTION (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 5. Ask students to listen to the interview and make notes on the positive aspects and problems for the business. Students then discuss these in pairs. Monitor and encourage students to use the vocabulary from the lesson that they've learnt so far.

### Answers

Students' own answers

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to discuss which is the most unusual business idea they have ever heard of. Put students in small groups to discuss the question. When they have finished, nominate a student from each group to share their ideas with the class.

## PRESENTATION (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Set a time limit of three minutes for students to read the texts and check their ideas, then answer the questions in pairs. When they are ready, elicit the answers and have a brief class discussion. You can refer to the Culture Notes section on page 111 of the Teacher's Book for more information about USP.

### Answers

Students' own answers

- 2** (T-S, S-S, S-T) Exercise 2. Elicit the first answer as an example. Students match the rest of the words and meanings individually then check in pairs. Check answers with the class.

### Answers

**1** cost-effective **2** bargain basement **3** bespoke  
**4** USP (Unique Selling Point) **5** quote  
**6** bricks and mortar **7** venture **8** turnover **9** launching  
**10** branching out **11** price tag **12** business concept

## PRACTICE (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 3. Go through the *Active Vocabulary* box with the class, then ask students to find the seven business-related compound nouns in the texts. Students check answers in pairs then check answers with the whole class.

## Audioscript 3.1

I = Interviewer H = Harvey

**I:** So, you run a goat rental business, is that right?

**H:** Yes, it's called 'Goat a problem with weeds?!'

**I:** Goat a ... oh I see, 'goat' instead of 'got'.

**H:** Yes, exactly. Our goats will get rid of any weeds you have. They especially love things like ivy and kudzu, which can be pretty hard work to get rid of.

**I:** So, what gave you the idea to set up the business?

**H:** Well, I already had some experience looking after livestock, and when I heard about goat rental companies springing up all over the US, it seemed like it might be a good market to break into. Then I realised that we didn't have any competition in the area, so it was too good an opportunity to pass up.

**I:** What kind of costs are involved in starting up this kind of business?

**H:** Well, obviously, you have to buy the goats, but there are a lot of other costs before you even begin: transport, insurance, electric fencing ... I'll tell you why that's so important in a minute ... Oh there's quite a lot of upfront investment.

**I:** But once you have all that stuff, is the profit margin good?

**H:** Well, it helps that we don't have to feed the goats much! That's quite cost-effective.

**I:** What about marketing and promotion?

**H:** Well, we get a lot of our customers through word-of-mouth. When our goats are in the neighbourhood, a lot of people hear about it and come and have a look at what they're doing and we often sign up new customers on the spot. But when we first started, we had a bit of a disaster, and it wasn't so good that everyone was talking about us!





## 03 LESSON 1A VOCABULARY AND SPEAKING (SB)

**I:** What happened?

**H:** Well, at that time we didn't have the electric fence I mentioned, just a regular fence, and we had over a hundred goats working on someone's garden when they, unfortunately, managed to break out!

**I:** Oh no!

**H:** Too right. They got everywhere. They were in the neighbours' gardens, eating all their prized flowers ... One even got into someone's kitchen and ate their tablecloth! We'd been building up customer loyalty in that area and we were worried no one was going to want to use our business after that. Eventually, we did manage to win them over. We had to knock quite a lot off the price and compensate the neighbours. It wouldn't happen now though, we learned our lesson!

**2** (T-S, S-T) Exercise 6. Ask students to complete the sentences with the phrasal verbs individually. When they are ready, play the recording again for students to check their answers. Then check answers with the class.

### Answers

**1** set up **2** break into **3** pass up **4** sign ... up  
**5** building up **6** win them over  
**7** knock quite a lot off the price

**3** (T-S, S-S, S-T) Exercise 7. Put students in pairs to discuss the questions. When they have finished, ask a few students to share their discussion 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 write five sentences using the phrasal verbs from the lesson. Ask them to try and make them about a personal experience to help them retain the vocabulary.

## CONTINGENCY PLAN

If your students need more support: Ask them to write their own sentences using the phrasal verbs in Exercise 6. You may want to ask them to leave a gap for the phrasal verb and then have them swap their sentences with another student and see if they can guess which of the phrasal verbs are missing.

If your students need an extra challenge: Ask them to think about what they buy from e-commerce businesses and what they buy from bricks-and-mortar shops. Then ask them to write a short paragraph explaining the difference in their opinion. Be sure to give them feedback on their work.

There is also a downloadable photocopiable resource number 8 to use.



OVERVIEW

Objective:

- Understand and use a wide range of words and phrases associated with the topic of business (GSE 67-75 – B2+).

Resources:

- SB: pages 26-27
- WB: pages 20-21

WARM-UP (10 minutes)

(T-S, S-S, S-T) Ask students to recall their (or their family's) last purchase, either a physical item or a service. Put students into small groups and ask them to discuss what it was, where they bought it from and whether it was value for money. Encourage them to use vocabulary from the previous lesson and ask follow-up questions during the discussion. Monitor the activity, help with vocabulary if needed. Nominate a few students to report back to the class about what they've found out from their partners.

PRACTICE (20 minutes)

- 1 (T-S, S-S, S-T) ★ Exercise 1. Go through the example with the class. Point out that the number of lines corresponds with the number of letters. Students work individually to complete the words. They then compare answers in pairs. Check answers as a class.

Answers

- 2 venture 3 price tag 4 bargain basement 5 bespoke  
6 launch 7 quote 8 turnover 9 cost-effective

- 2 (T-S, S-S, S-T) ★ Exercise 2. Elicit the first completed sentence from the class. Students do the matching individually. When they have finished, they compare the answers in pairs. Check answers as a class.

Answers

- 1 c 2 d 3 b 4 f 5 i 6 h 7 a 8 g 9 e

- 3 (T-S, S-S, S-T) ★ Exercise 3. Students should choose the correct word to complete the sentences. Ask them to compare answers with a partner, then check the answers as a class.

Answers

- 1 tag 2 buys 3 -mouth 4 start-up 5 gimmick  
6 bespoke 7 goods

- 4 (T-S, S-T) ★★ Exercise 4. Ask students to look back at the compound nouns in Exercise 3 and use them to complete the sentences, working individually. Check answers as a class.

Answers

- 2 impulse buys 3 start-ups 4 USP (Unique Selling Point)  
5 sales gimmick 6 upfront investment 7 word-of-mouth  
8 price tag

- 5 (T-S, S-T) ★ Exercise 5. Go through the words in the box with the students and elicit the meanings to clarify them. Students work individually to complete the sentences. Check answers as a class.

Answers

- 1 owes 2 financed 3 discounted 4 budgeting  
5 refunding 6 valued

PRODUCTION (5 minutes)

(T-S, S-T) ★★ Exercise 6. Students work individually to complete the article. When students have finished, ask for volunteers to read up the article and check answers with the class.

Answers

- 2 concept 3 start-up 4 USP 5 bricks, mortar  
6 upfront investment 7 launch 8 cost-effective  
9 word, mouth

WRAP-UP (10 minutes)

(T-S, S-S, S-T) Ask students to think of three things they found new in this and the previous lesson. Put them into small groups to share their lists and discuss how useful they found the information.

HOMEWORK

Ask students to make two separate lists of words, phrases or idioms that mean '(be) sneaky' and '(be) easily fooled'. They can use an online dictionary or thesaurus.

CONTINGENCY PLAN

If your students need more support: In pairs, ask students to think of five companies or stores that they know about and try to decide what their USP is. You may also want to ask them to write their own sentences using the vocabulary from the unit and leave a gap for the target vocabulary. Then ask them to swap sentences with a partner and see if they can decide which word or words are missing.

If your students need an extra challenge: Ask them to plan an imaginary business and decide what their USP would be, what customers they would try to attract and what they would be selling. Ask them to try and include as much vocabulary from the lesson in their plans as possible. You may want each pair to do a mini-presentation on their business ideas.



# 03 LESSON 2A LISTENING AND VOCABULARY (SB)

## OVERVIEW

### Objective: Listening

- Infer meaning, opinion, attitude, etc. in fast-paced conversations between fluent speakers (GSE 76–84 – C1).

### Vocabulary:

- synonyms for persuasion: *cajole*, *coax*, *entice*, *incite*, *urge*

### Resources:

- SB: page 28; Word List page 64
- Online resources: Photocopiable Resource 9

## WARM-UP (10 minutes)

(T-S, S-S, S-T) Start by writing two lists on the board for phrases or words meaning (be) sneaky and (be) easily fooled by eliciting vocabulary from the lists students made at home. Put students into two teams. Give students one point for a relevant word and two points for a phrase or idiom. Congratulate the winning team.

## PRE-LISTENING (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to look at the words in the box and find out if anyone came up with them at home. Students think about which of the words can describe the man, then compare ideas in pairs. When they have finished, elicit ideas from a few students and find out if others agree. In the answers below, the adjectives with the letter 'n' are negative adjectives and the ones with the letter 'p' are positive adjectives.

### Possible answers

The man in the picture: ingenious (p), shrewd (p), crafty (n), cunning (n), devious (n)

The customer: gullible (n), naive (n), trusting (p), unsuspecting (n), credulous (n)

## WHILE LISTENING (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Go through the names of the techniques with the class and elicit students' ideas as to what they involve. Students listen and make notes, then compare answers in pairs. Play the recording again if necessary, then check answers with the class.

### Answers

Students' own answers

'Yes questions' is asking a series of questions where the answer is intended to be 'Yes' to encourage the customer to agree with the salesperson.

'The scarcity principle' is a way of making the customer believe that there is not enough of a product allowing salespeople to sell it more quickly, for a higher price, or both.

'Framing' involves the sales person putting the customer in a particular context, such as imagining they are happy in a new home. Then they are selling both a home and happiness.

'Reciprocation' is when each side gives the other something, such as giving a potential customer a gift is more likely to make them want to buy as they feel they have something already.

'Social proof' is when a product seems more attractive because many other people are buying it, too.

## Audioscript 3.2

I = Interviewer L = Lama A = Adnan



- I: The other day I bought myself a new coat. I hadn't really planned to get a coat at all, I was actually looking for a pair of trousers, but the colour caught my eye, it was a gorgeous shade of orange, and I took it off the rack to look at it. That's when the salesperson started talking to me. She asked me if I thought the weather was quite cold for the time of year. I said it was. Then she asked me if I liked the colour of the coat. I said I did. Then she told me that it was on sale at thirty percent off and that they wouldn't be getting any more stock in ... The long and short of it is that I ended up buying that coat. Was I persuaded, or even manipulated? Here in the studio today, we have two experts in the art of persuasion: Adnan Alfarran, clinical psychologist, and Lama Albawab, marketing specialist. I don't perceive myself as naïve or ingenuous, so Lama, Adnan, was I manipulated?
- L: Well, 'manipulated' is quite a strong word, but certainly I can see that the salesperson was crafty – she obviously knew what she was doing! She started with a technique I call 'yes questions'. She asked you a series of questions that she knew you would say 'yes' to, which then made it more likely that you would agree with her about trying on the coat and eventually purchasing it.
- A: Yes, that's absolutely right. This technique is sometimes called the 'yes ladder' because you climb up from very small requests or questions up to what you really want them to say yes to. Without doubt, this salesperson had been trained to manipulate you. She was also shrewd enough to use another well-known persuasion technique on you: the principle of scarcity. When she told you that they wouldn't be getting any more stock in, that made you wonder if you might be missing out if you didn't get it right away, which is very enticing.
- I: Yes, that did make me want it more. Can't believe I was so gullible.
- L: You can use either scarcity of the object, like the way companies bring out limited editions of certain products, or scarcity of time – like when they say the offer is only valid for twenty-four hours.
- I: It's a good thing I do actually like the coat! So, what other typical persuasion techniques might people use?
- A: A lot of it is about framing; that means how you present the idea. A classic example is the idea of whether a glass is half empty or half full – it's all about how you look at it. It's often about the words you use, and their connotations. For example, 'persuade' has a much more positive connotation than 'manipulate'. If you present something positively, people are more likely to be persuaded. Let's say you're a teenager and you want to convince your parents to let you go out for the afternoon. You'd probably instinctively try and frame it in the most positive way possible, wouldn't you?
- I: Oh yes, my brother was a master at that! Even when our parents had said no initially, he could always win them over. It drove me insane!
- L: It's a useful skill! Growing up, my sister was brilliant at sweet-talking me into doing things and, looking back, she often used the technique of reciprocation. Basically, what that means is that if we do a favour for someone they're likely to do us a favour back, or reciprocate – even if we then ask them to do a much bigger favour.



- A:** I've got a good example of that. You know how sometimes restaurants give you a little sweet with the bill? There was a piece of research that showed that leaving just one sweet led to a three percent increase in the tip left by the diner. Leaving two sweets led to a fourteen percent increase, and if the waiter left just one sweet initially and then went back and added another one (saying it was because the diners were 'so nice' the tips went up by twenty-three percent.
- I:** Wow, that's a staggering difference! I'm going to be suspicious of anyone being nice to me now!
- L:** Maybe you should be at least a little bit more wary ... But that isn't the only thing to look out for. Perhaps one of the key tricks people use to influence others is something called 'social proof'. This is when you see things in advertising such as, 'Eight out of ten cat owners prefer this cat food'. It's surprisingly powerful because people tend to believe that if others like it, it must be good.
- A:** That concept always seems a bit simplistic to me. Do you really think it works to pressure people into doing something? I mean, I remember saying to my parents that everyone was going to this event, thinking that would convince them to let me go, and they just said 'If everyone was jumping off a cliff, would you?'
- I:** It had worked on you though, hadn't it? I mean, you wanted to go to the event everyone else was going to, didn't you?
- A:** Yes, I guess you're right ... I didn't just buy a bright orange coat though!

- 2** (T-S, S-S, S-T) Exercise 3. Ask students to read the *Active Listening* box and answer any questions they have. You may want to give an example by walking into the classroom and saying Hello to the class in an angry way or a happy way. Ask them to infer your feelings from how you do it. Give students a minute to read the questions and responses so they know what to listen for. Students listen and choose the correct options then check in pairs. Check answers with the class.

Answers

1 c 2 c 3 a 4 c 5 b

POST-LISTENING (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 4. Ask students to look at the words in the box and explain they are all synonyms of persuade. Students answer the questions, using an online dictionary if necessary, then check in pairs. Check answers with the whole class.

Answers

- 1**  
**a** strong persuasion without much choice: coerce, incite, pressure, urge  
**b** persuading by being extra nice: cajole, coax, entice  
**c** neutral: convince, sway
- 2** entice
- 3** sway
- 4** incite
- 5**  
**a** coax, entice, pressure, urge someone to do something / someone into doing something  
**b** convince, entice, incite, urge someone to do something  
**c** cajole, coerce, pressure, sway someone into doing something

- 2** (T-S, S-S, S-T) Exercise 5. Elicit the first answer as an example and write it on the board. Students rewrite the sentences then check in pairs. Check answers with the class and write them on the board or invite students up to do so. Then ask students to discuss the differences in meaning in pairs. Check answers with the class.

Answers

- 1** She coaxed the child to clean/into cleaning her teeth.  
**2** They enticed her away from/to leave/into leaving her job with promises of a better salary.  
**3** She cajoled us into working late.  
**4** She urged the team to take/into taking responsibility.  
**5** He tried to incite his brother to do it.

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 five sentences or a short paragraph using different verbs from Exercise 5. Ask them to describe a situation where either they persuaded someone to do something or they were persuaded to do something themselves. Be sure to give them feedback on their work or you may want to ask students to read each other's sentences at the beginning of the next class and provide feedback with your guidance.

CONTINGENCY PLAN

If your students need more support: Ask them to choose five items of vocabulary from the lesson that they found more difficult. Then ask them to see if they can find other parts of speech connected to the target vocabulary. You may also want to ask them to write personalised sentences using the items of vocabulary to help them retain the meaning. Be sure to give them feedback on any writing that they do.

If your students need an extra challenge: Ask them to write a short paragraph where they try to include as many of the items of vocabulary as they can in pairs. Then they can compare their paragraphs with another pair. You may want to give points for the most items of vocabulary correctly used.

There is also a downloadable photocopiable resource number 9 to use.



# 03 LESSON 2B LISTENING AND VOCABULARY (WB)

## OVERVIEW

### Objective: Vocabulary

- Use a range of business-related vocabulary (GSE 50 – B1).

### Resources:

- SB: page 28
- WB: page 22

## WARM-UP (10 minutes)

(T-S, S-S, S-T) Ask students to work in groups and discuss the following question: *What qualities are essential for being successful in business?* Allow time for students to discuss the question, to make a list, then elicit ideas from the students. Write their ideas on the board.

## PRACTICE (10 minutes)

- 1 (T-S, S-T) Exercise 1. Tell students to look back at the words in Exercise 1 in the Student's Book and use them to fill the gaps. Ask them to complete the sentences. Then play the recording for students to check the answers.

### Answers

1 trusting 2 naive 3 shrewd 4 gullible 5 ingenious



## Audioscript 3.3

- 1 I'm not always very trusting when I meet new people. It takes me time to feel safe with them.
- 2 I was quite naive about how much work I needed to do to pass my exams.
- 3 My cousin has always been a shrewd businesswoman and runs several companies now.
- 4 In 1925, the Eiffel Tower in Paris was sold to a gullible businessman by Victor Lustig, an American conman.
- 5 I loved the film! I thought the story was ingenious and I've never seen anything like it before.



- 2 (T-S, S-T) Exercise 2. Read the *Active Pronunciation* box with the class. Then ask students to read the words aloud and count the number of syllables in each word as they pronounce them. Play the recording to check.

### Answers

Number of syllables: 1 2 2 3 3 2 4 3 5 2 6 3 7 4 8 2  
All the words lose one syllable when pronounced.



- 3 (T-S, S-T) Exercise 3. Ask students to read the words aloud and mark the vowel that is left out in each when pronounced. Then play the recording for students to check and to practise the pronunciation.

### Answers

2 frighten<sup>ing</sup> 3 nation<sup>al</sup> 4 second<sup>ary</sup>  
5 memor<sup>y</sup> 6 thankf<sup>ully</sup> 7 per<sup>haps</sup> 8 myst<sup>ery</sup>

## PRODUCTION (20 minutes)

(T-S, S-S, S-T) Exercise 4. Tell students to read the texts aloud, with a partner, taking turns. As they listen to their partner they should mark the words where vowels may be left out. Play the recording for a final check.



### Answers

Text 1: national, secondary, Secretary

Text 2: specialist, complementary, different, traditional

## WRAP-UP (5 minutes)

(T-S, S-T) Ask students to find more words where vowels are left out when pronounced.

## HOMEWORK

Ask students to make notes about the kinds of settings or businesses where haggling (= negotiating over the cost of goods or service) is acceptable and those where it is not.

## CONTINGENCY PLAN

If your students need more support: Ask them to record themselves saying the words from Exercises 2 and 3 in full and also with the missing vowels sounds to compare.

If your students need an extra challenge: Ask them to find other words in English that can lose a syllable when spoken in connected speech. You may want them to demonstrate examples to the rest of the class.



OVERVIEW

Objectives: Speaking

- Negotiate prices and ask for discounts (GSE 43–50 – B1).
- Use a good and varied range of vocabulary, collocations and some complex functions (GSE 67–75 – B2+).

Resources:

- SB: page 29

WARM-UP (5 minutes)

(T-S, S-S) Ask students to discuss the ideas about haggling they made notes about at home in pairs. Elicit ideas about which places it is acceptable to do so from the class.

PRESENTATION (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Ask students to look at the cartoon and use it to elicit the idea of *haggling*. Students discuss the questions in pairs. When they have finished, ask a few students to share their ideas with the class.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 2. Ask students to read the questions so they know what to listen for. Students listen to the two conversations and answer the questions, then check in pairs. Check answers with the class.

Answers

- 1  
1 A customer and a shop assistant  
2 A landlord and a potential renter  
2  
1 About the shop's policy on returning a present the customer got  
2 about the amount of rent  
3  
1 It was unsuccessful for the customer as the shop has a strict fourteen-day return policy and the customer didn't have the receipt.  
2 It was successful for the renter as they negotiated £40 off a month.



Audioscript 3.7

S = Student    A = Assistant    L = Landlord

- 1  
S: Excuse me, I wonder if you could help me, please?  
A: Yes, of course. How can I help?  
S: Well, this is a bit awkward, but I was bought this top as a birthday present, and it just doesn't suit me. Can I return it?  
A: Do you have the receipt?  
S: Oh, no, well, it was a present, you see.  
A: Well, I'd like to say yes, but I'm afraid it isn't company policy.  
S: I can see what you're saying, but it's clearly from this shop. Look at the label. Would you be prepared to give me a store gift card or credit so I can buy something else from the store?

A: I'm really sorry, but at the end of the day, we don't know when it was purchased, you see, and we have a fourteen-day return policy.

S: But my birthday was only yesterday, it can't have been bought very long ago.

A: I'm so sorry, but it has to be a 'no'.

2

L: So, this is really an ideal flat for a student. It's near the university, it's very reasonably priced. I'm sure you'd be happy here.

S: It's pretty convenient, but, I don't know, it's pretty small. I guess I'm wondering if there's any flexibility on how much you want for the rent?

L: What were you thinking?

S: Maybe a hundred pounds a month less?

L: I'm afraid that's a bit less than I'd be willing to accept. The bottom line is, this is a good flat and I won't have any difficulty finding a tenant.

S: Can we try and meet halfway on this?

L: I suppose I could come down by forty pounds a month.

S: That would be great, thank you. In that case, I'd love to take it.

- 3 (T-S, S-S, S-T) Exercise 3. Ask students to read the phrases in the Speaking box. Students listen again and mark the phrases A or B, then check in pairs. Play the recording again if necessary, then check answers with the class.

Answers

A

This is a bit awkward, but ...  
I'd like to say yes, but ...  
Would you be prepared to ...  
I can see what you're saying, but ...  
At the end of the day ...  
It has to be 'no'.

B

I'm wondering if there's any flexibility ...?  
I'm afraid that's a bit less than I'd be willing to accept.  
The bottom line is ...  
Can we try and meet halfway on this?

PRACTICE (5 minutes)

(T-S, S-T) Exercise 4. Ask students to complete the conversation. Then ask them to listen and check their answers. Check answers with the class.



Answers

- 1 I'd like to say  
2 How about if we  
3 that's a bit out of my  
4 be prepared to  
5 meet halfway on this?



# 03 LESSON 3A SPEAKING (SB)

## Audioscript 3.8

H = Huda   Mrs A = Mrs Alra'i

H        Sorry to bother you. Is this a good time? My mum told me you were looking for a babysitter.

Mrs A    Yes, that's right. It'll be a Friday or Saturday night for about four hours, say eight 'til midnight. Would that suit you?

H        Well, I'd like to say yes, but midnight is a bit late for me on a Friday night. I have climbing club at 9 a.m. on Saturday.

Mrs A    How about if we were to say 11.30? Would that be OK?

H        Yes, that should be fine. I usually charge 8 dinars an hour.

Mrs A    Oh, I'm afraid that's a bit out of my budget. The children really won't be any bother, they're quite self-sufficient. You won't have to do anything except watch TV. Would you be prepared to accept 7 dinars an hour?

H        Can we try and meet halfway on this? Would 7 dinars 50 be OK?

Mrs A    Yes, that works for me, thanks.

If your students need an extra challenge: Ask them to use the question in Exercise 6 as the basis for a short essay. Ensure they plan, write and edit their work and be sure to give them feedback on it.

## PRODUCTION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 5. Put students in pairs and direct Students A and B to their relevant pages. Ask them to read their instructions and be prepared to answer any questions they have. When they are ready, students role-play their negotiations. Monitor and encourage students to use the phrases from the Speaking box. When they have finished ask each pair to share what they agreed on.

### Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 6. Ask students to think of their answers, then put them in pairs to discuss. When they have finished, ask a few students to share their ideas and have a brief class discussion.

### 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 write their own dialogue where a negotiation is taking place. Ask them to use phrases from the Speaking box. You may want students to act out their dialogues during the next lesson after you have checked them for errors.

## CONTINGENCY PLAN

If your students need more support: Ask them to write down their own mini-negotiation dialogues in pairs using the phrases in the Speaking box. You may want to check them while they are writing and then ask them to perform their dialogues for the class.



OVERVIEW

Objective:

- Find and identify specific details in an article (GSE 59–66 – B2).

Resources:

- SB: pages 30–31
- TB: Culture Notes page 111

WARM-UP (5 minutes)

(T–S, S–T) Write *Economics* in the centre of the board. Elicit words students associate with it and write them on the board, starting a mind map. Give out board pens to different students and ask them to come up and add to the mind map, then give the pen to another student. Monitor and check spelling.

PRESENTATION (10 minutes)

- 1 (T–S, S–T) Exercise 1. Set a time limit of one minute for students to read the first paragraph and find out if any of their words/ideas are mentioned. You may want to tick any of the words on the board that are mentioned.

Answers

Students' own answers



- 2 (T–S, S–S, S–T) Exercise 2. Ask students to read the whole article and choose the correct answers, then check in pairs. Check answers with the whole class. You can refer to the Culture Notes section on page 111 of the Teacher's Book for more information about Behavioural Economics.

Answers

1 a 2 c 3 b 4 b 5 d

PRACTICE (10 minutes)

(T–S, S–S, S–T) Exercise 3. Ask students to discuss the meanings of the words in the box in pairs. Students then replace the underlined words in the sentences with them. Explain that more than one option may be possible. Check answers with the class.

Answers

1 cancel out / negate 2 dispassionate / impartial  
3 bear in mind 4 propensity 5 pitfall / snare  
6 persevere / plough on 7 detrimental 8 notion

WRAP-UP (5 minutes)

(S–T, T–S) 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 write five sentences using the vocabulary from Exercise 3. Ask them to try and relate them to a personal experience in order to help them retain the vocabulary.

Ask students to do an Internet search for photos of a famous person as a young adult and as an older adult, and bring them to the next class. They should make notes about the person's age in both photos.

CONTINGENCY PLAN

If your students need more support: Ask them to find words in the text that they are not familiar with and look them up in a dictionary. Then ask them to write a sentence using the word.

If your students need an extra challenge: Ask them to write a short essay about social media using the following statement: *With free social media, you are the product being sold*. Ask them to decide to what degree they agree with the statement and ask them to consider what life would be like if there were no social media. Be sure to give them feedback on their work.



# 03 LESSON 5A GRAMMAR (SB)

## OVERVIEW

### Objective: Grammar

- Use the Passive to focus on the action and be more objective (GSE 67–75 – B2+).

### Resources:

- SB: pages 32–33; Grammar Reference: pages 68–69
- Online resources: Photocopiable Resource 10

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to share the photos and information they looked up at home. Ask them if they ever think about getting old themselves and what they think their life might be like.

### Answers

Students' own answers

## PRESENTATION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Ask students to read the extract and discuss the question in pairs. Then ask students if they found the result surprising and why or why not.

### Suggested answer

The participants were likely influenced by seeing themselves as the reality of being older and that created a relationship with their older self.

- 2 (T-S, S-T) Exercise 2. Ask students to look at the underlined phrases in the extract and elicit answers from the class.

### Answers

- 1 They use the passive form.
- 2 They use different tenses.

## PRACTICE (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 3. Ask students to discuss in pairs and decide why the Passive has been used in the underlined sentences. When they have finished, elicit their ideas, but don't give any answers yet.

### Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 4. Ask students to match the sentences and reasons individually, then check in pairs. Check answers with the whole class.

### Answers

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

Refer students to the Grammar Reference section on pages 68–69 for more information.

- 3 (T-S, S-T) Exercise 5. Ask students to listen and count the words in each sentence. Make sure students understand that contractions count as two words and to pay attention to the verb *to be*. Check answers with the class, then play the recording again for students to listen and repeat (or model the sentences yourself for students to repeat).

### Answers

1 8 words 2 10 words 3 7 words 4 7 words 5 7 words  
6 8 words

The sounds in *to be* are either shortened or contracted in regular speech.

## Audioscript 3.10



- 1 The economy has been affected by the downturn.
- 2 Every day, we're exposed to thousands of advertising messages.
- 3 Slowly, the business is being built up.
- 4 The final prices will be decided later.
- 5 Customers are signed up on the spot.
- 6 The marketing plan had been decided much earlier.

- 4 (T-S, S-S, S-T) Exercise 6. Ask students to look at *Versatile Career Options* and elicit the first answer as an example. Then ask students to complete the rest of the text individually, then check in pairs. Check answers with the class.

### Answers

1 be developed 2 be transferred 3 are required  
4 has been found 5 are awarded 6 be employed  
7 are often perceived

- 5 (T-S, S-S, S-T) Exercise 7. Go through the *Watch Out!* box with the class. Elicit the first answer and write it on the board. Then ask students to rewrite the rest of the sentences, then check their answers in pairs. Check answers with the class and write them on the board or invite students to come up and do so.

### Answers

1 b 2 b 3 a 4 b

- 6 (T-S, S-S, S-T) Exercise 8. Ask students to complete the sentences in the best way. Students check answers in pairs, then check with the whole class.

### Answers

- 1 Good money had already been spent on the ticket which convinced him to stay.
- 2 Too much salt had been added to the food.
- 3 Not possible in the passive as there is no main verb.
- 4 It is believed that animals never fall into the trap of the sunk-cost fallacy, only humans.
- 5 A terrible mistake was made.
- 6 Not possible in the passive as there is no main verb.



PRODUCTION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 9. Ask students to choose the correct alternatives individually, then check in pairs. Check answers with the whole class and ask if students agree with the article.

Answers

- 1 economics is used
- 2 at least a basic knowledge of economics is required
- 3 It is often said
- 4 we are taught
- 5 We have to take our unconscious biases and tendencies into account,
- 6 we have never been made aware of them
- 7 we are taught

- 2 (T-S, S-S, S-T) Exercise 10. Ask students to discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion

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 research how a product is made and write at least eight sentences about the process. Remind them to use the Passive to describe the different stages.

CONTINGENCY PLAN

If your students need more support with the grammar: Ask them to read the Grammar reference section on page 68 of the Student's Book. You may want to go through it with them.

If your students need an extra challenge: Ask them to write 5 sentences using the passive in different tenses. Ask them to leave a gap where the passive forms should go and give the verb in brackets. Then ask them to look at each other's sentences in pairs and see if they can complete the sentence with the correct form of the passive.

There is also a downloadable photocopiable resource number 10 to use.



# 03 LESSON 5B GRAMMAR (WB)

## OVERVIEW

### Objective: Grammar

- Use a variety of passive structures (GSE 67–75 – B2+).

### Resources:

- SB: pages 32–33
- WB: pages 23–24

## WARM-UP (10 minutes)

(T-S, S-S, S-T) Ask students to swap homework with their partner. Tell them to read each other's description of how their chosen product is made and give feedback on the use of Passive. You may want to find out what product-making processes were described and choose a few interesting ones for the class to listen to.

## PRACTICE (20 minutes)

- 1 (T-S, S-T) ★ Exercise 1. Look at the first sentence correction with the class. Students work individually to correct the mistakes. Check answers with the class.

### Answers

- 2 cannot be altered 3 was traded  
4 it has been refurbished 5 is considered

- 2 (T-S, S-S, S-T) ★ Exercise 2. Look at the first sentence rewrite with the students. Students rewrite the remaining sentences individually. Remind them to pay attention to the tense in each sentence. Students compare answers in pairs, then check answers with the class.

### Answers

- 2 of consumers have been convinced to make a purchase after reading the review  
3 was sacked (by the manager)  
4 93 percent of consumers are influenced by genuine individual online reviews of products  
5 is thought that shopping will always be a social experience  
6 were not washed last night

- 3 (T-S, S-S, S-T) ★★ Exercise 3. Students read the reasons (a–f) and match them with the sentences in Exercise 2. Encourage students to work with a partner and discuss their choices. Check answers with the class.

### Answers

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

- 4 (T-S, S-S, S-T) ★ Exercise 4. Ask students to make the choices and discuss with a partner the reason for their answers. Check answers as a class.

### Answers

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

- 5 (T-S, S-S, S-T) ★★ Exercise 5. Ask students to read the first sentence and check what form of verb is used there. Then ask them to read the rest of the sentences before they complete them with the correct forms of the verbs. When they have finished, students check with a partner. Check answers as a class.

### Answers

- 2 've / have been designed / are designed 3 to come across  
4 is known 5 occurs 6 was named 7 is said  
8 be experienced

## PRODUCTION (5 minutes)

- 1 (S-T) ★★ Exercise 6. Students rewrite the sentences, using a different subject. Check answers as a class.

### Answers

- 2 A discount will be offered to all employees.  
3 A refund is owed to me.  
4 The plans for the new shopping mall have been shown to me.  
5 A shopping basket had been given to her.  
6 A freebie was given to all the customers.

- 2 (T-S, S-T) ★★ Exercise 7. Students work individually to complete the text by selecting the appropriate phrases from the box. Check answers as a class, encouraging students to justify their choices.

### Answers

- 2 to stop 3 will be delivered 4 have been using  
5 has been ordered 6 will be ironed out

## WRAP-UP (10 minutes)

(T-S, S-S, S-T) Exercise 8. Ask students to write a short text about their favourite shop, similar to the one in Exercise 7. Their texts should have active and passive verbs. If time allows, ask them to remove the verbs and swap the text with their partner who has to complete it with the correct verbs.

## HOMEWORK

Ask students to do an Internet search for information about the 'Buy Local' movement, and to make notes about the concept and what produce and product they can buy in their local area.

## CONTINGENCY PLAN

If your students need more support: Ask them to think about the process of making tea or coffee. Ask them to write the stages of the process using the passive (e.g., *First, the kettle is boiled* etc.) Be sure to give them feedback on their work.

If your students need an extra challenge: Ask them to research an important building in the world. Then ask them to write a short paragraph about when it was built, who it was designed by, etc. Ask them to make sure they check their grammar before submitting it to you. Be sure to give them feedback on their work.



OVERVIEW

Objective: Writing

- Write a linguistically complex academic essay in an appropriate style and register (GSE 82 – C1).

Vocabulary:

- shopping: *buy in bulk, display wares, go on a shopping spree, mooch around the shops, run errands, shop around for the best deal, stock up on essentials*

Resources:

- SB: pages 34–35; Word List page 64
- Graphic Organiser for this unit

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to discuss the ideas about buying local they made notes about at home. Find out whether it is common practice and what kind of product / produce they buy.

Answers

Students' own answers

PRESENTATION (10 minutes)

(T-S, S-S, S-T) Exercise 1. Write *reasons for* and *reasons against* at the top of the board and create two columns with these headings. Then ask students to copy the table into their notebooks. Ask students to read the essay and note the *reasons for* and *against* in the table, then check in pairs. Check answers with the class and complete the columns on the board or invite students to the board to do so.

Suggested answers

**For:** climate change, goods produced in bad working conditions, local economy, risk of losing local shops, possibility of fresher goods, saving time

**Against:** more expensive, less choice available

PRACTICE (10 minutes)

- 1 (S-S, S-T) Exercise 2. Students complete the collocations individually then check in pairs. Check answers with the class.

Answers

1 shop around 2 buy 3 run 4 stock up 5 mooch around  
6 go on 7 display 8 carry

- 2 (T-S, S-S, S-T) Exercise 3. Ask students to compare the two introductions in pairs. You may want to ask them about the point of view they show. Discuss answers as a class.

Suggested answer

The introduction in the essay is better as it gives the writer's opinion about the topic.

- 3 (T-S, S-S, S-T) Exercise 4. Go through the *Active Writing* box with the class and answer any questions they have. Students then find the examples individually. Then ask them to discuss their answers in pairs. Check answers as a class and ask students to show you where they are in the text.

Answers

2 pitfalls/drawbacks/downsides 3 rationale

4 more and more people are perturbed about

5 in my opinion

PRODUCTION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 5. Ask students to brainstorm reasons for and against shopping as a leisure activity. Monitor and offer help where necessary.

Answers

Students' own answers

- 2 (T-S, S-T) Exercise 6. Ask students to plan their essays individually with a basic idea of what they will say in each paragraph. Monitor and encourage them to use a variety of synonyms, topic-related expressions. Ask them to think about how they organise their essay and to make sure each paragraph has a clear focus. Students then write the essay.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-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 complete their essays. Ask them to make sure they check their grammar, spelling and punctuation. Collect the essays and give students feedback on their work.

CONTINGENCY PLAN

If your students need more support with the writing: Pair weaker students with stronger students and ask them to complete the task together.

If your students need an extra challenge: Ask them to include 5 deliberate grammatical mistakes in their essays. When they are complete, ask them to check each other's work in pairs to find the mistakes.



## OVERVIEW

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

### Objective:

- All language-related objectives from Unit 3.

### Resources:

- SB: Word List page 64; Grammar Reference pages 68–69
- WB: pages 26–27; Self-Assessment 3 page 25
- Assessment: Unit 3 Language Test (Vocabulary, Grammar, Use of English)

## VOCABULARY AND GRAMMAR

Exercise 1.

### Answers

- 1 gimmicks   2 impulse   3 margins   4 spree   5 goods  
6 concept

Exercise 2.

### Answers

- 1 We were lent the money to develop the website. / The money was lent to us to develop the website.  
2 The board will be given the accountants' reports next week. / The reports by the accountants will be given to the board next week.  
3 Thousands of clients had been sent warnings about the new scams by the bank. / Warnings of new scams had been sent to thousands of clients (by the bank).  
4 She has been owed significant amounts of money by some customers for a long time. / Significant amounts of money have been owed to her by some customers for a long time.

## USE OF ENGLISH

Exercise 3.

### Answers

- 1 have to be implemented  
2 to buy in bulk if you  
3 we being given a choice  
4 children run errands for them  
5 booking, insurance was sold to us

## READING

Exercise 4.

### Answers

- 1 b   2 c   3 c   4 a   5 c



NOTES





UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 4 Tastes	Theme 2: Culture  Theme 5: Welfare	<p><b>Listening:</b> evaluating main ideas and supporting details; taking notes and summarising main points</p> <p><b>Speaking:</b> speaking fluently and accurately using a variety of structures and without lapses and hesitations; explaining concepts/ideas in an organised manner using examples or details; working with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed</p> <p><b>Reading:</b> following the SQRRR (SQ3R) reading strategy; selecting an appropriate reading strategy to understand a text; evaluating argument and reasoning</p> <p><b>Writing:</b> using posing questions, problem-solving practices and scenarios to conduct small-scale investigations and projects</p> <p><b>Viewing and presenting:</b> analysing visual texts, communicating understanding through oral, written and visual media (advertisement, poster, newspaper report); selecting examples (dominant images, use of colour, texture, symbolism) to achieve a particular impact; examining how visual and written information work together to make meaning more explicit</p>	<p><b>Listening:</b> take notes and summarise main points in extended announcements, information texts, narratives and short presentations; engage in a range of functions in conversations in which speakers are making offers, requests, or suggestions, expressing likes, dislikes and preferences, giving advice or directions, making assumptions, checking information with question tags, giving opinions, agreeing and disagreeing; ask and answer questions about what a speaker says in order to check comprehension, collect additional information, or enhance understanding</p> <p><b>Speaking:</b> use a wide range of conjunctions to express chronological development, comparison, contrast, cause and effect; debate regularly in a deliberative discussion</p> <p><b>Reading:</b> follow the SQRRR (SQ3R) reading strategy (survey, question, read, recite and review) when approaching a text; pause and ask questions; determine a central idea and analyse its development over the course of the text, including how it emerges and is shaped and refined by specific details</p> <p><b>Writing:</b> use free writing with periods of reflection and analysis (a write-reflect-write – reflect pattern activity), to produce a line of thinking and writing that might form the basis of a more considered exploration; demonstrate competent writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure and a style of language that serves the purpose and audience</p> <p><b>Viewing and presenting:</b> realise that visual presentations reach out to a particular audience and influence the audience in some creative ways; select examples to explain how they achieve a particular impact (dominant images, use of colour, texture, symbolism, analogy and correlation); analyse and interpret the ways in which visual effects are used to establish context by commenting on the image in relation to an Anglophone culture; respond orally and in writing to visual texts, commenting on the main ideas, the issues presented and making connections with personal experiences</p>



OVERVIEW

Objectives:

- Express preferences about food and drink in detail (GSE 46 – B1).
- Understand highly colloquial language in unstructured texts that use complex structures (GSE 87 – C2).
- Use a wide range of quantifiers with countable and uncountable nouns (GSE 43 – B1).
- Replace past conditionals with ‘but for’ in formal statements (GSE 77 – C1).
- Use ‘should’ in hypothetical statements about the present and near future with inversion and omission of ‘if’ (GSE 60 – B2+).
- Understand most of a linguistically complex podcast (GSE 78 – C1).
- Compare the advantages and disadvantages of possible approaches and solutions to an issue or problem (GSE 70 – B2+).
- Write a short review of a restaurant, movie, etc. using simple language (GSE 46 – B1).

Resources:

- SB: pages 36–37; Word List page 65
- Online resources: Photocopiable Resource 11

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to discuss if they take photos of food and why / why not. Ask them to discuss if they share photos of food on social media and what they think when they see content about food on social media. When they have finished, ask a few students to share their ideas with the class.

Answers

Students’ own answers

PRESENTATION (10 minutes)

1 (T-S, S-S, S-T) Exercise 1. Ask students to read the questions so they know what to listen for. Then ask them to listen and answer the questions. Ask students to discuss their answers in pairs. Play the recording again if necessary, then check answers as a class.

Answers

- 1 patience, flair, imagination and craft
- 2 to make something pale and limp look shiny and succulent
- 3 a blowtorch, paintbrush, wood varnish and cocktail sticks



Audioscript 4.1

S = Speaker

S: To do my job, you need patience, boy you do need patience! It can take forever to refresh a chicken. If it’s been out of the oven for a while and is looking pretty pale and limp, it takes time to make it look shiny and succulent again. You need flair and imagination to know what something can be made to look like. Also, you need the craft to be able to use the right tools to achieve that! It’s all a big con, really! I don’t think I’m giving away too many trade secrets when I say that those amazing pictures in magazines or on menus of tempting, tender beef steaks

covered in a velvety sauce, or an oozing, gooey cake aren’t real. Neither is the steam rising from a bowl of scalding soup. They actually owe their appearance to people like me and some serious work with a blowtorch! My skills can make soggy cabbage look fresh and crunchy again and gristly meat appear tender and ready to melt in your mouth. It can give mouldy cheese a facelift and make a stodgy pudding look really appetising! With the help of a paintbrush, wood varnish and cocktail sticks, miracles can be worked on cold, tired-looking food. You would be amazed!

2 (T-S, S-T) Exercise 2. Ask students to listen again and write the names of the foods next to each adjective. Check answers with the class. Check understanding of the adjectives with focused checking questions e.g., *Does ‘scalding’ mean very hot or very cold?*

Answers

- 1 beef 2 sauce 3 soup 4 cabbage 5 meat 6 cheese
- 7 pudding 8 chicken 9 cake

TIP

Avoid using questions such as *Can anyone tell me what X means?* or *Do you understand?* Students might know the meaning of a word, but not have the (quite advanced) language necessary to explain the meaning. Instead, use Concept Checking Questions (CCQs). In order to do this, first work out what the essential meaning of the word is e.g., *tender* = It’s soft. Then turn this essential meaning into a question e.g., *Is it hard or soft?*

PRACTICE (15 minutes)

1 (T-S, S-S, S-T) Exercise 3. Elicit the first answer as an example. Students decide on the type of connotation and complete the sentences individually, then check in pairs. Check answers with the class.

Answers

- Negative:** chewy, greasy, mouldy, scalding, soggy, stodgy
- Positive:** fluffy, tempting, tender, velvety
- 1 tender, chewy 2 scalding 3 fluffy, greasy 4 velvety
- 5 stodgy 6 soggy 7 mouldy 8 tempting

2 (T-S, S-S, S-T) Exercise 4. Go through the sentences with the class and elicit their ideas as to what might go in each gap, but don’t give any answers yet. Then ask students to listen and complete the sentences individually, then check in pairs. Check answers as a class.

Answers

- 1 (to be) odd 2 country cottage 3 not (to be) eaten
- 4 examples/images of food



# 04 LESSON 1A VOCABULARY AND SPEAKING (SB)



## Audioscript 4.2

S = Speaker

S: When I first tell people I'm a food artist, I get some odd looks! They automatically think I play around with things like egg yolks, a spoonful of tomato sauce and slices of cucumber to make funny faces on a plate. And while that is food art, there's definitely a lot more to it. The genre includes all sorts of art. For example, there are tempting edible cake sculptures – I recently saw an amazing creation representing a country cottage with slices of lemon on the roof, slabs of chocolate for the walls and sprigs of different herbs to form hedges in the garden. Biscuits had been crumbled to make a path and a dusting of icing sugar made it appear that snow had just fallen. A final scoop of ice cream just before serving with some strategic sprinkles of grated chocolate and you have a snowman! A mum just needs a bit of imagination and she can knock up a fabulous birthday cake for a child! At the other end of the scale, there are artists who actually create works of art not designed to be eaten. These can be constructed on a canvas to be hung on a wall in which case a dab of glue fixes the seeds, pasta, cloves of garlic or whatever to be photographed. It is quite incredible what can be designed using a handful of peas or lentils, segments of fruit, a humble heel of bread and drops of coloured oils! Check out images of food art online and you'll find a whole range of artistic masterpieces.

- 3 (T-S, S-S, S-T) Exercise 5. Go through the *Active Vocabulary* box with the class and elicit the meaning of countable and uncountable, to check students understand the difference. Then ask students to listen again and complete the partitive + noun collocations, then check in pairs. Play the recording again if necessary, then check answers as a class.

### Answers

1 garlic 2 glue 3 oil 4 icing sugar 5 peas 6 bread  
7 ice cream 8 fruit 9 lemon 10 tomato sauce  
11 herbs 12 grated chocolate



## Audioscript 4.3

1 a clove of garlic

2 a dab of glue

- 3 a drop of oil  
4 a dusting of icing sugar  
5 a handful of peas  
6 a heel of bread  
7 a scoop of ice cream  
8 a segment of orange  
9 a slice of lemon  
10 a spoonful of tomato sauce  
11 a sprig of herbs  
12 a sprinkle of grated chocolate

- 4 (T-S, S-S, S-T) Exercise 6. Ask students to choose the correct partitives individually, then check in pairs. Check answers with the class.

### Answers

1 pinch 2 scoops, sprinkle 3 segments 4 dusting 5 heel  
6 dab 7 handful 8 portions

## PRODUCTION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 7. Allow students some time to think of ideas and make notes about the question. Monitor and help with vocabulary where necessary, writing any new words or phrases on the board. When they are ready, put students into pairs / small groups to share their ideas. When they have finished, ask students to share their ideas with the class.

### Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 8. Ask students to discuss the questions in pairs. Then ask them 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 write a description of their favourite meal and how to make it. Ask them to include adjectives from Exercise 2 and some partitives from Exercise 5 where possible. They should write at least 50 words. Be sure to give them feedback on their work.

## CONTINGENCY PLAN

If your students need more support: Ask them to think of foods that they are very familiar with which could be described by the adjectives in Exercise 2.

If your students need an extra challenge: Ask them to think of a simple dish and write the recipe for it being sure to use as many partitive expressions as they can. Be sure to give them feedback on their work.

There is also a downloadable photocopiable resource number 11 to use.



OVERVIEW

Objectives:

- Use a wide range of quantifiers and partitives with countable and uncountable nouns (GSE 43 – B1).
- Express preferences about food and drink in detail (GSE 46 – B1).

Vocabulary:

- adjectives to describe food, partitives

Resources:

- SB: pages 36–37
- WB: pages 28–29

WARM-UP (10 minutes)

(T-S, S-S) Ask students to work in pairs and share their restaurant experiences with their partner. Encourage them to ask follow-up questions, particularly about the quality of food they had, using adjectives from the previous lesson to describe the food.

PRACTICE (20 minutes)

- 1 (S-S, S-T) ★ Exercise 1. Students label the pictures individually, using the words from the box. They then compare answers in pairs. Check answers as a class.

Answers

2 clove 3 scoop 4 dab 5 slice 6 handful 7 sprinkle  
8 heel 9 slab 10 sprig

- 2 (T-S, S-S, S-T) ★★ Exercise 2. Students work individually to choose the correct meanings. They then compare answers in pairs. Check answers as a class.

Answers

1 a 2 b 3 b 4 a 5 b 6 b 7 a 8 a 9 b

- 3 (T-S, S-T) ★★ Exercise 3. Ask students to read the conversations carefully and think what the missing words might be, before they look at the words in the box. Ask students to complete the conversations. To check answers, ask for volunteers to read the completed conversations aloud.

Answers

2 greasy 3 tender 4 tempting 5 scalding 6 gristly

- 4 (T-S, S-S, S-T) ★★★ Exercise 4. Ask students to complete the words. Remind them of the clues: the first letter is given, and the number of lines also help. Students work individually, then check their answers with a partner. Check answers as a class.

Answers

A 2 velvety 3 scalding 4 fluffy 5 gooey 6 dusting  
B 1 segments 2 sprinkle 3 slice 4 dab 5 drop 6 mouldy  
C 1 chewy 2 soggy 3 tender 4 scoop 5 sprigs

PRODUCTION (5 minutes)

(T-S, S-S, S-T) Exercise 5. Students make notes of a memorable meal – either a very good or a very bad one and describe it to their partner. Monitor and check that students are using adjectives to describe the dishes and are giving suggestions for improvement if needed. If time allows, ask a few students to share their description with the class.

Answers

Students' own answers

WRAP-UP (10 minutes)

(T-S, S-S) Ask students to describe their favourite dish to their partner.

HOMEWORK

Ask students to make a list of food they get cravings for.

CONTINGENCY PLAN

If your students need more support: Ask them to write their own mini-conversations like the ones in Exercise 3. Ask them to include food that they would typically eat and practise using an appropriate adjective to describe it.

If your students need an extra challenge: Ask them to write their own review of a meal they have recently had in a cafe or restaurant using the examples in Exercise 4 to help. Ask them to use as much of the target vocabulary as they can. Be sure to give them feedback on their work.



# 04 LESSON 2A READING AND VOCABULARY (SB)

## OVERVIEW

### Objective: Reading

- Understand highly colloquial language in unstructured texts that use complex structure (GSE 87 – C2).

### Vocabulary:

- verbs related to food consumption

### Resources:

- SB: pages 38–39; Word List page 65
- TB: Culture Notes page 111
- Online resources: Photocopiable Resource 12

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to discuss the notes they made at home and get them to share their ideas about food that they get cravings for in pairs or small groups.

## PRE-READING (5 minutes)



(T-S, S-S, S-T) Exercise 1. Ask students to read through the sentences (1-5), paying attention to the underlined sections. Then tell them to scan the article, locate the highlighted phrases and match them to the underlined parts in the sentences. Students do the matching individually. Tell them to check answers with a partner, then check answers as a class. You can refer to the Culture Notes section on page 111 of the Teacher's Book for more information about fish-and-chip shops.

### Answers

- 1 your stomach rumbles 2 let your dinner go down  
3 devour 4 rustle up 5 comfort eating

## WHILE READING (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Ask students to match the questions and writers individually, then check in pairs. Check answers as a class.

### Answers

- 1 B 2 A 3 C 4 C 5 A 6 B 7 A

- 2 (S-S, S-T) Exercise 3. Read the extracts as a class. Then go through the *Active Reading* box and answer any questions students have. Ask students to answer questions 1-3 individually, then check in pairs. Check answers as a class.

### Answers

- 1 I'm sure this is what triggered  
2 onset, insomnia, late night eating habits  
3 The paraphrase is shorter.

## POST-READING (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 4. Elicit the first answer as an example. Students complete the sentences individually then check in pairs. Check answers as a class.

### Answers

- 1 trawl 2 devoured 3 wafting  
4 wavering 5 sneak 6 bombarded  
7 water 8 triggered 9 strike 10 succumbed

- 2 (T-S, S-S) Exercise 5. Put students in pairs and ask them to discuss what triggers their appetite as well as what they do (if anything) to try to resist. You may want to give them an example from your own experience or someone that you know first to give them an idea of *appetite triggers*.

### Answers

Student's 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 do an internet search and make notes of organic farming techniques and their advantages and disadvantages.

## CONTINGENCY PLAN

If your students need more support: *Allow* them to read through the text before starting and identify any unfamiliar vocabulary. Then give them a time limit to look up the vocabulary in a reference. You can then elicit the meaning of different items of vocabulary and put them on the board.

If your students need an extra challenge: Ask them to look back at previous texts in the SB and have a go at paraphrasing them. You may want to limit them to 2 - 3 paragraphs.

There is also a downloadable photocopiable resource number 12 to use.



OVERVIEW

Objectives: Grammar

- Use 'should' in hypothetical statements about the present and near future with inversion and omission of 'if' (GSE 67–75 – B2+).
- Replace past conditionals with 'but for' in formal statements (GSE 77 – C1).

Resources:

- SB: pages 40–41; Grammar Reference pages 69–70
- TB: Culture Notes page 111
- Online resources: Grammar Checkpoint Lesson 4; Photocopiable Resources 13, 14
- Assessment: Grammar Quiz Lesson 4

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students if they know what organic farming techniques are and what could be the benefits and drawbacks of eating organic food. Ask them to discuss their ideas in pairs or small groups. When they have finished, elicit ideas from the class.

Answers

Students' own answers

PRESENTATION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Ask students to read the questions from the survey and discuss the questions in pairs. When they have finished, play the recording for students to listen and make notes, then practise summarising the speaker's answers and compare them with their ideas. For feedback, ask students how many of their ideas were similar to the speaker's.

Suggested answers

- 1 lack of information    2 to reduce the use of pesticides  
3 find alternative ways to protect crops against insects  
4 they weren't researched properly / were too expensive  
5 likely, based on demand for organic food



Audioscript 4.5

I = Interviewer    B = Brian

- I: Today, we're talking with Brian Monroe, whose vlog, *Mind Over Matter*, has got over 120 thousand subscribers. Not bad! So, Brian, why don't more people eat organic foods?
- B: You know, for a long time I didn't realise what they were! Just a word on a label. I think if it hadn't been for lack of information, I'm sure people would have started eating organic foods a long time ago. I do now.
- I: Why is it important to develop organic foods?
- B: Well, because of the pesticides, right? We've used them on crops for so long. And it's not just the health risks for us – they can have a devastating effect on wildlife too. If it weren't for farmers having used these pesticides so much over the decades, the bee populations would be much safer now. If you should ever talk to a beekeeper, they'll tell you about the real problems bees are encountering right now.
- I: What can big food producers do to help?

B: I think if the big food producers were to find alternative ways to protect crops against insects and things, this might safeguard people's health.

I: Why have pesticides been used for so long?

B: They didn't research properly in the first place. Too expensive, probably. But for the greed of the big industrial manufacturers we wouldn't be in this situation now.

I: Do you think pesticides will be completely banned in the future?

B: I hope so. Organic food is easily available and as long as more and more people demand it, then things will change! But change is never easy. If we want healthier food, we have to fight for it.

- 2 (T-S, S-S, S-T) Exercise 2. Ask students to look at the sentences with conditionals. Students read them and answer the questions individually, then check in pairs. Check answers with the class.

Answers

- 1 e, f    2 b (present – future), c (past – present)  
3 a, d (they don't)

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

- 3 (T-S, S-S, S-T) Exercise 3. Ask students to answer the questions then rewrite the sentences individually, then check in pairs. Check answers as a class.

Answers

- 1 The if clause is replaced with *should/were/had* + subject + infinitive  
2 The sentences are in inverted word order.  
3 *Not* is separated from the auxiliary verb *had*.  
4 Inversion makes the text more formal for this news article.  
If this ancient Chinese tradition had not been rediscovered, farmers ...  
If they continued, the crop itself ...  
If it were adopted on a larger scale ...

Refer students to the Grammar Reference section on pages 69 and 70 for more information.

PRACTICE (15 minutes)

- 1 (S-S, S-T) Exercise 4. Ask students to rewrite the sentences individually, then check in pairs. Check answers with the class and write them on the board or invite students to come up and do so.

Answers

- 1 to use insecticides, the rice would be contaminated with chemicals  
2 they not shared the advice online, other farmers would not have been able to learn about it  
3 the ducks not eat the weeds, the crops would be strangled by them  
4 climate change be reversed / scientists reverse climate change, this would lower global temperatures / global temperatures would be lowered



# 04 LESSON 3A GRAMMAR (SB)

- 2 (T-S, S-S, S-T) Exercise 5. Ask students to choose the correct alternatives and decide which have similar meanings individually, then check in pairs. Check answers as a class.

## Answers

1 Imagine 2 If you didn't know 3 If you were to do  
4 If you served 5 If they weren't 6 If 7 If you had 8 If not  
9 Apart from 10 If it's

- 3 (T-S, S-S, S-T) Exercise 6. Ask students to complete the table individually then check in pairs. Check answers as a class.

## Answers

Very similar to *if*. Normal condition: should + noun, provided (that), on condition  
The condition is taken for granted: assuming  
Adds a negative meaning to the condition: otherwise  
but for: without

- 4 (T-S, S-S, S-T) Exercise 7. Ask students to complete the idiom *You scratch my back (and I'll scratch yours)*. Check their understanding of the idiom. Ask students to read the article and choose the correct alternatives individually, then check in pairs. Check answers with the class. You can refer to the Culture Notes section on page 111 of the Teacher's Book for more information about the Yao people.

## Answers

1 Supposing 2 assuming 3 should 4 provided that  
5 But for 6 unless 7 As long as 8 otherwise

## PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 8. Put students in groups. Tell them to map out the different steps in food production then, taking turns, express their opinion about each step. Encourage them to use conditionals where possible. When they have finished, ask students to share their opinion 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 write some conditional sentences talking about what they would do if they were organising an event at school that required food to be served for everyone.

## CONTINGENCY PLAN

If your students need more support with the grammar: Ask them to read the grammar reference section on page 69 of the Student's Book. You may want to go through it with them and ask them to write their own examples of each conditional type.

If your students need an extra challenge: Ask them to think of a significant invention, such as the Internet. Ask them to write a short paragraph about what the world would be like if it had not been invented. Ask them to include as many conditional sentences as they can. Be sure to give them feedback on their work.

There are also downloadable photocopiable resources numbers 13 and 14 to use.



OVERVIEW

Objectives:

- Replace past conditionals with 'but for' in formal statements (GSE 77 – C1).
- Use 'should' in hypothetical statements about the present and near future with inversion and omission of 'if' (GSE 60 – B2+).

Resources:

- SB: pages 40–41
- WB: pages 30–31

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to share the sentences they wrote as homework in small groups. If you notice any errors put them on the board and do error correction as a class.

PRACTICE (20 minutes)

- 1 (S-S, S-T) ★ Exercise 1. Students read the conditional sentences and match them with the meanings individually. They then compare answers in pairs. Check answers as a class.

Answers

1 b 2 a 3 a 4 b 5 b 6 a 7 a 8 b 9 b 10 a

- 2 (T-S, S-S, S-T) ★★ Exercise 2. Students work individually to choose the correct forms. They then compare answers in pairs. Check answers as a class.

Answers

1 thought / 'd have stopped 2 graze /'ll get 3 opened / 'd  
4 hadn't been / 'd still be thinking 5 didn't / would be

- 3 (T-S, S-S, S-T) ★★ Exercise 3. Students work individually to choose the correct word / words. They then compare answers in pairs. Check answers as a class.

Answers

1 but / if it weren't 2 should /were to 3 it hadn't been for  
4 If 5 you were to rustle

- 4 (T-S, S-S, S-T) ★★★ Exercise 4. Ask students to complete sentences individually, then check their answers with a partner. Check answers as a class.

Answers

2 hadn't 3 long 4 But 5 been 6 were

- 5 (S-S, S-T) ★★ Exercise 5. Students complete the sentences individually, then check with a partner. Check answers as a class.

Answers

2 Without 3 Unless 4 Assuming 5 condition 6 Should

PRODUCTION (10 minutes)

(S-S) Exercise 6. Students write the post. They swap their writing with a partner to check for possible errors in the use of conditionals, spelling and punctuation.

Answers

Students' own answers

WRAP-UP (10 minutes)

(T-S, S-S, S-T) Ask students to read up their posts in small groups and vote for the one with the best ideas.

HOMEWORK

Ask students to look online for information about the world's growing population and its effect on food supply, and to make notes. Tell them also to note down possible solutions to the problem.

CONTINGENCY PLAN

If your students need more support: Ask them to write their own sentences with two choices such as those in Exercise 2. When they have finished, ask them to swap with another student and see if they can correctly guess the answers.

If your students need an extra challenge: Ask them to write their own examples of the sentences in Exercise 1 using the same beginning, but different endings ensuring they pay attention to the grammatical structures. Be sure to give them feedback on their work or ask students to check each other's work while you circulate and check everyone's work.



# 04 LESSON 4A SPEAKING (SB)

## OVERVIEW

### Objective: Speaking

- Consider the advantages and disadvantages of possible approaches and solutions to an issue or problem (GSE 70 – B2+).

### Vocabulary:

- phrases for proposing solutions, giving reasons and justifications

### Resources:

- SB: page 42

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Put the following on the board: word population / food supply. Ask students to work in pairs or small groups and discuss what the connection is between them, using the notes they made at home. When they have finished, ask students to share their ideas with the class.

### Answers

Students' own answers

## PRESENTATION (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Ask students to read the questions so they know what to listen for. Then ask students to listen and answer the questions, then check in pairs. Check answers with the whole class.

### Answers

- food poverty
- People on really low incomes are often having to choose between rent, heating, clothes or food. They go hungry / are malnourished.
- food banks, getting people into permanent employment, organising courses to give budgetary advice – helping people manage their incomes, giving tips about how to eat well for less



## Audioscript 4.6

L = Laila R = Reem

- L: OK, so let's do some brainstorming before writing the essay ... Fortunately, food-related issues are stimulating topics so it shouldn't be that hard ... So what should we write about?
- R: What about food poverty? People on really low incomes are often having to choose between rent, heating, clothes or food. They're often malnourished. It's a real issue.
- L: So, what could be the solution to the problem? Food banks are a great idea, but I feel that's only a sticking plaster solution. My reason for saying that is that it's only temporary and doesn't get to the root of the problem.
- R: Yes, I see where you're going with that. We need to confront this problem head on. How about getting people into permanent employment? The reasoning behind that is that it'd be more of a long-term solution. Then surely no one would go hungry.

- L: Yes, you're right – that's a possibility – but would it work? What I'm trying to say is that some people would prioritise other things over food, and it's always down to individual choice as to what people spend their money on, isn't it?
- R: I see what you mean. So, maybe another way forward could be organising courses to give budgetary advice – helping people manage their incomes?
- L: Actually, that's a really feasible option. And, in my opinion, we should also be looking at giving tips about how to eat well for less. A lot of people spend lots of money on getting in take-aways – whereas they could be cooking really healthy meals for a lot less, don't you think?
- R: Good thinking. Whatever, it's important to do something sooner rather than later. Should nothing be done to address the issue, the situation could rapidly deteriorate and you know, you never know where we'll be ...
- 2 (T-S, S-S, S-T) Exercise 2. Go through the Speaking box with the class and elicit students' guesses as to what the missing words are. Then ask students to listen and complete the phrases individually, then check in pairs. Check answers as a class.

### Answers

- 1 way 2 looking 3 confront 4 reason 5 behind  
6 trying 7 feasible

## TIP

When students need to listen and complete missing information, it's a good idea to get students to guess/predict what the information is before they listen. This prepares them for the listening well as they know exactly what type of information to listen for.

## PRACTICE (5 minutes)

(T-S, S-S, S-T) Exercise 3. Ask students to complete the conversation with the correct words from memory. When they have finished, play the recording again for them to check their answers.

### Answers

- 1 reasoning (reason) 2 going with 3 be looking 4 Good  
5 trying to 6 spot





## Audioscript 4.7

L = Laila R = Reem

- L:** What else could we write about? How about food waste? Did you know that a third of the food that we produce is wasted?
- R:** No, I didn't. What is the reasoning behind that, do you think?
- L:** Let me see ... Hmm, as supermarkets have appearance quality standards, they reject perfectly good food just because it doesn't look right.
- R:** I see where you're going with that. What else? We should also be looking at bulk-size packaging in shops.
- L:** And large portions served in restaurants? We're consuming ever bigger meals than 30 years ago. People will rarely buy a second helping, but they'll take the option of a larger size.
- R:** Good thinking!
- L:** What I'm trying to say is that they do it so as not to appear so gluttonous.
- R:** Probably. Last, but not least, households buy more food than needed.
- L:** You're spot on! OK, so we've got the reasons. Now what about the solutions to the problem.

## PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 4. Ask students to discuss solutions in pairs. Monitor and encourage them to use the phrases from the lesson. When they are ready, put pairs together to share their solutions.

## 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 online about table manners in other countries and make notes.

## CONTINGENCY PLAN

If your students need more support: Ask them to act out the dialogue in Exercise 3 and record themselves. Ask them to focus on stress and intonation and noticing how words sound in connected speech.

If your students need an extra challenge: Ask them to write their own dialogues in pairs using the phrases from the Speaking box.



# 04 LESSON 5A LISTENING AND VOCABULARY (SB)

## OVERVIEW

### Objective:

- Understand most of a linguistically complex podcast (GSE 78 – C1).

### Vocabulary:

- Words related to table manners

### Resources:

- SB: page 43; Word List page 65
- Online resources: Photocopiable Resource 15
- Assessment: Vocabulary Quiz 4

## WARM-UP (10 minutes)

(T-S, S-S) Ask students to share information about common table manners in other countries. When they have finished, ask a few students to share anything interesting they found out with the class.

### Answers

Students' own answers

## PRESENTATION (15 minutes)

- 1 (T-S, S-T) Exercise 1. Ask students to listen and decide which photo they're describing. Check the answer as a class.

### Answers

photo C: not using cutlery (eating straight from a takeaway carton or wrapper and not a plate)



## Audioscript 4.8

Z = Zeina

**Z:** OK, so today I'm going to talk about one of my favourite bugbears of the moment – table manners! I know I'm not perfect and when no one's around I may be a little – how shall I say – relaxed in my manners. I guess my parents would haul me over the coals for not using cutlery, or even worse, eating straight from a takeaway carton or wrapper and not a plate! But who's to see? However, if I'm out with friends or family, I'm always careful to mind my manners. No talking with mouth full or stretching across the table to grab the salt! I have a sinking feeling though that I may be in a minority here and I was wondering how you all feel about it? I've been noticing deteriorating table manners a lot recently and I read an article outlining how table manners seem to be becoming a thing of the past. But what really brought it home to me was a documentary last week, with one toe-curling scene of kids at a meal out with their family. Did you see it? Ouch! Interrupting each other, slurping their drinks, snatching food from plates with their fingers! It must have been a nightmare just to be in the same restaurant, let alone at the next table! Perhaps I'm old-fashioned, but the thing is – I believe having good table manners is still important. It's a social skill that everyone needs to develop. It shows that you've had a good upbringing, but more than that, it means that you have respect for the people sitting with you. And just think about it: in the future what decent company is going to employ a bad-mannered person? So, just why are people's manners getting worse? You could blame it on

the sofa-eating trend, or on fast food itself, which is often finger-food. People are busy and home cooking goes by the board in a lot of families. But I would say it's all about having good examples. I guess it's the parents who have the ultimate responsibility for encouraging good manners in their children, but there has been some debate recently too about how schools can get involved. Should it perhaps be discussed in lessons – it is, after all, a social skill. Some schools do already use mealtime supervision by teachers to raise awareness of the issue with younger children, and it has had some good results. It will be interesting to see if any improvements resulting from teacher involvement will have a knock-on effect on children's siblings as they, in turn, set examples. I know I'm going on a bit about this whole manners thing, and the truth is that over time, cultures and customs do change. What was unacceptable when I was very young is possibly OK now. But there are still lines that we shouldn't cross. Throwing food around the table is one of them. It's indefensible. And talking with a mouthful of food is another. And something else that I think should be banned is using phones at mealtimes, not only in the kitchen or dining room at home, but more importantly, in restaurants too. I certainly hate paying for a nice meal in a quiet atmosphere and have my evening disrupted by ringtones and message alerts all round me! Right, those are my thoughts on the topic of manners. Do you agree? Let me know and post your comments!

- 2 (T-S, S-S, S-T) Exercise 2. Go through the topics with students so they know what to listen for. Elicit key vocabulary such as imposing, decline, etc. Then ask students order the topics, then check in pairs. Check answers as a class.

### Answers

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

- 3 (T-S, S-S, S-T) Exercise 3. Ask students to complete the sentences individually, then check in pairs. Check answers as a class. Check understanding of the idioms/phrases with focused checking questions e.g., *bring it home* – Do I understand it more or less? (*more*).

### Answers

1 brought 2 hauled 3 slurp/slurping 4 feeling  
5 become 6 mind

## PRACTICE (7 minutes)

(T-S, S-T) Exercise 4. Elicit suggestions from students as to what words could fill the gaps in the sentences. Then ask students to listen again and complete the sentences. Check answers as a class.

### Answers

1 plate 2 documentary 3 toe-curling/nightmare  
4 respect 5 indefensible

She is relaxed about table manners when she's on her own, but she does think they are important as they are a social skill.



PRODUCTION (8 minutes)

(T-S, S-S, S-T) Exercise 5. Ask students to discuss the questions in pairs. Monitor and encourage them to use the phrases from Exercise 3. When they have finished, elicit ideas from a few students and open up the discussion 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 found new, interesting, easy or challenging.

HOMEWORK

Ask students to think about the last time they ate at a restaurant or a café and to make notes with marks or stars out of 5 for the service, the cost, the quality of the food and the cleanliness of the establishment.

CONTINGENCY PLAN

If your students need more support: Display the recording script on the board while the students are listening in Exercises 1 and 4 so that they can follow along as they answer the questions.

If your students need an extra challenge: Ask them to write their own sentences using the phrases in Exercise 3 about something that has happened to them. This will personalise the vocabulary and make it easier to retain.

There is also a downloadable photocopiable resource number 15 to use.



# 04 LESSON 5B LISTENING AND VOCABULARY (WB)

## OVERVIEW

### Objective: Speaking

- Use a wide range of adverbs with correct words stress to convey emphasis (GSE 70 – B2+).

### Resources:

- SB: page 43
- WB: page 32

## WARM-UP (10 minutes)

(T-S, S-T) Ask students to share their ranking of restaurants or cafés they prepared at home and find out whether the same establishment, if there were any, had similar ranking or not.

## PRACTICE (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Students read words in the box and use them to complete the sentences individually. Offer help if needed. When they have finished, students compare answers in pairs. Check answers as a class.

### Answers

1 manners 2 coals 3 drink 4 sinking 5 thing 6 home



- 2 (T-S, S-T) Exercise 2. Read the *Active Pronunciation* box with the students. Ask them to read the adverbs of emphasis in the box aloud and mark the stressed syllable in each. Then get students to practise saying the sentences aloud. Play the recording for them to check the pronunciation and repeat the sentences if needed.

### Answers

- 1 What is amazing is how **rapidly** trends come and go.  
2 However, it serves to show us that manners were important at that time and **extremely** strict.  
3 Pictures of beautifully fragile Venetian drinking glasses indicate how impossible it would have been to handle these **roughly**.



- 3 (T-S, S-T) Exercise 3. Explain to students that they will hear each sentence twice. Play the recording to students to decide which version contains a stressed syllable.

### Answers

1 b 2 a 3 a 4 b 5 a



## PRODUCTION (10 minutes)

(T-S, S-T) Exercise 4. Students mark the stressed syllables individually then check by listening to the recording.

### Answers

2 completely 3 dramatically 4 rapidly

## WRAP-UP (5 minutes)

(T-S, S-S) Ask students to choose 5 adverbs from the *Active Pronunciation* box and write a sentence with each. They swap their sentences with a partner who reads them aloud.

## HOMEWORK

Ask students to think back at their last visit to a restaurant or café and write five sentences about their experience using emphatic adverbs.

## CONTINGENCY PLAN

If your students need more support: Ask them to record themselves saying the sentences in Exercise 3 with and without the emphatic syllable stress to practise and also to hear how they sound.

If your students need an extra challenge: Ask them to identify other words of three or more syllables that they know and decide which of the syllables is stressed. They can work in pairs. Be sure to circulate and offer help.



OVERVIEW

Objective: Writing

- Write a short review of a restaurant, movie, etc. using simple language (GSE 46 – B1).

Resources:

- SB: pages 44–45; Word List page 65
- TB: Culture Notes page 111

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to use the notes they made at home and discuss the restaurants they have visited, giving their opinion about the quality of food, the service and the place. Find out if any of the students have been to the same restaurants and whether they share the opinion about them or not.

Answers

Students' own answers

PRESENTATION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Ask students to read the reviews and answer the questions, then check in pairs. Check answers as a class. You can refer to the Culture Notes section on page 111 of the Teacher's Book for more information about fusion food.

Answers

- 1 agree: décor is good  
disagree: price/quantity of food, size of portions
- 2 Review B is negative and uninformative. Review A is positive with examples and details, which make it more informative.
- 3 A: audience more interested in detail; B: online audience who are looking for brief comments
- 4 They had a bad experience./They may have a competing restaurant./They didn't intend to be inaccurate.

- 2 (T-S, S-S, S-T) Exercise 2. Ask students to read the reviews again and tick the correct advice individually, then check in pairs. Check answers with the class.

Answers

Students tick boxes 2, 3, 4, 7 and 8.

PRACTICE (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 3. Ask students to read the reviews and answer the questions, then check in pairs. Check answers as a class.

Answers

- 1 a letdown
- 2 made out that
- 3 give it a wide berth
- 4 hype
- 5 yearn for
- 6 value for money
- 7 I'll give it that

- 2 (T-S, S-S, S-T) Exercise 4. Go through the Writing box as a class. Then ask students to complete the examples individually, then check in pairs. Check answers as a class.

Answers

- 1 Clever use of various shades of blue has created a relaxing eating area ...
- 2 the meat
- 3 highly enough
- 4 you are looking for

- 3 (T-S, S-S, S-T) Exercise 5. Ask students to rewrite the sentences individually, then check in pairs. Check answers with the class and write them on the board or invite students to come up and do so.

Answers

- 1 The recent rise in popularity of fusion food has influenced many restaurant menus.
- 2 Easy access from a rear car park has contributed to the restaurant's success.
- 3 Expert advice on eating more healthily is beginning to affect the number of fast food outlets.

PRODUCTION (15 minutes)

(T-S, S-S) Exercise 6. Ask students to rewrite review B individually. Monitor and encourage students to use features from the Writing box and to use a Graphic Organiser. When they have finished, put students in pairs to compare their reviews. Circulate and help as 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 found new, interesting, easy or challenging.

HOMEWORK

Ask students to study the word list on Student's Book page 65.

CONTINGENCY PLAN

If your students need more support with the writing: Pair weaker students with stronger students and ask them to complete the task together.

If your students need an extra challenge: Ask them to include 5 deliberate grammatical mistakes in their reviews. When they are complete, ask them to check each other's work in pairs to find the mistakes.



## OVERVIEW

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

### Objective:

- All language-related objectives from Unit 4.

### Resources:

- SB: Word List page 65; Grammar Reference pages 69–70
- WB: pages 34–35; Self-Assessment 4 page 33
- Assessment: Unit 4 Language Test (Vocabulary, Grammar, Use of English)

## VOCABULARY AND GRAMMAR

Exercise 1.

### Answers

1 pinch 2 slices / spoonfuls (both can be used for plural) 3 dusting 4 segments 5 drops 6 slab

Exercise 2.

### Answers

1 takes 2 slurp 3 lost 4 scalding 5 tempting 6 home

Exercise 3.

### Answers

1 But 2 hadn't been 3 should 4 Were they to change 5 should

Exercise 4.

### Answers

1 Should enough people enrol 2 If enough people were to enrol / Were enough people to enrol 3 Unless enough people enrol 4 Provided enough people enrol 5 As long as enough people enrol 6 enough people to enrol on..., otherwise it won't start on 4th September 7 ...on the condition that enough people enrol

## USE OF ENGLISH

Exercise 5.

### Answers

1 were 2 for 3 would 4 If 5 unless 6 would 7 Should

## LISTENING

Exercise 6.

### Answers

1 sweet and sour ingredients 2 construction 3 1960s 4 different parts of the country 5 a lot of / plenty of meat 6 have travelled / been to China 7 fish and chip restaurants 8 coastal states

## Audioscript 4.12



Good morning, everybody! Today, we are going to be looking at food. Our tastes are influenced, unsurprisingly, by the food we are given as young children, and there are some significant differences depending on which part of the world you were brought up in. In Europe, generally, dishes are created with similar tasting ingredients, whereas the Far East is known for its sweet and sour combinations. As a result, when dishes are brought from one country to another, they are often adapted to suit the local population's tastes. Let's look at Chinese food in the USA. Chinese workers first came to the USA in the nineteenth century at the time of the California gold rush, although they were mainly working in construction rather than trying to dig for riches. For almost a century, Chinese food in the USA was generally ignored by the non-ethnic Chinese population. This changed in the 1960s with a new wave of immigration. The new arrivals started to do something unimaginable in China itself: they incorporated ideas from various parts of the country into one, new dish. They also used local ingredients, which changed the taste of the food. Americans looking for new experiences started going to Chinese restaurants and were especially keen on fried dishes which were full of exotic flavours and which contained plenty of meat. The food bore very little resemblance to Chinese food back home, but if the customers were happy, so were the restaurant owners. Now, a new change is taking place. There are several reasons for this: people have travelled to China so they know what real Chinese food tastes like; secondly, there is a growing market for healthier diets with less meat and also a desire to have more authentic experiences in general. And so, the wheel turns full circle as dishes which were adapted to suit the local tastes back in the day are now reverting to their original state to serve the same purpose, although, it must be said, there is still a huge market for what has been known as Chinese food for the last fifty or more years. A similar pattern can be seen in the UK. After the Second World War, big influxes of immigrants arrived from the Indian sub-continent. Some took over abandoned fish and chip restaurants and opened takeaways serving a uniquely English combination of curry and chips. As in the USA, restaurant owners soon realised that the local population wanted a combination of spices and colours that gave their food both an exotic appearance and taste, and adapted their recipes to achieve this. Some Indian visitors to London were shocked to realise that the Indian food there was nothing like anything they had ever had in India. Not only was it different from traditional Indian food, but it didn't even bear the same name. If you were to go to India and ask for a curry, you would probably be met with blank faces. Although they are familiar with the word, as there is a curry tree, which grows in the south of the country, and its leaves are used in some of the southern, coastal states' cuisine, it is not the name of an actual dish. Things are now changing in the UK too for the same reasons as Chinese food is changing in the USA. There are now a greater number of restaurants serving authentic Indian dishes, and with menus on which the word 'curry' is absent. And while there are people who still say they are going out for 'a curry', the majority would now refer to having an Indian meal instead. Well, I hope that hasn't made you too hungry.



SPEAKING

Exercise 7.

**Answers**  
Students' own answers

Exercise 8.

**Answers**  
Students' own answers



OVERVIEW

Objective:

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

Resources:

- SB: pages 46–47

WARM-UP (5 minutes)

(T-S, S-S, T-S) Ask students to discuss the healthy food they eat and how they make choices over what food to eat in pairs. Get students to report back to the class.

Answers

Students' own answers

PRESENTATION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Ask students to look at the photos and elicit what they can see. Ask students to discuss the questions in pairs. When they have finished, elicit their ideas and have a brief class discussion, but don't give any answers yet. Ask students to read the text on page 46.

Answers

Students' own answers

- 2 (T-S, S-T) Exercise 2. Ask students to complete the advice individually, then check answers with the article. Check answers as a class.

Answers

- 1 reduced- 2 artificial flavours 3 weight order  
4 corn syrup 5 portion 6 list of ingredients 7 additives  
8 junk food 9 ravenous

PRACTICE (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 3. Ask students to listen to the interviews and decide if each one is thinking critically or not, then check in pairs. Check answers as a class and elicit students' reasons for their decisions.

Answers

**Speaker 1:** Not thinking critically. She didn't follow the final tip to plan ahead about what to get when you go shopping for food before you become too ravenous.

**Speaker 2:** Not thinking critically. He was enticed by an advertisement to buy more expensive biscuits.

**Speaker 3:** Thinking critically. She looked at the label and the list of ingredients on the packets to make sure she was buying healthy nuts and crisps.

**Speaker 4:** Not thinking critically. He always buys the same yoghurt, but never looks at the information on the food labels to see how healthy it is compared with other brands of yoghurt.

Audioscript 4.13

I = Interviewer W1 = Woman 1 M1 = Man 1  
W2 = Woman 2 M2 = Man 2



- I: So, we're here today in Johnson's supermarket, and I'm going to be asking a few clients about their shopping. Excuse me, sorry, could I just ask you what prompted your purchase today?
- W1: Oh, oops, you caught me! I just popped in to get a sandwich, but I ended up getting a drink and a packet of crisps as well because it was on a meal deal, and to be honest, I'm so hungry, I could eat a horse!
- I: How did you choose the sandwich you bought? Did you look at the ingredients?
- W1: Huh? No, but it's pretty healthy I think. I got a cheese salad sandwich ... Oh I guess with the mayonnaise there is quite a lot of fat in there. Oh well, as I said, I'm pretty ravenous.
- I: Enjoy your lunch! Excuse me, sorry, could I just ask you what you bought today, and why?
- M1: Oh, well, I suppose so. I've just been buying some biscuits to have with my cup of tea in the afternoon.
- I: How did you choose which biscuits to buy, if you don't mind me asking?
- M1: Well, you know, usually I get the same ones, I'm quite partial to a rich tea biscuit as it happens, but I saw these chocolatey ones advertised on TV and they really did look good. Quite expensive, mind you, but there was a special offer on and I got two packs for the price of one, so it's all good.
- I: They certainly do look chocolatey ...
- M1: OK, so I'd better get off home then.
- I: Thank you. Erm, excuse me, can I just ask you a couple of questions about your purchase today?
- W2: Er, yes, OK then. How can I help?
- I: Could you perhaps just tell me what you bought today?
- W2: I was buying a few nibbles for a little gathering we're having tonight. You know, nuts, crisps, that kind of thing.
- I: Oh, that's nice. And how did you choose what to buy?
- W2: Well, actually I was quite careful about looking at the packets and so on because I didn't want to overload people with salt and fat. So, I got some unsalted nuts – they're really quite healthy you know, and no added ingredients – and some olives as well as a few crisps.
- I: Thank you. Enjoy your evening then.
- W2: Thank you.
- I: Excuse me, I wonder if you'd be able to spare me a couple of minutes to answer some questions about your purchase today?
- M2: Sure.
- I: So, what did you buy if you don't mind me asking?
- M2: No, that's fine. I was getting some yoghurt. It's my favourite breakfast and I've run out.
- I: Can I ask, did you look at different brands and compare the ingredients?
- M2: Goodness, no. I know what I like. I always get this one, it's really nice, my mum used to get it for me.
- I: Thank you. I won't take up any more of your time.
- M2: Oh that's OK. Bye.
- I: Bye, and thanks again.



2 (T-S, S-S, S-T) Exercise 4. Put students in groups and allocate a side to half of each group. Ask students to debate the question. When they have finished, ask each group what conclusion (if any) they've come to. Ensure students allow each other to give their points of view and don't talk over one another during the debate.

Answers  
Students' own answers

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 5. Ask students to read the instructions as a class, then put students in pairs or small groups to do the steps. If possible, set the investigation as homework. Allow some time to pairs/groups to collate their findings. When they have finished, ask each pair or group to report their findings back to the class.

Answers  
Students' own answers

WRAP-UP (10 minutes)

(T-S, S-S, S-T) Ask students to imagine that they will be taking part in a new government initiative called 'The Truth About Food'. It requires food producers and advertisers to be completely honest about the food and drinks they are selling and promoting. In pairs or small groups, students choose a food or drink product and make a list of the information that should be included on the packaging and in TV and print advertising. Encourage them to think about the information in the Life Skills box. They then present their ideas to the class.

HOMEWORK

Ask students to make a list of good tips and practice when it comes to studying.

CONTINGENCY PLAN

If your students need more support: Ask them to write notes about each paragraph in the text giving an idea of what it is about. This will help them refer back to it later.

If your students need an extra challenge: Ask them to put the results of their Life Skills project into a presentation and deliver it in front of the class. The groups can evaluate each other's presentations and give constructive feedback.





UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 5 Do your best	Theme 1: Society Theme 6: Recreation Theme 7: National identity and world affinities	<p><b>Listening:</b> evaluating main ideas and supporting details; predicting content of discourse types/genre that follow common patterns (e.g., doctor talking to patient, narratives, instructions); recognising the idiomatic expressions in familiar situations; identifying and correctly using patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable)</p> <p><b>Speaking:</b> speaking fluently and accurately using a variety of structures and without lapses and hesitations; generating effective critical thinking into primary issues in a given topic in a debate; working with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed</p> <p><b>Reading:</b> following the SQRRR (SQ3R) reading strategy; speeding up reading by skipping unknown words; using semantic mapping or clustering</p> <p><b>Writing:</b> writing narrative, descriptive and persuasive essays on various topics; assessing their own writing for both organisation and content using writing standards; journaling any debatable social topic</p> <p><b>Viewing and presenting:</b> examining how visual and written information work together to make meaning more explicit</p>	<p><b>Listening:</b> take notes and summarise main points in extended announcements, information texts, narratives and short presentations; anticipate the speaker's responses and questions while engaged in a conversation; respond to critical thinking questions before, during and after listening; use morphology (suffixes, prefixes, roots) to help construct meaning; recognise redundancies, social cues and prior knowledge to help construct meaning and make inferences</p> <p><b>Speaking:</b> discuss job expectations for different career positions</p> <p><b>Reading:</b> follow the SQRRR (SQ3R) reading strategy (survey, question, read, recite and review) when approaching a text; speed up the reading rate by skipping unknown words; use semantic mapping or clustering; discuss the author's line of reasoning; determine the best place to insert a given sentence into the text</p> <p><b>Writing:</b> write narrative, descriptive, argumentative and persuasive essays on various topics; demonstrate competent writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure and a style of language that serves the purpose and audience; use resources in academic writing; use in-text citations, quotations and references in writing; write an academic essay with a title page, headings, footnotes, reference list following clear research methods</p> <p><b>Viewing and presenting:</b> make connections to the six course themes; role-play a proposed conflict and its resolution in a workplace situation in an area of vocational interest</p>



OVERVIEW

Objectives:

- Use a good and varied range of vocabulary, collocations and idioms and some complex functions (GSE 67–75 – B2+).
- Understand non-literal meaning of everyday fixed phrases (GSE 67–75 – B2+).
- Express various degrees of likelihood and possibility using modals and related verbs (GSE 51–58 – B1+).
- Extract key information from a linguistically complex text (GSE 70 – B2+).
- Understand the main information in talks on both familiar and unfamiliar topics (GSE 67–75 – B2+).
- Demonstrate colloquial usage specific to the context (GSE 85–90 – C2) .
- Present clearly focused information and points of view using extended stretches of language (GSE 67–75 – B2+).

Resources:

- SB: pages 48–49; Word List page 66
- TB: Culture Notes page 111
- Online resources: Photocopiable resource 16

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to refer to the notes they made at home about effective study tips and practices and discuss them with their partner / in small groups. Ask a few students to share their ideas with the class.

Answers

Students' own answers

PRESENTATION (10 minutes)

- 1 (T-S, S-T) Exercise 1. Ask students to read the questions so they know what to listen for. Then ask them to listen to the audio, make notes and answer the questions. Check answers as a class.

Answers

Speaker 1:

- 1 In their bedroom, listening to music. It helps them relax and concentrate.
- 2 They might go blank and unable to think of anything during exams if they don't have music.

Speaker 2:

- 1 Outside in the fresh air.
- 2 Too much wind or heat can be a problem.

Speaker 3:

- 1 With other people in a study group. The group are motivated.
- 2 Working alone, they find it hard to concentrate and get bored.

Audioscript 5.1



1

I really like listening to instrumental music while I study in my bedroom. I think it helps me relax and concentrate, even when I'm exhausted and really running on empty. But someone told me the other day that there was some research into using music as a study aid and they found that if you're used to having background music, you might just go blank and be unable to think of anything when you get into the quiet of the exam room!

2

When I was at school, History was all about facts and dates. We had to learn all the dates by heart, and, to be honest, I could never really see the point. They just drummed the information into us, repeating it again and again, so we could pass the exams, and I hated it. Having to cram the facts into my head like that really put me off learning altogether. But as I got older, I have to say, I got more and more intrigued by reading history books, especially modern history, so I opted to do a History degree as a mature student. I still have a bit of an aversion to sitting in classrooms though, so I study outside whenever I can. But it can be a bit tricky. One time all my papers blew away, and another time my tablet got so hot in the sun that I had to run inside and put it in the freezer!

3

I've always breezed through exams, really. Never had to make much effort. But the course I'm doing now is a lot more demanding, and I realised that if I was going to pass, I would really need to get my head down, concentrate and work harder. I made a few half-hearted attempts at working on my own in the library, trying to cram the facts into my head, but I was just so bored, and I got too easily distracted from what I was doing. So, I decided to set up a study group with a few friends. We are all really motivated to pass, so we don't mess about, and we keep each other on track, staying really focused. It's great, and I'm really getting the hang of what's needed for the exam now. I understand it all much better.

- 2 (T-S, S-S, S-T) Exercise 2. Go through the sentences with the class and elicit students' ideas as to what's missing in each sentence.



Then ask students to listen and complete the sentences, then check answers in pairs. Play the recording again if necessary, then check answers with the class. Check understanding of the idioms with focused checking questions e.g., *be on a steep learning curve* - Does this mean you have a lot or a little to learn? (a lot).

Answers

- 1 running on empty    2 go blank    3 drummed/ into
- 4 breezed through    5 get my head down    6 keep/ on track
- 7 getting the hang of

PRACTICE (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 3. Elicit any collocations students know with *attempt* and *effort* and write them on the board. Go through the *Watch Out!* box as a class. Then ask students to match the collocations and definitions alone, then check in pairs. Check answers with the class.

Answers

- 1 valiant    2 half-hearted    3 futile    4 misguided
- 5 last-ditch    6 frantic    7 strenuous    8 sustained



# 05 LESSON 1A VOCABULARY AND SPEAKING (SB)

- 2 (T-S, S-S, S-T) Exercise 4. Go through the *Active Vocabulary* box with the class. Then ask students to complete the forum with the correct prepositions individually, then check answers in pairs. Check answers as a class. You can refer to the Culture Notes section on page 111 of the Teacher's Book for more information about the Pomodoro Technique.

## Answers

1 on 2 into/in 3 to 4 into 5 for 6 with 7 at 8 from 9 on

## PRODUCTION (5 minutes)

(T-S, S-S, S-T) Exercise 5. Ask students to discuss study habits in pairs. When they have finished, elicit ideas from them and discuss as a class.

## WRAP-UP (5 minutes)

(T-S, S-S, S-T) To finish the lesson, put students in small groups and ask them to make a checklist of what not to do when preparing for an exam. They can head their list with *Don't...* and then add their tips below it. Allow 4-5 minutes for this, then invite students from different groups to share their ideas with the class.

## HOMEWORK

Ask students to make notes about the way secondary students are assessed for university entrance in their country and in another country that approaches it differently. Ask them to think about which system they prefer and why.

## CONTINGENCY PLAN

If your students need more support: Ask them to work in pairs and look up the meaning of one or two of the idioms in Exercise 2 in a reference. Then ask them to write example sentences. When they have finished, ask students to read out their completed sentences and elicit the meaning from the other students in the class.

If your students need an extra challenge: Ask them to write their own short blog post giving advice about how to use time productively. Ask them to use as much of the vocabulary from the lesson as they can. Be sure to give them feedback on their work, or you may want to display it around the class and ask other students to give feedback on post-it notes.

There is also a downloadable photocopiable resource number 16 to use.



OVERVIEW

Objective:

- Express preferences about food and drink in detail (GSE 46 – B1).

Vocabulary:

- adjectives to describe food, partitives
- Idioms (studying), collocations with *attempt* and *effort*, verbs + dependent prepositions

Resources:

- SB: pages 48–49
- WB: pages 36–37

WARM-UP (5 minutes)

(T-S, S-S) Ask students to work in pairs and share their restaurant experiences with their partner. Encourage them to ask follow-up questions, particularly about the quality of food they had, using adjectives from the previous unit to describe the food.

PRACTICE (20 minutes)

- 1 (S-S, S-T) ★ Exercise 1. Students complete the idioms with the correct words individually. They then compare answers in pairs. Check answers as a class.

Answers

1 breezed 2 head 3 blank 4 drummed 5 on 6 running 7 get

- 2 (T-S, S-S, S-T) ★ Exercise 2. Get students to look back at the completed idioms in Exercise 1. Then ask them to work individually to match them with the meanings. When they have finished, students compare answers in pairs. Check answers as a class.

Answers

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

- 3 (T-S, S-S, S-T) ★ Exercise 3. Tell students that the aim of this exercise is to match sentence parts. Students work individually, then check the sentences in pairs. Check answers as a class.

Answers

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

- 4 (T-S, S-S, S-T) ★ Exercise 4. Ask students to read the sentences and choose the correct word in each. Students work individually, then check their answers with a partner. Check answers as a class.

Answers

1 frantic 2 strenuous 3 half-hearted 4 sustained 5 valiant

- 5 (S-T) ★ Exercise 5. Students complete the sentences with the correct prepositions. Check answers as a class.

Answers

2 at 3 on 4 from 5 for 6 to 7 with 8 into

PRODUCTION (10 minutes)

- 1 (T-S, S-S, S-T) ★★★ Exercise 6. Students use the words in bold in the second sentences and make the necessary changes to ensure that the meaning of the new sentences doesn't change. Ask them to do the task individually, then check with a partner. Check answers as a class.

Answers

2 six of us crammed into 3 made a misguided attempt / effort 4 on track for getting/to get 5 get the hang of driving 6 mind went (completely) blank

- 2 (T-S, S-S, S-T) ★★★ Exercise 7. Students read the text and complete the gaps individually. When they have finished, ask them to check the answers with a partner, then elicit the answers from the class.

Answers

2 cramming 3 go blank 4 associate 5 valiant 6 apply 7 hang 8 sail/breeze

WRAP-UP (10 minutes)

(T-S, S-S, S-T) Exercise 8. Ask students to brainstorm ideas and make notes for the writing task. Emphasise that they can choose any challenge they have faced.

HOMEWORK

Ask students to write the paragraph using the notes they made in Exercise 8.

CONTINGENCY PLAN

If your students need more support: Put them into two teams and play naughts and crosses. Put vocabulary from the lesson into each of the boxes and ask teams to give you a correct sentence using the vocabulary before they can put their naught or cross in the box. Keep changing the vocabulary after each game and see which team wins the best of three.

If your students need an extra challenge: Ask them to write their own Use of English questions using vocabulary from the lesson. When they have finished, give their work to another student to see if they can answer the question correctly.



## OVERVIEW

### Objective: Grammar

- Express various degrees of likelihood and possibility using modals and related verbs (GSE 51–58 – B1+).

### Resources:

- SB: pages 50–51; Grammar Reference pages 70–71
- Online resources: Photocopiable Resource 17
- Assessment: Grammar Quiz Lesson 5

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to discuss the notes they made at home to talk about university entrance exams in small groups. Ask them to decide to what extent they think such exams are a true reflection of a student's abilities.

### Answers

Students' own answers

## PRESENTATION (10 minutes)

- (T-S, S-S, S-T) Exercise 1. Ask students to listen and make notes on what exam it was and what happened individually, then check in pairs. Play the recording again if necessary, then check answers as a class.

### Answers

**Aisha:** maths exam; stayed up late studying, overslept and missed the exam

**Rola:** driving test; mistook a row of parked cars for a traffic jam

**Muna:** music exam; had a spider crawl out of her trumpet



## Audioscript 5.3

A = Aisha R = Rola M = Muna

**A:** How's it going, Muna?

**M:** Not too bad, thanks. I can't say I enjoyed the exams though. I probably ought to have put in a bit more effort.

**A:** I really find exams stressful. I don't seem to be able to keep the information in my head easily like some people, and I need to do a lot of revision to get stuff to stick. Last year was a disaster though ...

**R:** Why, what happened?

**A:** Well, I had an important test for Maths. I knew I had to do well, I had to get at least a 6 in order to study Psychology this year, so I decided to get my head down and stay up late revising the night before the test.

**M:** Oh, dear, I can imagine what must have happened.

**A:** Mmm, yes. I went to sleep at about 4 a.m., and I was supposed to get up at about 7 a.m. I set my alarm, but I was so tired I managed to sleep right through it and I missed the exam altogether. I needn't have bothered revising at all, as that was an automatic fail.

**R:** Oh, no! How frustrating. Were you allowed to take it again? Surely, they have to give you a second chance when something like that happens?

**A:** Yes, they did, but not until the next semester. So I had to study all over again.

**M:** I've got a much more embarrassing story than that. I took my driving test a few weeks ago. It was awful.

**A:** It can't have been that bad - you passed after all, didn't you?

**M:** Yes, but I'm not sure how. I was sitting in a queue of traffic at a junction, and I was getting a bit frustrated because the traffic just wasn't moving at all. I kept telling myself I mustn't be impatient. Anyway, after quite a few minutes the driving examiner turned to me and said, 'You may drive on now.' I looked at him confused because I couldn't understand what he meant. I mean, surely, I wasn't meant to overtake all the cars ... and then I realised that what I had thought was a traffic jam was actually a row of parked cars in front of me!

**R:** I love both those stories, but I have an even worse one. It happened a few years ago, but I still have nightmares about it. I was doing my trumpet Grade 6 music exam. I should have been practising every day, but I actually hadn't taken the trumpet out of the box for weeks. You could see all the dust on it. Anyway, I got it out of the box, put it together and I was just about to put it to my lips when I saw a huge spider crawling out of the mouthpiece!

**A:** What did you do?

**R:** I screamed and threw the trumpet on the floor! Looking back, it was quite funny though.

**M:** It's a hilarious story, but you must have got the fright of your life!

- (T-S, S-S, S-T) Exercise 2. Elicit the first answer as an example. Then ask students to choose the correct forms individually, then check in pairs. Play the recording and check answers as a class.

### Answers

1 can't 2 ought to 3 need to 4 had to get 5 must  
6 needn't have 7 have to 8 can't 9 mustn't  
10 may 11 couldn't 12 should

## Audioscript 5.4

1 I can't say I enjoyed the exams though.

2 I probably ought to have put in a bit more effort.

3 I need to do a lot of revision to get stuff to stick.

4 I had to get at least a six in order to study Psychology this year.

5 Oh dear, I can imagine what must have happened.

6 I needn't have bothered revising at all!

7 Surely, they have to give you a second chance when something like that happens?

8 It can't have been that bad, you passed after all, didn't you?

9 I mustn't be impatient.

10 The driving examiner turned to me and said, 'You may drive on now'.

11 I couldn't understand what he meant.

12 I should have been practising every day, but I hadn't taken the trumpet out of the box for weeks.

- (T-S, S-S, S-T) Exercise 3. Ask students to match the sentences and their functions individually, then check in pairs. Check answers as a class.

### Answers

a 1, 11 b 2, 12 c 3, 4, 7 d 6 e 10 f 9 g 5, 8





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

PRACTICE (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 4. Go through the *Watch Out!* box. Ask students to think of two possible meanings for each sentence then compare in pairs. Ask students to note how the meaning of the sentence changes depending on whether they stress the modal verb or not. Play the recording for students to check their ideas, then check answers as a class.

Answers

- 1 obligation ('must' is stressed in the recording)  
2 speculation ('could' is not stressed in the recording)  
3 refusal ('won't' is stressed in the recording.)



Audioscript 5.5

- A Where did that cake go? Did Elliot eat it?  
B He says he didn't.

- A Oh, come on! He must be responsible. What was he doing when the rest of us were in the library? He could have eaten it then.  
B No, he says he was doing something else when it disappeared.  
A What?  
B That's the strange bit, he won't tell anyone what he was doing. He just refuses to talk about it.  
A There you go, then. He was eating Rob's birthday cake!

Refer students to the Grammar Reference section on pages 70-71 for more information.

- 2 (T-S, S-S, S-T) Exercise 5. Elicit the first answer as an example and write it on the board. Then ask students to rewrite the rest of the sentences, then check in pairs. Check answers as a class including which one is not possible.

Answers

- 1 can't keep 2 had to pass 3 ought to/should have got up  
4 Not possible – the closest modal, *could*, has a different meaning from *managed to*  
5 Could you take 6 shouldn't have overtaken

- 3 (T-S, S-S, S-T) Exercise 6. Ask students to rewrite the sentences individually, then check in pairs. Make sure they don't change the form of the word in bold. Check answers with the class.

Answers

- 1 needn't have made so much effort  
2 might have left it at home  
3 was banned from entering the building  
4 weren't supposed to tell him  
5 forced me to attempt it, even though I knew it was futile  
6 shouldn't have seen that

- 4 (T-S, S-S, S-T) Exercise 7. Ask students to complete the story individually, then check in pairs. Check answers as a class.

Answers

- 1 might not 2 was forced 3 needed to  
4 must have been / must be 5 must have 6 shouldn't  
7 weren't allowed to / shouldn't 8 couldn't 9 can't have  
10 managed to

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 8. Give students time to think about their experience and make notes if they want to. When they are ready, put students in pairs to share their experiences. When they have finished, ask a few students to share their partner's experience with the 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 write six sentences from their own experience using different modal verbs from Exercise 6. Ask them to pay close attention to the forms of other verbs in the sentences.

Ask students to do an Internet search for an underdog sports story about (an) unlikely champion(s) in an individual or team sport. Tell them to consider why the person or team managed to win. They should make some notes for the next lesson.

CONTINGENCY PLAN

If your students need more support: Ask them to write a sentence for each of the modal forms in Exercise 2, but ask them to make them about their own lives and to make three of the sentences not true and the rest true. Circulate and help students while they are writing their sentences. When they have finished, ask them to read out their sentences to each other in pairs or groups and the other student(s) have to decide if they are true or false.

If your students need an extra challenge: Ask them to write about a time when what happened to them was different from what they were expecting to happen. Ask them to think about using the correct modal forms (*should have done, must have done, could have done*, etc.) to describe what happened and what should have happened.



OVERVIEW

Objective: Grammar

- Can express various degrees of likelihood and possibility using modals and related verbs (GSE 51–58 – B1+).

Resources:

- SB: pages 50–51
- WB: pages 38–39

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to share the sentences about their experiences they wrote as homework, working in small groups. Monitor the activity, write incorrect sentences on the board and correct them as a class.

PRACTICE (20 minutes)

- 1 (S-S, S-T) ★ Exercise 1. Students use the modal verbs in the box to complete the sentences individually. They then compare answers in pairs. Check answers as a class.

Answers

2 can't 3 oughtn't 4 can't 5 mustn't 6 needn't have  
7 should have 8 didn't need to 9 have to 10 might have

- 2 (S-S, S-T) ★ Exercise 2. Students work out the functions of the sentences in Exercise 1 and do the matching. Ask them to work individually. When they have finished, students discuss their choices with a partner. Check answers as a class.

Answers

a 2 b 5 c 1 d 10 e 8 f 4 g 6 h 7 i 9 j 3



- 3 (T-S, S-T) ★ Exercise 3. Students listen to the intonation and choose the correct option. Check answers as a class. Play the recording again if necessary.

Answers

1 a C b P  
2 a C b P  
3 a P b C

- 4 (S-S, S-T) ★ Exercise 4. Students choose the correct form for each sentence then check with a partner. Check answers as a class.

Answers

1 must 2 don't have to 3 could 4 could  
5 didn't need to rush 6 Could

- 5 (S-S, S-T) ★ Exercise 5. Students complete the sentences with modal verbs individually, then discuss their answers with a partner. Check answers as a class.

Answers

2 could/might/should/ought to 3 could  
4 can't/may not/mustn't 5 could 6 can't

- 6 (S-S, S-T) ★★★ Exercise 6. Students complete the text by choosing the correct word to each gap. When they have finished, ask them to discuss their answers with a partner. Check answers as a class.

Answers

1 b 2 a 3 c 4 d 5 d 6 b 7 c 8 a 9 b

- 7 (S-S, S-T) ★★★ Exercise 7. Students work individually to complete the second sentences. Remind them to pay attention to the number of words they are allowed to use. When students have finished, ask for volunteers to read out the sentences and check answers with the class.

Answers

2 was forced to study harder 3 didn't need to buy  
4 are required to 5 were banned from wearing  
6 weren't meant to tell

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 8. Students brainstorm ideas and make notes. Ask them to use modal verbs and expressions in their account.

Answers

Students' own answers

WRAP-UP (10 minutes)

(T-S, S-T) Ask students to look back at the exercises they completed and discuss in small groups which ones they found easy and which ones were challenging.

HOMEWORK

Ask students to write the paragraph they prepared the notes for in Exercise 8.

CONTINGENCY PLAN

If your students need more support, give them the following situation:

Saeed arrived ten minutes late for the exam.

Then elicit sentences that might explain why he was late or talk about what went wrong, e.g., *He must have woken up late. He could have missed the bus. He should have left home earlier.* You may want to give them additional situations that they can write sentences about in pairs, e.g., *My brother hasn't texted me back for three days. I haven't seen my neighbour for three weeks.*

If your students need an extra challenge: Give them specific vocabulary from the lesson to include in Exercise 8 when they write about an exam experience. Give them extra marks for successfully including the vocabulary in a grammatically correct manner.



OVERVIEW

Objective: Reading

- Quickly scan complex texts for specific information (GSE 67–75 – B2+).

Resources:

- SB: pages 52-53; Word List page 66

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to discuss the notes they made at home to talk about the unlikely winners they researched. Open this up to a class discussion about what it takes to win.

Answers

Students' own answers


PRE-READING (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to discuss the questions in pairs. Then elicit ideas from students and discuss as a class.

Answers

Students' own answers

WHILE READING (15 minutes)

 (T-S, S-S, S-T) Exercise 2. Point out to students that there is one extra paragraph. Elicit how best to approach the task – reading the paragraphs first before they read the article. Then ask students to complete the text with the paragraphs individually, then check in pairs. Check answers with the class.

Answers

1 D 2 E 3 A 4 C  
Paragraph B is not used

POST-READING (10 minutes)

(T-S, S-S, S-T) Exercise 3. Ask students to complete the sentences individually, then check in pairs. Check answers as a class.

Answers

1 embark upon 2 lose sight of 3 liaising with  
4 channelled into 5 plagued by 6 singled out

PRODUCTION (5 minutes)

(T-S, S-S, S-T) Exercise 4. Give students time to think about their experience and make notes as needed. Monitor and help with vocabulary where necessary, writing any new words/phrases on the board. When they are ready, put students in pairs to share their experiences and discuss possible advice. When they have finished, ask students to share their experiences 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 write a short paragraph about an athlete they admire and include at least five of the items of vocabulary from Exercise 1. They should write at least 75 words. Be sure to give them feedback on their work.

Ask students to look up the carrot and stick approach to positive and negative motivation and to make notes for the next lesson.

CONTINGENCY PLAN

If your students need more support: Ask them to write notes about each paragraph in the text giving an idea of what it is about. This will help them refer back to it later.

If your students need an extra challenge: Ask them to write their own sentences that are personal to them using the vocabulary from Exercise 1.



# 05 LESSON 4A LISTENING AND VOCABULARY (SB)

## OVERVIEW

### Objectives:

- Form and use phrases with prepositions + verbs (+ '-ing') (GSE 47 – B1).
- Understand the details in a linguistically complex audio recording (GSE 82 – C1).

### Vocabulary:

- Prepositional phrases

### Resources:

- SB: page 54
- Online resources: Photocopiable Resource 18

## WARM-UP/PRE-LISTENING (10 minutes)

(T-S, S-S, S-T) Put students in pairs to discuss the notes they made at home. Ask them to discuss their views and consider in which situations 'the carrot' might be more effective than 'the stick', and vice versa. If there is time, open up the discussion to the class.

### Answers

Students' own answers

## WHILE LISTENING (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Go through the questions with the class so they know what to listen for. Then ask students to listen and answer the questions, then check in pairs. Check answers as a class.

### Answers

Speaker 1:

1 get fit

2 using an accountability partner to keep himself motivated and on track

Speaker 2:

1 needs to get the money together for a trip around Europe

2 making a vision board to try and visualise what you want to achieve

Speaker 3:

1 revising for her exams next year

2 giving herself little rewards along the way

Speaker 4:

1 preparing for university interviews

2 using motivational quotes



## Audioscript 5.8

P = Presenter W = William N = Nadia

O = Olivia K = Kyle

P: So, today we're talking about motivation. How to get it, how to keep it. We're looking for some practical tips. To start us off, let's talk to William from Worcester. William, you've got a great idea. Tell us about it.

W: Hi. Well, I recently decided that I wanted to get fitter and go to the gym regularly, but, you know, I've always been the same. I get started on something with loads of enthusiasm and then, after a few weeks, I run out of steam and stop. So, I decided to find myself an accountability partner, someone who would check in on me from time to time to see how I'm getting on with achieving my goals. It's been really good because he encourages me and makes me feel really positive about what I'm doing.

It's great having someone to pat you on the back for your achievements, and, even better, it doesn't cost a fortune or anything. Obviously, you need the right kind of person. I wouldn't want someone being too critical of me, but it's really helped me to keep on track.

P: That sounds like a really good idea. But maybe you'd like something a bit more imaginative? We've got Holly on line two. Holly, can you tell us about how you motivate yourself?

N: I use a vision board.

P: Sorry, what's that?

N: Well, for example, my family are planning to do a trip travelling around Europe later this year. I'm really up for going, it sounds great, and I'd love to go abroad for a change – I usually stay here, in the UK, but, the thing is, I don't know if I'll be able to afford it, really. I need to do a few extra jobs to try and get the money together, but, I know myself too well. I'm not really a self-starter. I kind of get distracted by other things and forget all about it. So, I've made a vision board to help remind me of my dreams. What you do is cut out pictures of what you want to achieve, like I've got some lovely pictures of Italy. I've always wanted to go there, but it's so expensive. This vision board is to help you really visualise what you want, and give you the self-conviction that you can turn it into a reality. It's really fun to do, and I've spent hours on it. I guess I could have used that time to earn some money! Hopefully, it'll all work out though.

P: I really hope you succeed. Have a great trip. Let's talk now to Olivia. Olivia, what do you do to stay motivated?

O: Hi. Well, I don't know about you, but I find it hard to keep on track when the thing I want to achieve is still a long way away. Like revising for my exams next year. I know I'll be really motivated the night before and get my head down, but a few months earlier – not so much, even though I know that there's a lot at stake. I don't really have that much natural aptitude for studying. So, I find it really helps to give myself little rewards along the way. Like when I test myself and get all the answers right. You have to be a bit careful though – there's not much point rewarding yourself with a bar of chocolate if your goal is to eat more healthily! But it isn't that complicated. From personal experience, I know that so long as I don't set too many targets, or make it too difficult to achieve them – both of which I have a tendency to do – it works really well.

P: Thank you. We're getting some great ideas here. Let's just have one more caller before the news. Kyle, how do you get motivated?



**K:** Well, I'm busy applying for uni at the moment, and preparing for interviews. I'm pretty motivated already, to be honest, but I do get a bit overwhelmed with it all and I can sometimes lose faith in myself. I find motivational quotes really inspiring. They help to build my confidence that I actually can do something. It might sound like a laughable idea, but I've actually got loads of quotes written on post-it notes all around my mirror. I have to keep finding new ones that will give me that rush of motivation and the tenacity to achieve my goals. One of my favourite motivational quotes by far is 'great things never come from comfort zones.' It means that if we want to achieve anything, we have to be willing to step out of our comfort zone, and do something difficult or different.

**P:** Well, hopefully that's given us all some inspiration for new things to try. Coming up after the news we'll be talking to ...

**2** (T-S, S-S, S-T) Exercise 2. Go through the *Active Listening* box with the class. Then ask students to listen and write what they hear, then check in pairs. Don't give any answers yet.



Audioscript 5.9

**1**  
For example

- 2**  
What you do is to
- 3**  
I don't know about you
- 4**  
You have to be a bit
- 5**  
So long as I don't
- 6**  
I've actually got

**3** (T-S, S-S, S-T) Exercise 3. Ask students to listen to the word clusters in more context and check what they've written, then check in pairs. Check answers as a class.

**Answers**  
Students' own answers



Audioscript 5.10

**1**  
Well, for example, my family are planning to do a trip

- 2**  
What you do is to cut out pictures of what you want to achieve.
- 3**  
I don't know about you, but I find it hard to keep on track.
- 4**  
You have to be a bit careful though.
- 5**  
So long as I don't set too many targets.
- 6**  
I've actually got loads of quotes.

**4** (T-S, S-S, S-T) Exercise 4. Go through the instructions and the aspects with the class. Ensure students understand there are two extra options for the task. Then ask students to listen and match the speakers and the aspects, then check in pairs. Check answers as a class.

**Answers**  
**1** d   **2** a   **3** e   **4** c

**5** (T-S, S-S, S-T) Exercise 5. Students listen to the recording again to match the disadvantages to the speakers. Ask them to check in pairs, then check answers as a class.

**Answers**  
**1** f   **2** b   **3** e   **4** a

POST-LISTENING (10 minutes)

**1** (T-S, S-S, S-T) Exercise 6. Elicit the first answer as an example. Then ask students to complete the sentences individually, then check in pairs. Check answers as a class.

**Answers**  
**1** out of   **2** in on   **3** on, for   **4** up for   **5** for   **6** at   **7** From  
**8** in   **9** by   **10** out of

**2** (T-S, S-T) Exercise 7. Ask students to complete the sentences individually, then check in pairs. Check answers as a class.

**Answers**  
**1** step out of their comfort zone   **2** running out of steam  
**3** pat you on the back for   **4** up for

WRAP-UP (5 minutes)

(T-S, S-S, S-T) Exercise 8. Ask students to discuss the question in pairs or small groups. Monitor and encourage students to use the vocabulary from the lesson. When they have finished, ask students to share their ideas and have a brief class discussion.

**Answers**  
Students' own answers

HOMEWORK

Ask students to write six sentences using the phrases with prepositions from Exercise 6. Ask them to relate the sentences to a personal experience to help them retain the vocabulary.

CONTINGENCY PLAN

If your students need more support: Display the audioscript for Exercise 4 and 5 on the board. In between exercises, ask students which parts of the audioscript give the correct answers. Invite students out to underline the key parts of the audioscript.

If your students need an extra challenge: Ask them to write sentences about themselves or people they know using the phrases from Exercise 6.



# 05 LESSON 4B LISTENING AND VOCABULARY (WB)

## OVERVIEW

### Objective:

- Use a good and varied range of vocabulary, idioms and some complex functions (GSE 67–75 – B2+).

### Resources:

- SB: page 54
- WB: page 40

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to share the sentences with the prepositional phrases they wrote for homework with a partner who checks the accuracy and asks follow-up questions. Elicit a few sentences from the class.

## PRACTICE (10 minutes)

(T-S, S-S, S-T) Exercise 1. Refer students to Exercise 6 in the previous lesson in the Student's Book and ask them to complete the sentences individually using the words from the box. They then compare answers in pairs. Check answers as a class.

### Answers

1 pat 2 run 3 lost 4 step 5 check 6 stake

## PRODUCTION (20 minutes)

- 1 (S-S, S-T) Exercise 2. Students write a paragraph and swap with their partner to check content and grammatical accuracy. Note that this task can be set as homework.

### Answers

Students' own answers

- 2 (S-S, S-T) Exercise 3. Students read the *Active Pronunciation* box then listen to the sentences, with particular focus to the underlined words and discuss the question.

### Answers

Students' own answers

- 3 (S-S, S-T) Exercise 4. Students write the words in the correct column then check their answers by listening to the recording again.

### Answers and Audioscript 5.11

/ŋə/ singer  
/ŋgə/ stronger, longer, hunger  
/ndʒə/ passenger, danger



- 4 (S-S, S-T) Exercise 5. Students say the words aloud and decide how they are pronounced. Play the recording to check the answers.

### Answers and Audioscript 5.12



- 1 scavenger /ndʒə/ 3 A scavenger is someone who collects things that people have thrown away.
- 2 linger /ŋgə/ 2 If you linger somewhere, you take a long time to leave.
- 3 plunger /ndʒə/ 3 A plunger is used to unblock a pipe.
- 4 banger /ŋə/ 1 A banger is an informal way to describe an old car.
- 5 sponger /ndʒə/ 3 A sponger is an informal way to describe someone who takes money from others instead of working.
- 6 ranger /ndʒə/ 3 A ranger is someone whose job is to protect a forest or natural park.
- 7 zinger /ŋə/ 1 A zinger is an informal word for a funny or clever comment.
- 8 whinger /ndʒə/ 3 A whinger is an informal word for someone who complains a lot.
- 9 malinger /ŋgə/ 2 If you mangle, you are pretending to be ill in order to avoid work.
- 10 wordmonger /ŋgə/ 2 A wordmonger is a writer who uses words for show or without particular regard for meaning.

## WRAP-UP (10 minutes)

(T-S, S-T) Ask students to look back at the expressions in Exercise 1 and use them in personalised sentences.

### Answers

Students' own answers

## HOMEWORK

Ask students to think about and make notes of questions they expect interviewers ask when they interview candidates for a job, a scholarship or for a university place.

## CONTINGENCY PLAN

If your students need more support: Ask them to record themselves saying the words in Exercise 4 and 5 slowly so that they can feel the difference in their mouths. Ask them to think about the position of their tongue and how it changes.

If your students need an extra challenge: Ask them to write their own sentences to practise the vocabulary in Exercise 1.



OVERVIEW

Objective:

- Use stock phrases to gain time and keep the turn whilst formulating what to say (GSE 64 – B1).

Resources:

- SB: page 55

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to brainstorm what kind of questions they may get asked in an interview and ask them what they think the most difficult thing might be about a job interview. Refer them to the notes they made at home. Ask students to discuss in pairs. When they have finished, elicit answers from students and discuss as a class.

Answers

Students' own answers

PRESENTATION (15 minutes)

- 1 (S-S, S-T) Exercise 1. Ask students to discuss how they'd answer the questions in pairs. When they have finished, nominate a few students to share their answers with the class.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 2. Discuss the questions as a class and elicit answers. You may want to note down answers on the board.

Suggested answer

- 1 to find out whether people can think creatively and something about their personality.  
2 Students' own answers

- 3 (T-S, S-S, S-T) Exercise 3. Ask students to think of answers to the questions and make notes individually, then compare ideas in pairs. Then ask students to share ideas with the class.

Answers

1-3 Students' own answers

- 4 (T-S, S-S, S-T) Exercise 4. Ask students to read the questions so they know what to listen for. Then ask them to listen and answer the questions, then check in pairs. Check answers as a class.

Suggested answers

- 1 Interviewee 1 does better. Her answers are more fluent, and she comes across as interested in her subject and fairly knowledgeable.  
Interviewee 2 answers are quite vague, and he doesn't sound very interested in the actual job, but more about what hours would suit him.  
2 Interviewee 1 plays for time to think.  
Interviewee 2 tries to avoid the question altogether – though not successfully.

Audioscript 5.13

I = Interviewer L = Lucy J = Jack

1

- I: So, Lucy, why do you want to study English Literature?  
L: I've always loved reading and I really enjoyed studying English Literature at A level, so I guess I'd just like to learn even more about it, look at a wider variety of poems, plays, novels. I do have my favourites though. I particularly love Jane Austen.  
I: What appeals to you about Austen?  
L: It's the insight she has into human nature.  
I: Can you give me an example?  
L: Oh, er, well, I'm glad you asked that question. So, let me see ... I suppose the way she portrays Sir William Elliot's lack of character and his self-obsession in *Persuasion* when she says he never read a book. Her positive characters all like reading.  
I: Yes, that's true. Though Isabella in *Northanger Abbey* likes reading too ...  
L: Yes, but she reads really bad books!  
I: Tell me about a piece of literature you really hated.  
L: Oh, that's quite a tough question. Let me have a minute to think about it ... I suppose I'd have to say *Ulysses* by James Joyce. I know it's a great work of literature, but I just couldn't relate to the characters at all, or the way it is written.  
I: Can you tell me a bit more about that?

2

- I: So, Jack, can you tell me why you're interested in this job?  
J: Well, I'd really like a job that I can fit around my studies, so evening work would be good, and I have done waiting before, so I feel quite confident about it.  
I: Would you rather work in the kitchen or front-facing with the public?  
J: Actually, er, I don't really have strong feelings either way, but if I had to choose, I'd say working in the kitchen. But I'd give either my best shot!  
I: Can you tell me about a conflict or challenge you had when you were working as a waiter before, and how you dealt with it?  
J: Well, to be honest, that requires a bit of thought. I don't tend to get into conflict ... But a challenge? Well, I'm quite introverted, really, so having to chat to members of the public was quite a challenge at first. But with practice, I got more used to it, though I don't think I have a natural aptitude for it, if you know what I mean ...  
I: OK, so, if I can just go back to looking at how you deal with conflict? What would you do if someone refused to pay?  
J: Well, I guess I would have to go and speak to the manager first. I mean, it's their job, really, isn't it, to sort that kind of stuff out?





# 05 LESSON 5A SPEAKING (SB)

## PRACTICE (15 minutes)

- 1 (T-S, S-T) Exercise 5. Give students some time to read the phrases in the Speaking box, then play the recording again for students to listen and tick the phrases used. Check answers with the class.

### Answers

- ✓ Well, I'm, glad you asked that question ...
- ✓ So, let me see ... I suppose ...
- ✓ That's quite a tough question. Let me have a minute to think about it.
- ✓ Well, to be honest, that requires a bit of thought ...
- ✓ Actually, I don't really have strong feelings either way, but if I had to choose, I would say ...

- 2 (T-S, S-S, S-T) Exercise 6. Ask students to listen to the phrases and answer the question, then check in pairs. Check answers as a class.

### Answers

The first word is elongated and pronounced with a fall-rise intonation, which is often used when the speaker is reluctant to answer.



## Audioscript 5.14

1

So, let me see ...

2

Well, to be honest, that requires a bit of thought ...

3

Actually, I don't really have strong feelings either way ...

- 3 (T-S, S-S, S-T) Exercise 7. Play the recording again for students to listen and repeat. Ask them to note where the word stress is in each phrase.

### Answers

Students' own answers

## PRODUCTION (5 minutes)

(T-S, S-S, S-T) Exercise 8. Put students in A/B pairs and direct them to their relevant pages. Ask students to practise interviewing each other. Monitor and encourage students to use the phrases for buying time. When they have finished, ask students if they'd give their partner the job, based on their interview.

### 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 think about the kinds of things they have had to memorise and what methods they used to memorise them. They should make some notes for the next lesson.

## CONTINGENCY PLAN

If your students need more support: Ask them to do an interview in pairs before the listening in Exercise 4 where they interview each other about what subjects they plan to study at university and why. You may want them to write down the dialogue when they have finished and perform it for the class.

If your students need an extra challenge: Ask each student to imagine that they are their favourite sports star. They should take it in turns to ask each other questions about what they do and the other student has to guess who they are. You may want to give students time to do a little online research about their chosen sports star before engaging in the conversation.



OVERVIEW

Objective:

- Write an essay considering other people’s point of view (GSE 59–66 – B2).

Vocabulary:

- synonyms

Resources:

- SB: pages 56–57
- Graphic Organiser for this unit

Answers

- 1 Having memorised   2 Having done   3 leaving me  
4 Knowing   5 missing   6 Not being very good

PRODUCTION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 4. Ask students to read the essay question, then compare the methods in pairs. Then elicit answers from the class. Students then plan their essay. Monitor and encourage them to make sure each paragraph has a focus and that they have a plan for how to use participle clauses.

Answers

Students’ own answers

- 2 (T-S, S-T) Exercise 5. Ask students to write their essays based on their notes from Exercise 4. While they are writing, monitor and encourage them to use the language from the lesson and their Graphic Organisers.

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to discuss the notes they made at home to talk about memorisation in pairs. They compare notes with a partner before discussing as a class. Elicit ideas for what students think is a good way to memorise something.

Answers

Students’ own answers

PRESENTATION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Go through the writing task and notes as a class. Then ask students to discuss in pairs if any of their ideas were mentioned. When they have finished, ask students to say to what extent they agree.

Answers

Students’ own answers

- 2 (T-S, S-S, S-T) Exercise 2. Ask students to read the essay and answer the questions, then check in pairs. Check answers as a class.

Answers

- 1 the second and third ideas  
2 They chose the last idea as the most important. Reasons:  
1 [...] do we really want to be so utterly dependent on technology? We should be able to do basic maths unaided, and [...] have at least a rudimentary knowledge of world history and science.  
2 The brain is quick to adapt to the new normal and discard any skills it perceives as unnecessary.  
3 Paragraph 1: introduction (summarising the debate and mentioning the writer’s own opinion)  
Paragraph 2: The time spent on memorising facts and figures could be better employed in learning how to think.  
Paragraph 3: The brain needs practice to function properly.  
Paragraph 4: conclusion

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

If students did not complete their essays, you may want them to complete them for homework.

CONTINGENCY PLAN

If your students need more support: Ask them to brainstorm ideas to support each of the points of view in Exercise 1 in pairs. Then ask each pair to join another pair and share their ideas. This exemplifies what they can do later in the lesson with Exercise 4 ahead of their own essay writing.

If your students need an extra challenge: Ask them to include at least three different participle clauses in their finished essays.

PRACTICE (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 3 Go through the *Watch Out!* box with the class and elicit what effect the participle clauses have. Ask students to write the participle clauses individually, then check in pairs. Check answers with the class and write the participle clauses on the board or invite students to come up and do so.



## OVERVIEW

- The Revision lesson can be set as homework or self-study.
- Objective:**
- All language-related objectives from Unit 5.
- Resources:**
- SB: Word List page 66; Grammar Reference pages 69–70
  - WB: pages 42–43; Self-Assessment 5 page 41
  - Assessment: Unit 5 Language Test (Vocabulary, Grammar, Use of English)

## VOCABULARY AND GRAMMAR

Exercise 1.

### Answers

- 1 futile   2 rivalry   3 streak   4 scrutiny   5 went

Exercise 2.

### Answers

- 1 It ~~can~~ have been horrific – must  
 2 I ~~could~~ assure you – can  
 3 We were ~~supposing~~ – supposed  
 4 I ~~can~~ have put down – could  
 5 I would have ~~allowed~~ – needed  
 6 I ~~must~~ have started – should/could  
 7 when I ~~needed to~~ – could

## USE OF ENGLISH

Exercise 3.

### Answers

- 1 debatable   2 misguided   3 backfire   4 Perseverance  
 5 tenacity   6 conviction

## READING

Exercise 4.

### Answers

- 1 C   2 A   3 E   4 B



NOTES



MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
CULTURE SPOT: The British and the seaside	Theme 2: Culture Theme 6: Recreation Theme 7: National identity and word affinities	<b>Listening:</b> evaluating main ideas and supporting details <b>Reading:</b> following the SQRRR (SQ3R) reading strategy	<b>Listening:</b> respond to critical thinking questions before, during and after listening; ask and answer questions about what a speaker says in order to check comprehension, collect additional information, or enhance understanding <b>Reading:</b> follow the SQRRR (SQ3R) reading strategy (survey, question, read, recite and review) when approaching a text; pause and ask questions

OVERVIEW

- Objectives:**
- Develop students' awareness about different traditions that can be found in other countries, develop students' reading skills and expand their vocabulary.
- Resources:**
- SB: pages 58–59

WARM-UP (5 minutes)

(T-S, S-S, S-T) Draw students' attention to the title of the blog and the pictures and discuss in pairs the things that they can see. Then check answers as a class. (Top of page 58: a pier, bottom of page 58: deckchairs on a pebble beach, top left of page 59: the sea, a bucket and space and a sun castle; top right of page 59: beach huts). Explain that these are typical things you can see in a popular British seaside resort.

**Answers**  
Students' own answers

PRESENTATION (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Read the rubric to the students to ensure they understand the task. Tell them to read through the questions first before quickly reading through the blog to find the answers. They can then check their answers in pairs. Check as a class.

**Answers**  
1 T 2 NG 3 F 4 T 5 NG 6 NG

- 2** (T-S, S-S, S-T) Exercise 2. Draw students' attention to the highlighted phrases in the blog and ask them to do the matching activity. Tell them to use the context to make an educated guess, rather than checking online or in a dictionary. Students then work in pairs to discuss their answers. Check answers as a class, encouraging students to justify their answers.

**Answers**  
1 staycation 2 rejuvenation 3 globetrotting  
4 quintessentially 5 straightlaced 6 deteriorated  
7 let their hair down 8 beneficial

PRACTICE (10 minutes)

(T-S, S-S, S-T) Exercise 3. Refer students to the rubric and the questions below. Play the recording. Allow students time to discuss their questions in pairs. Check answers as a class.

**Suggested answers**  
1 A tourist interested in visiting a British seaside resort  
2 A deckchair collapsing on her. Almost breaking a tooth when eating a stick of rock when she was eight.

Audioscript CS1.1

- P** = Presenter    **C** = Chloe
- P:** OK, so, today I'm talking to Chloe, from the Bournemouth tourist information office – Bournemouth, of course, being one of the UK's most popular and famous seaside destinations. Chloe, thanks for talking to us about what people can expect if they visit a seaside resort in the UK.
- C:** It's a pleasure! When I was growing up, my parents would take me and my brother for a week at the seaside every summer. I have some amazing memories of those times and now that I'm working in the tourist industry, I've really come to appreciate this great British tradition. There are so many fascinating inventions and traditions related to the seaside that have gone on to influence resorts around the world. So, it's wonderful to be able to share them.





# CULTURE SPOT

- P:** Excellent! Let's start with one of the most iconic images people have of British seaside resorts, and that's of the piers. Bournemouth has a fabulous one. Where did that tradition start?
- C:** You're right, there are over fifty pleasure piers at resorts in England and Wales! Mind you, there used to be nearly double that. In the nineteenth century more than a hundred were built. Their original function was to allow upperclass holidaymakers, who were travelling on big ships that could only moor in deeper water, to alight and walk to the shore. Then they developed to be a feature of the resorts with theatres and entertainment and an opportunity for visitors to 'promenade' or walk along and enjoy themselves. The longest is in Southend-on-Sea, which is 1.3 kilometres, while the oldest is at Ryde, on the Isle of Wight - and it's over 200 years old! Some of them are a bit scary to walk along, because they're just planks of wood and you can see through them to the water below!
- P:** Wow! Now, something else that everyone associates with the seaside is deckchairs. Were those a British invention?
- C:** Absolutely! Way back in 1886, a guy called John Moore invented a chair which consisted of pieces of wood with a single stretch of material to allow people to sit and 'rock' on the decks of ships, which is where the name 'deckchair' came from! Later, Atkins, another inventor, used brightly-coloured canvas in the chairs for use on beaches. Back in the day, every beach hired out deckchairs for use on the sand. They're really comfortable, but once you're in them, it's quite tricky to get out again, and putting them together is a bit of a puzzle. I remember one collapsing on me once!
- P:** Oh yes, those rows of deckchairs, green and white stripes! So cheerful! Now, moving on, seaside rock is something else that's very British, isn't it?
- C:** You're right - you can't have a resort without rock! And we're not talking rock as in cliffs or stones - rock is a very hard stick-shaped sweet made of boiled sugar, and the clever thing is that the name of the resort goes right through it as it's built into the stick and never disappears as you suck it right down. The first piece of rock was sold in Blackpool in 1887 - and it's still made today - you know, the skill of making this takes about ten years to get right. It's a popular souvenir for people to take home to give to friends. This confectionery is quite amazing - very sweet - certainly not beneficial for health - and very hard. I remember almost breaking a tooth biting on one when I was about eight.
- P:** Ouch! I guess another popular foodie item from the seaside has got to be the old favourite: fish and chips - less likely to break your teeth.
- C:** Very true. And you're right, always part and parcel of a visit to the seaside. But you know, although everyone associates fish and chips with the UK, not everyone knows how it used to be sold and eaten. The first shop was opened back in 1860, and back then, the tradition was for fish and chips to be sold, not in a plastic container or white paper, but in newspaper! The sellers used the previous day's unsold newspapers to wrap the fish and chips. That tradition was stopped in the 1980s for health and safety reasons, however!

**P:** Yes, I'm old enough to remember that, and it always seemed to taste so good in newspaper! Well, what a fount of information you are, Chloe, thanks very much! See you at the seaside, guys!

## PRODUCTION (5 minutes)

(T-S, S-S, S-T) Exercise 4. Read the rubric to the class. Point out that they should only use 1-3 words and no more in each of the gaps. Draw their attention to the glossary at the bottom and make sure that they understand the meaning of the words. Students then listen to the podcast again and complete the four factfiles. They can then check their answers in pairs. Check answers as a class.

### Answers

1 19th 2 ship 3 1.3 4 200 5 1886 6 ships 7 green  
8 Blackpool 9 ten 10 1860 11 newspaper  
12 health and safety

## WRAP-UP (15 minutes)

(T-S, S-T) Encourage students to reflect on what they have learnt about traditional British seaside resorts, and ask them to think about what they have found interesting about these traditions. Then they can discuss their ideas as a class.

## HOMEWORK

Either ask students to write a text about a typical seaside resort in their country and about some traditional things you can find there, or ask them to research some interesting facts about a seaside place in their country and write four fact files about it.

## CONTINGENCY PLAN

If your students need more support: Ask them to find Weymouth on a map of the UK. Ask them to look at what they think some other British seaside towns might be on the map and see if they can find some basic information out about them, such as the population, what the local attractions are and maybe even how much it might cost to stay there if you stayed in a local hotel or guesthouse.

If your students need an extra challenge: Ask them to write a comparison between British seaside towns and places to stay on the coast in Jordan. Ask them to compare things to see, weather and food.



MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
LITERATURE SPOT: Black Beauty	Theme 1: Society  Theme 2: Culture	<b>Listening:</b> evaluating main ideas and supporting details  <b>Speaking:</b> speaking fluently and accurately using a variety of structures and without lapses and hesitations; generating effective critical thinking into primary issues in a given topic in a debate  <b>Reading:</b> following the SQRRR (SQ3R) reading strategy; distinguishing between literal and implied meaning; reading independently and proficiently and comprehending literary texts representing a variety of genres, cultures, and perspectives and exhibiting level-appropriate; reading for joy  <b>Writing:</b> writing narrative, descriptive and persuasive essays on various topics	<b>Listening:</b> respond to critical thinking questions before, during and after listening; ask and answer questions about what a speaker says in order to check comprehension, collect additional information, or enhance understanding  <b>Speaking:</b> debating regularly in a deliberative discussion  <b>Reading:</b> follow the SQRRR (SQ3R) reading strategy (survey, question, read, recite and review) when approaching a text; pause and ask questions; engage in a discussion that indicates appropriate processing of information; identify the author's purpose and tone; close read a literary text  <b>Writing:</b> write narrative, descriptive, argumentative, and persuasive essays on various topics

OVERVIEW

- Objectives:**
- Summarise, comment on and discuss a wide variety of factual and imaginative texts (GSE 66 – 82).
  - Express and comment on ideas and suggestions in informal discussion (GSE 56 – B1+).
- Resources:**
- SB: pages 60 – 61

WARM-UP (5 minutes)

(T-S, S-T) Ask students if they have any experience of looking after or riding horses. Elicit ideas about what life is like for horses in Jordan and the Arab world in general, and if it has improved or got worse over the last hundred years.

PRESENTATION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Ask students to read through the definitions to check they understand them. Then ask them to connect the definitions to the highlighted words in the extract individually. You may want to set a time limit to encourage students to skim read at this stage. Point out that it may help them to read the words around the highlighted vocabulary to give them clues. When they have finished, ask them to share answers in pairs. Then check answers as a class. You may want to establish which part of speech each of the highlighted words are.

- Answers**
- 1 neigh 2 gig 3 gallop 4 brook 5 lodging 6 ploughed 7 colt 8 whinnied

- 2 (T-S, S-S, S-T) Exercise 2. Ask students to read through the list of information, then spot check their understanding of certain vocabulary such as *reputation* and *master*. Go through the

cultural glossary to help students understand the context of some of the information. Allow them time to read through the extract in more detail and find the information. Note that this extract comes from the very beginning of the book. While *Black Beauty* was marketed towards children, it wasn't the intention of Anna Sewell when she wrote it. Encourage students to highlight any unknown vocabulary and write it on the board. Elicit definitions from the class or alternatively, allow them access to a dictionary. When students have finished working individually, put students in pairs to compare their answers. Finally, check answers as a class.

- Answers**
- 1 B *While I was young, I lived upon my mother's milk*  
2 A *water lilies* 3 C *your father has a great name in these parts*  
4 B *a nice warm shed* 5 D *I was a dull black, so he called me Darkie* 6 C *lift your feet up well when you trot* 7 C *she was a wise old horse* 8 D *my mother loved him very much*

- 3 (T-S, S-S, S-T) Exercise 3. Put students into pairs or small groups and ask them to discuss the questions. Circulate and help as needed with vocabulary. When they have finished, elicit answers from different pairs or groups. Ensure that students understand that there are no right or wrong answers to these questions. Encourage curiosity as to what will happen later in the story so that students may take up reading the rest of the novel of their own volition.

- Answers**
- 2 Duchess's stated expectations for her son introduce the theme of proper behaviour. We also see how their master is loved for his kind treatment of the horses, an important theme of the story. This time in *Black Beauty's* life is ideal and innocent and so will be juxtaposed with more trying situations later in the novel. 1, 3 Students' own answers.



# LITERATURE SPOT

## PRACTICE (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 4. Explain to students that they are going to listen to part of a lecture. In pairs, ask them to read the list of information that they have to listen out for first and encourage them to guess the answers. Then play the recording for the first time. When it has finished, ask students to check their answers in pairs. Then check answers as a class.

### Answers

1 7   2 14   3 1877   4 58   5 1890   6 40



### Audioscript LS1.1

Good morning, everyone! Now, we've already started reading *Black Beauty*, but today I want to look at Anna Sewell, the author behind the novel, which I think will give us more insight into the book and the times in which it was set.

Anna Sewell grew up in a fairly poor family in England during the 19<sup>th</sup> century. Her father did various jobs, such as a shopkeeper and a banker, but without a lot of success so the family's income wasn't very stable and they often faced financial difficulties. Few people realise that Anna Sewell's mother was actually a writer and published seven poems and stories during her lifetime. Anna helped to edit them on occasion, which no doubt had an effect on her own ambitions and also meant that she set great store by her mother's ideas on caring for others, which is a theme that we shall return to later.

However, at just 14 years of age, Anna had a serious fall while walking home from school, breaking both of her ankles. Aside from the pain, it meant that she couldn't walk easily for the rest of her life which made her more reliant on transport. Now this was long before the first cars were on the road, which meant that the young Anna Sewell started to spend a lot more time with horses and developed a great affection for them.

As we see in *Black Beauty*, the story is narrated from the point of view of the horse which hadn't been seen in novels before. This allowed readers to see animals in a new light and empathise with the challenges and mistreatment that they often faced. Sewell particularly took issue with the 'bearing rein' – a device which fitted to the horse's head, keeping it upright. When fitted too tightly, it could cause medical problems with the horse's back and make breathing extremely difficult for them. Once *Black Beauty* was published in 1877, the bearing rein fell out of fashion and its use was replaced with kinder alternatives. Indeed, Sewell's book has been credited as having the greatest impact in changing negative behaviours towards animals and doing a great deal to advance the cause of the animal welfare movement.

It's noticeable that the characters we admire in *Black Beauty* are those who not only treat animals with respect, but also other humans. In this way, the story comments on responsible leadership. *Black Beauty* has several owners throughout his life, each having the power to improve his life or make it worse. The story indirectly argues that those in a position of power need to care for those they are in charge of and show empathy for their lives.

Anna Sewell was in poor health while writing the novel and often dictated the story to her mother who would write it down. Unfortunately, Sewell passed away only five months after the publication of her book at just 58 years of age. Yet this was long enough for her to see what a success the book had been.

*Black Beauty* had a very positive reception in the US, although

it wasn't published there until 1890. Still, it was just as popular as it had been in the UK and within two years of the book's release, two million copies were in use in the country. Animal rights activists would often hand copies to those who worked with horses for a living, such as drivers and stable workers, to encourage better treatment of the animals that they depended on for a living. Sewell's novel was favourably compared to *Uncle Tom's Cabin* by Harriet Beecher Stowe, as both books were key in changing society's attitude towards their subjects.

Despite only writing one novel for which she was paid 40 pounds (which is around three thousands and three hundred dinars in today's money), Anna Sewell has been the focus of a number of monuments and memorials. The house she was born in now functions as a museum which documents the author's life and is run by a charity that looks after horses. She also has a couple of memorial fountains dedicated to her: one in Ansonia, Connecticut in the US and one in Norfolk in the UK.

- 2 (T-S, S-S, S-T) Exercise 5. Ask students to read through the notes and make guesses as to which words could complete the gaps. Ask them to share their ideas with a partner or a small group. Then play the recording again. Finally, check answers as a class.

### Answers

1 financial difficulties   2 walk easily   3 kinder alternatives  
4 responsible leadership   5 her mother   6 society's attitude  
7 memorial fountains

## PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 6. Ask students to consider animals they are familiar with or do some research on wild animals and consider what they typically do in a day. Ensure that they consider how humans impact their lives or environment. Ask them to plan their work and consider what aspects of the animal's life they would like to write about. Ask them to write at least 200 words. You may want students to plan their work in class and complete the writing at home, or you can allow them time to do the writing in the lesson to monitor the process. Give students feedback on their work, choosing particularly good examples to read out. You could also write examples of mistakes (anonymously) on the board and ask the class to correct them.

## WRAP-UP (5 minutes)

(T-S) Encourage students to reflect on what they have learnt and ask them to think about how it might affect their view of the way animals are treated in their country and around the world.

## HOMEWORK

Ask students to finish Exercise 6. Alternatively, you may want to ask them to read the first few chapters of *Black Beauty* and write a short report giving a short summary of what happens and their reaction to it.

## CONTINGENCY PLAN

If your students need more support: Provide a summary of *Black Beauty* from online sources and ask students to read a summary of the first three chapters before reading the actual text. You may also want to consider showing students one of the films of *Black Beauty* (2020 version or 1994 version) to give them an idea of the story ahead of reading it.

If your students need an extra challenge: Ask them to watch the film of *Black Beauty*, then read the book and write a short review of both. They should pay attention to where they differ and where they are similar.



# CULTURE NOTES

## Unit 1

### LESSON 2A SPEAKING AND VOCABULARY

**Psychometric tests** are a common part of job interviews and assessments. They examine an individual's suitability for a position and organisation. The 'metrics' part refers to measuring, while the 'psycho' part refers to a person's psychology. There are two kinds of psychometric tests: ability tests and personality tests. Ability tests measure abilities like numeracy skills, ability to understand written information, ability to tackle abstract concepts and general problem-solving skills. Such tests have right and wrong answers and there is a time limit for answering the questions. Personality tests examine how an individual is likely to behave in the workplace – for example, their interpersonal style, task management preferences and how they organise their time. There are no right or wrong answers for personality tests.

### LESSON 4A GRAMMAR

**5k charity runs** are organised runs of five kilometres in length in which participants can either choose to run in order to raise money for a charity of their choice, provided they complete the run, or they can just take part for fun.

### LESSON 5A READING AND VOCABULARY

**The Inuit** are an indigenous people inhabiting the regions of northern Canada, as well as parts of Alaska and Greenland. They consider the land, water and ice contained in the Arctic region to be their homeland. For hundreds of years, the Inuit have relied on their natural resources, tools and skills to survive in the cold, bleak environments of the Arctic north. Being respectful of their environment and the creatures within it, they use all parts of the animal for food, clothes and tools, using them to make hunting equipment, warm coats, blankets and boats. However, dwindling numbers of ocean animals, such as whales, have left Inuit communities without a staple food source. As a result, the Canadian government has relocated the nomadic Inuit and settled them in permanent communities. By adapting to a Western lifestyle, their traditional way of life has come under threat. There are approximately 70,000 Inuit spread across fifty-three communities in Canada.

**Guugu Yimithirr** is a Pama-Nyungan language spoken in Far North Queensland in the northeast of Australia. There are about 800 speakers of Guugu Yimithirr. The majority of speakers are adults, but some younger people also speak the language. Efforts are being made by various community members and groups to revitalize the language.

The native name of the language, *Guugu Yimithirr* ['ku:ku 'jɪmɪtɪr], means "having this speech". There are two main dialects include *dhalundhirr* ("with the sea"), and *waguurrga* ("of the outside").

Guugu Yimithirr was first documented in 1770 by Captain James Cook and was the first Australian Aboriginal language to be written. They collected words in Guugu Yimithirr, including *kangooroo* / *kanguru*, which referred to a large black or grey kangaroo, and is now usually written *gangurru* [ganjuru].

## Unit 2

### LESSON 2A READING AND VOCABULARY

**Plaça de Catalunya, Barcelona** is a huge, busy square in the centre of Barcelona, with a mixture of architecture from the old, Gothic city and from the 19th century. It is one of Barcelona's most important transport hubs for the metro, trains and buses. Nine major streets and avenues intersect the square. The square acts as a meeting point both for locals and tourists, who can sit on benches and enjoy the stunning garden in the centre of the square with its beautiful fountains and statues.

**Les Corts metro station, Barcelona** was opened in 1975. The station is 15 minutes from the centre of Barcelona and is near the Camp Nou football club, where Barcelona play

### LESSON 4A LISTENING AND VOCABULARY

**The ClearSpace-1 mission** is an initiative to remove orbital space debris. Using a space module, it involves four stages: to locate and target satellites that are orbiting at a speed of 7 km/s at 720 km above sea level; to capture target satellites that have not been designed to allow for capture; to remove satellites and reduce risks of collisions; to repeat the cycle of targeting, capture and removal stages. The world's first space debris removal has been commissioned by the European Space Agency (ESA) and is planned for launch in 2025. Today, space debris is a serious issue with nearly 6,800 live satellites and more than 3,000 failed ones floating around in space.

### LESSON 5A SPEAKING

**Ibn Battuta** was a 14th Century Moroccan traveller, explorer and scholar. He travelled more than any other explorer at the time. During a period of thirty years, he travelled about 117,000 km, and his journeys included visiting Africa, the Middle East, Asia and the Iberian Peninsula. Towards the end of his life, he wrote an account of his journeys.

### LIFE SKILLS 1-2

**The Atacama Desert** covers a 1,000-km long area of land along the Pacific coast of Chile. The average rainfall is 15 mm a year, although some areas receive much less and some weather stations in the desert have never received any rain.

**Valle Nevado**, which means 'Snowy Valley' in Spanish, is a popular ski resort located in the foothills of the Andes Mountains. It is situated 46 km east of Santiago, at an elevation of 3,000 metres. French investors established the resort in 1988, building accommodation facilities and creating around 900 hectares of skiable area.

**Moon Valley**, or Valle de la Luna in Spanish, is a valley in Chile's Atacama Desert. It gets its name due to its resemblance to a lunar landscape with sand dunes, rugged mountains and rocky ridges formed by wind erosion. It is situated 2,550 m above sea level and was formed 22 million years ago. Mars Valley, or Valle de la Marte in Spanish, is a valley in Chile's Atacama Desert. It gets its name from the red rocks that resemble the landscape of the planet Mars. The area, along with Moon Valley, is popular for biking, sandboarding and hiking.



**Santiago** is the capital city of Chile and was founded in 1541. It became the capital in 1818, when Chile gained its independence from Spain. It has a population of approximately 7 million people. The city is famous for its Spanish colonial architecture and is a popular tourist destination. It is situated on the west coast of South America, on the Pacific Ring of Fire, which is an area where many earthquakes and volcanic eruptions occur.

## Unit 3

### LESSON 1A VOCABULARY AND SPEAKING

**USP** stands for 'unique selling point'. It is a marketing term used to refer to a feature of a product that makes it different from and better than similar products on the market, and that can be emphasised when marketing or advertising the product.

### LESSON 4A READING AND VOCABULARY

**Behavioural economics** is the study of how psychological factors, such as how emotions and opinions, influence economic decision-making in individuals. This knowledge is important for advertisers and marketers as it allows for a better understanding of the human mind and how to influence people's behaviour.

## Unit 4

### LESSON 2A READING AND VOCABULARY

A **fish-and-chip shop** is a fast food restaurant that specialises in selling **fish and chips** (often called 'a chippy' in informal English), a dish of fish covered with batter (a mixture of flour, eggs and milk) and then deep-fried and served with deep-fried chips. Salt and vinegar are traditionally sprinkled over fish and chips. The dish originated in England and is a takeaway food in the UK.

### LESSON 3A GRAMMAR

The **Yao** people live in Tanzania, Mozambique and Malawi in Africa. They are part of the Bantu-speaking population of Central and Southern. There are about 3.5 million Yao people and they are predominantly Muslim.

### LESSON 6A WRITING AND VOCABULARY

**Fusion food**, or **fusion cuisine**, is a form of cooking that combines traditional elements from two or more distinct cuisines that come from different countries, regions or cultures. An example would be a Californian burger seasoned with Indian spices.

## Unit 5

### LESSON 1A VOCABULARY AND SPEAKING

**The Pomodoro Technique** is a time-management technique. Using this method, the workday is broken into twenty-five-minute chunks separated by five-minute breaks. The intervals are referred to as 'pomodoros'. After four pomodoros, a longer break of about 15–20 minutes is taken. The technique was developed by Francesco Cirillo in the 1980s. He created a tomato-shaped timer ('pomodoro' is Italian for 'tomato') that can be used to set the twenty-five-minute blocks.



# 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 presents 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 1** Parents are the most important role models for young people.
- Unit 2** There is no value to humanity in space tourism.
- Unit 3** Family businesses contribute more to communities than global companies .
- Unit 4** Traditional farming produces better food than modern farming.
- Unit 5** Students are too dependent on technology.



## Presenting the motion

We are going to speak in favour of/against the statement/  
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 ...  
[Pablo] will elaborate on, ...  
[Marta] will then talk about ...  
The next speakers will explain why ...  
[Greta] 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
Secondly, ...	about ...
My first/second argument is ...	Something else to think
Let me come to my first/	about is ...
second/next argument.	Another important point is ...
Perhaps I should also	Furthermore, ...
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
The way I see it, ...	that ...
If you ask me, ...	We are convinced that ...
As far as I'm concerned, ...	It is our belief that ...

## 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	Recent research has shown
example: ...	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 ...	







# **Jordan High Note**

**Grade 12**  
Semester 1

**PHOTOCOPIABLE RESOURCES**





RESOURCE	FOCUS	WHEN TO USE	TIME (MINUTES)
<b>01 IDENTITY</b>			
<b>1 Your other half</b>	Vocabulary: compound adjectives – personality	After <b>UNIT 1, LESSON 1 VOCABULARY AND SPEAKING</b>	15
<b>2 Personality testing</b>	Audio script: extra activities	After <b>UNIT 1, LESSON 3 LISTENING AND VOCABULARY</b>	15
<b>3 It's functional</b>	Grammar: continuous and perfect tenses	After <b>UNIT 1, LESSON 4 GRAMMAR</b>	10
<b>02 ON THE MOVE</b>			
<b>4 What have I done?</b>	Vocabulary: Idioms related to movement, travel verbs	After <b>UNIT 2, LESSON 1 VOCABULARY AND SPEAKING</b>	15
<b>5 The scariest flight</b>	Reading: Understanding reference devices	After <b>UNIT 2, LESSON 2 READING AND VOCABULARY</b>	15
<b>6 Under no circumstances ...</b>	Grammar: Inversion and cleft sentences	After <b>UNIT 2, LESSON 3 GRAMMAR</b>	15
<b>7 Space tourism</b>	Audio script: extra activities	After <b>UNIT 2, LESSON 4 LISTENING AND VOCABULARY</b>	15
<b>03 HARD SELL</b>			
<b>8 A head for business</b>	Vocabulary: Business-related vocabulary, compound nouns, phrasal verbs	After <b>UNIT 3, LESSON 1 VOCABULARY AND SPEAKING</b>	15
<b>9 The art of persuasion</b>	Audio script: extra activities	After <b>UNIT 3, LESSON 2 LISTENING AND VOCABULARY</b>	15
<b>10 Jordan's resources</b>	Grammar: The passive	After <b>UNIT 3, LESSON 5 GRAMMAR</b>	15
<b>04 TASTES</b>			
<b>11 A fine example</b>	Vocabulary: Adjectives to describe food	After <b>UNIT 4, LESSON 1 VOCABULARY AND SPEAKING</b>	10
<b>12 Are you ready to cook? Go!</b>	Reading: Identifying paraphrases	After <b>UNIT 4, LESSON 2 READING AND VOCABULARY</b>	15
<b>13 Say it like this</b>	Grammar: Advanced conditional structures	After <b>UNIT 4, LESSON 3 GRAMMAR</b>	10
<b>14 What if?</b>	Grammar: Inversion in conditional forms	After <b>UNIT 4, LESSON 3 GRAMMAR</b>	15
<b>15 Table manners</b>	Audio script: extra activities	After <b>UNIT 4, LESSON 5 LISTENING AND VOCABULARY</b>	15
<b>05 DO YOUR BEST</b>			
<b>16 Time for a pep talk</b>	Vocabulary: Idioms, verbs + dependent prepositions	After <b>UNIT 5, LESSON 1 VOCABULARY AND SPEAKING</b>	10
<b>17 You've got to think of a sentence!</b>	Grammar: Modal and related verbs	After <b>UNIT 5, LESSON 2 GRAMMAR</b>	15
<b>18 Self-motivation</b>	Audio script: extra activities	After <b>UNIT 5, LESSON 4 LISTENING AND VOCABULARY</b>	15



# PHOTOCOPIABLE RESOURCES

## TEACHER'S NOTES

### Unit 1

#### 1 Your other half

(Lesson 1 Vocabulary and Speaking)

**Aim:** to practise compound adjectives related to personality

**Interaction:** pairs

**Type of activity:** card game

**Time:** 15 minutes

**Materials:** one set of Student A cards and one set of Student B cards per pair

**In class: (1)** Copy the worksheet and cut out the cards as indicated. **(2)** Put students in A and B pairs and hand out one set of white cards, one set of grey cards and one answer key to each student. Tell them that they should not look at their own or their partner's cards. Explain that the grey and white cards need to be matched to form compound adjectives related to personality. The answer key card shows the correct compound adjectives for their partner's cards. **(3)** Ask students to spread their word cards out face down on the table in two sets. **(4)** Explain the activity: in their pairs, students take it in turns to turn over one card from each set. If the two words make a compound adjectives, the student scores a point and keeps the cards. Their partner checks that the compound adjective is correct by looking at their answer key card. The student then tries to make a sentence using the compound adjective. If they do, they score an extra point and have another turn. If they cannot form a sentence or if their sentence is incorrect, play passes to the other student. If the cards do not match, the student has to turn them back over, keeping them in the same place, and play then passes to the other student. **(5)** The game continues until all the cards have been matched or for as long as time permits. The winner is the student with the most cards at the end of the activity.

#### 2 Personality testing

(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 1.5 for them to check/complete their answers. Alternatively, check answers by going through the extract 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 1 in 2 of 3 of 4 with 5 from 6 in 7 with 8 of 9 in 10 to 11 to 12 of 13 in 14 on 15 in 16 at 17 in 18 over 19 in 20 at

### 3 It's functional

(Lesson 4 Grammar)

**Aim:** to practise continuous and perfect tenses and their functions

**Interaction:** pairs or groups of three

**Type of activity:** matching game

**Time:** 10 minutes

**Materials:** one set of sentence cards and one set of function cards per pair/group

**In class: (1)** Copy the worksheet and cut out the cards as indicated. **(2)** Put students in pairs or groups of three and give each pair/group one set of sentence cards and one set of function cards. They should shuffle them and put them in two piles face down on the table. **(3)** Explain the activity: students have to work together to match the sentences on the sentence cards with the correct tenses and functions on the function cards, pairing off all the cards. You can either set a time limit for this stage or let students match until one or more pairs/groups have finished, depending on the time available. **(4)** You could suggest that students find and underline the examples of continuous and perfect tenses in the sentences before they begin. They could do this in their pairs/groups and then check that they have identified the verbs correctly as a class. **(5)** Point out that some sentences have more than one verb. For those sentences, students should match the first verb with one of the function cards. **(6)** Start the activity. Students play until all the cards have been matched or for as long as time allows. **(7)** Ask students to count up their pairs, then check answers with the class. Elicit further example sentences to check understanding. Congratulate the pairs/groups with the highest score.

**Answers:**

Present Continuous for temporary situations in progress now: *I'm trying to be more laid-back and relaxed these days ...*

Present Continuous for changes and developments: *I think people are becoming more selfish and are caring less and ...*

Past Continuous for actions or activities in progress at a specific time in the past: *The company was conducting ...*

Past Continuous for longer actions interrupted by a shorter past action: *Raed and I were chatting happily online when ...*

Future Continuous to predict something in progress at a point in the future: *This time next year my friends and I will be travelling around Europe in a camper van.*

Present Perfect Simple for recent actions with a present relevance or result: *I've fallen out with my best friend ...*

Past Perfect Simple for actions or states that happened before a specific past time: *While unemployed, he'd developed the habit of sleeping in and found it difficult to break ...*

Past Perfect Simple for a clear sequence of events: *After she'd received her excellent exam results, she rang her ...*

Future Perfect Simple for an action that will be completed before a particular time in the future: *By six o'clock, most of the office workers will have left the building.*

Present Perfect Continuous for actions that began in the past and continue to the present: *I've been waiting to talk to ...*

Past Perfect Continuous for continuous actions or situations which happened before a specific time in the past: *It had been raining all night and the streets were flooded when ...*

Future Perfect Continuous for something continuing up to a certain point in the future: *By the end of this year, Heba and Sana will have been living in London for a decade.*



# Unit 2

## 4 What have I done?

### (Lesson 1 Vocabulary and Speaking)

**Aim:** to practise the figurative use of idioms related to movement and travel verbs

**Interaction:** individual, pairs

**Type of activity:** mingling activity

**Time:** 15 minutes

**Materials:** one worksheet per student

**In class: (1)** Hand out the worksheet and give students time to look at the list of situations and complete Exercise 1. Point out that they should not let anyone see which activities they have chosen. Depending on the time available, you could ask students to choose more than three activities here. **(2)** Move on to Exercise 2. Explain that students are going to tell a partner about the situations they chose in Exercise 1. Give them time to think about what they are going to say and make notes in the table. **(3)** When they are ready, put them in pairs and explain that Student A should stay at their desk for the duration of the activity and Student B will move around the room to a new partner every 60 seconds. Alternatively, if your classroom set-up does not permit mingling activities, students can remain with the same partner throughout the activity. **(4)** Ask students to talk to their partner about one of their situations. Explain that they each have 1 minute to describe the situation. When the time is up, their partner has to guess the phrase which matches the situation that has just been described. Student B should then move around the class to the next Student A. Time students and let them know when they should change partners. **(5)** For weaker students, you might like to go over the phrases in the table before the activity starts, to check their understanding. **(6)** Monitor students and note any good examples of language. Continue the activity until all students have talked about their situations or for as long as time permits.

## 5 The scariest flight

### (Lesson 2 Reading and Vocabulary)

**Aim:** to practise the skill of understanding reference devices

**Interaction:** individual, pairs

**Type of activity:** reading text and activities

**Time:** 15 minutes

**Materials:** one worksheet per student

**In class: (1)** Put students in pairs and go through the instructions to Exercise 1 with them. Give them a minute to discuss the title, then elicit ideas around the class, encouraging students to use their imagination. If time is short, this can also be done as a quick class activity. **(2)** Students should do Exercise 2 individually and then, if time allows, compare and discuss their answers in pairs. **(3)** Check answers with the class. **(4)** Get students to do Exercise 3 individually first, then get them to discuss their answers in pairs. **(5)** Check answers with the class.

**Answers:**

- 1** Suggested answers: turbulence/bad weather/struck by lightning; hijacking; passenger/pilot becoming ill; mechanical fault

**2 a** It = the rain **b** They = the baggage handlers and other airport workers **c** one = a raindrop **d** she = a cabin crew member **e** it = the situation **f** the former = stay (on the plane) **g** something = gripped the armrests of my seat (tightly) **h** this way = petrified **i** them = those who had laughed at me

**3 1 C** (The word downpour links back to rain, rain and more rain.)

**2 E** (Or, worse in the question suggests that it follows the prior question about cancellation.)

**3 A** (As I dried myself follows from one [raindrop] landed squarely on my head; suppress their laughter links to hilarious in the following sentence; guys in the sentence after the gap refers to the passengers mentioned in Sentence A)

**4 F** (I scanned the cabin for empty seats links to the following sentence, I looked for one as far from mine as possible, where one refers to a seat.)

**5 B** (To me, it was the most thrilling experience in sentence B refers to the writer's enjoyment of flying in the previous sentence.)

**6 D** (the seats directly behind me in the previous sentence are those referred to in sentence D, where the water fell further back.)

## 6 Under no circumstances ...

### (Lesson 3 Grammar)

**Aim:** to practise inversion and cleft sentences

**Interaction:** pairs

**Type of activity:** rewriting sentences

**Time:** 15 minutes

**Materials:** one worksheet per pair

**In class: (1)** Put students in pairs and hand out the worksheet. Explain that they are going to read some sentences and rewrite them using the phrases for inversion and cleft sentences on their worksheet. Point out that there are more phrases than sentences. **(2)** With weaker classes, you might like to review the grammar from pages 18–19 of the Student's Book first, and/or refer them to the Grammar Reference, page 68. **(3)** Allow students 6–7 minutes to complete the activity, then elicit sentences around the class. **(4)** Pairs now write two sentences for another pair to rewrite. They should be sentences which can be rewritten using the remaining phrases from Exercise 1. **(5)** They swap sentences with another pair, rewrite them, and check their answers with that pair.

**Possible answers:**

- 1** What I love about travelling is exploring new places.  
**2** Hardly had he got to the platform when the train left.  
**3** Under no circumstances should you disturb the driver when you are travelling by bus.  
**4** Not once had she travelled without a valid ticket on public transport.  
**5** Little did I know that the mountain was much higher than I had imagined.  
**6** So bad was the weather that the port authority cancelled all ferry services.  
**7** The only thing he doesn't like about living in the city is the traffic.  
**8** Not only is the train service quick, but it is also regular.



## 7 Space tourism

### (Lesson 4 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 2.3 for them to check/complete their answers. Alternatively, check answers by going through the conversations 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 1 as 2 be 3 before 4 if 5 would 6 being 7 goes  
8 what 9 what 10 how 11 look 12 as 13 than  
14 at 15 so 16 for 17 as

## Unit 3

### 8 A head for business

#### (Lesson 1 Vocabulary and Speaking)

**Aim:** to practise vocabulary related to business

**Interaction:** pairs

**Type of activity:** collaborative writing, presentation

**Time:** 15 minutes

**Materials:** one worksheet per pair

**In class: (1)** Put students in pairs and hand out the worksheet. Tell students that they are going to write about an unusual business idea. Explain that the object of the activity is to try to include as many of the words and phrases on the worksheet in their descriptions as they can – they will receive one point for each word/phrase they have used correctly. They should circle the words/phrases after they use them, to keep track of how many they have used. **(2)** Give students 10 minutes to choose a business idea and then plan and write their descriptions in the space provided. Depending on the time available and the level of your class, you might like to set a word limit. **(3)** When students have finished, ask them to count up how many words from Exercise 1 they have used and invite pairs with the highest number of examples to read their descriptions to the class. The class count the number of correctly used vocabulary items and the pair with the most wins.

### 9 The art of persuasion

#### (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 3.2 for them to check/complete their answers. Alternatively, check answers by going through the discussion 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 1 looking for 2 ended up 3 trying on 4 climb up  
5 missing out 6 bring out 7 look at 8 go out  
9 win (them) over 10 Growing up 11 looking back

## 10 Jordan's resources

### (Lesson 5 Grammar)

**Aim:** to practise the Passive

**Interaction:** pairs

**Type of activity:** error correction

**Time:** 15 minutes

**Materials:** one worksheet per pair

**In class: (1)** Put students in pairs and hand out the worksheet. **(2)** As a class, discuss the photos. Elicit that they show a train car filled with phosphate from a Jordanian mine and an oil refinery in Aqaba, Jordan. **(3)** Explain Exercise 2: tell students that there are mistakes in the sentences with the use of the Passive, which they must correct. Explain that when they have finished, they will swap with another pair to check that pair's answers. **(4)** Give students a minute or two to read the sentences. Explain any unknown vocabulary. Then give them time to complete the task. **(5)** When they are ready, get them to swap worksheets with another pair and check the corrections. They should mark whether that pair's answers were correct in the Right or wrong? column of the table. **(6)** Check answers with the class. You could ask each pair to say how many of the sentences they checked were correct and congratulate the pairs with the most correct answers.

**Answers:**

- 1 Phosphorus is made from phosphate rock, and is an essential element for plants and animals.
- 2 Phosphate was first discovered in Jordan in 1908.
- 3 Phosphate has been mined in the country since 1935.
- 4 Phosphate can be found beneath 60% of Jordan's land area.
- 5 Today, Jordan's phosphate is exported to many countries from Jordan, the world's fifth largest producer.
- 6 In the next few years, around 1,000 new jobs will be created by phosphate mining.
- 7 Oil has been refined in Jordan since the mid 1950s.
- 8 Today, around 5 million tonnes of oil is refined each year.
- 9 The National Energy Strategy says that, by 2030, 14% of Jordan's energy must be produced by renewable sources such as solar and wind.
- 10 This strategy means that, in the future, Jordan will be more self-sufficient in energy.



# Unit 4

## 11 A fine example

(Lesson 1 Vocabulary and Speaking)

**Aim:** to practise adjectives used to describe food

**Interaction:** whole class

**Type of activity:** card game

**Time:** 10 minutes

**Materials:** one set of cards for the whole class

**In class: (1)** Divide the class into two teams down the middle of the room. Explain to students that they are going to play a game. You are going to call out an adjective that describes food and teams have to shout out an example of such a food for a point (or, if you prefer, they can put their hand up to answer). Do a practice run with the class. Say: Give me an example of a tender food and wait for students to answer. Tell them that for each correct answer, they get to keep the card with the word, and score one point for their team. If a student answers incorrectly, the card goes to the other team.

**(2)** Start the game. Call out the words in turn and after each answer, award points and give the card to the winning team. Continue until all the cards have been used up. **(3)** At the end of the game, teams count up their cards. The team with the most cards are the winners.

## 12 Are you ready to cook? Go!

(Lesson 2 Reading and Vocabulary)

**Aim:** to practise the skill of identifying paraphrases

**Interaction:** individual and pairs

**Type of activity:** reading text and activities

**Time:** 15 minutes

**Materials:** one worksheet per student

**In class: (1)** Hand out the worksheet and go through the instructions to Exercise 1 with students. They should complete the exercise individually and then, if time allows, discuss their answers in pairs. Before they begin, point out that they should underline the parts of the texts where they find the answers.

**(2)** Check answers with the class. **(3)** Get students to do Exercise 2 individually first, and then to discuss their answers in pairs. **(4)** Check answers with the class.

### Answers:

- 1 B** (*I think it's well deserved ... even get their own shows on TV.*)
- 2 B** (*There's always a drama: ... Will it all end in tears?*)
- 3 A** (*It's full of people with stars in their eyes ... in the blink of an eye?*)
- 4 A** (*It's fake, it's scripted and there's always a drama.*)
- 5 B** (*Some viewers are put off by ... cook for 100 hungry*)
- 6 A** (*Winning isn't the aim, exposure is.*)
- 2 1 A:** *You're shallow and desperate to be on TV.*
- 2 A:** *Can you cook? 'Sort of.' ... a TV cooking competition waiting for you.*
- 3 A:** *Just be the mean one on the show ... magazines will write about you.*
- 4 A:** *Once you've got your name out there, you're a 'genuine' celebrity. Congratulations!*
- 5 B:** *There's always a drama: ... Will it all end in tears?*
- 6 B:** *Some viewers are put off by ... Though that criticism is valid ...*

**7 B:** *I must say I've picked up lots of tips ... Who knew?*

**8 B:** *As for the contestants, some of them are very talented ... even get their own shows on TV.*

## 13 Say it like this

(Lesson 3 Grammar)

**Aim:** to practise advanced conditional structures

**Interaction:** pairs or small groups

**Type of activity:** card game

**Time:** 10 minutes

**Materials:** one set of cards per pair/group

**In class: (1)** Copy the worksheet and cut out the cards as indicated. **(2)** Put students in pairs or small groups and hand out one set of cards to each pair/group. They should shuffle them and put them in a pile face down on the table.

**(3)** Explain to students that they are going to play a game using advanced conditional structures. They will take it in turns to pick up a card, read the conditional stem, complete the sentence and then say if it is a zero, first, second or third conditional one. The other student(s) in the pair/group must decide if the student is correct. If the sentence is correct, the student keeps the card and play passes to the next student. If it is incorrect, the card is returned to the bottom of the pile and the next student has a turn. If there is disagreement, students should ask you to confirm whether a student's answer is correct or not. **(4)** Students play until all the cards have been used or for as long as time allows. The student with the most cards at the end of the game is the winner.

## 14 What if?

(Lesson 3 Grammar)

**Aim:** to practise inversion in conditional forms

**Interaction:** pairs or small groups

**Type of activity:** collaborative writing, presentation

**Time:** 15 minutes

**Materials:** one worksheet per pair/group

**In class: (1)** Put students in pairs or small groups and hand out the worksheet. Tell them that they are going to write sentences using inverted conditional structures. **(2)** Draw students' attention to the mini flow-charts. Point out or elicit that they show the causes and effects of an environmental problem. If necessary, explain, or have a strong student explain, the events in the chart to the rest of the class. Make sure students understand the relationships. **(3)** Point out that they must use the correct inverted conditional form beginning with *Had*, *Should*, or *Were*. **(4)** Allow a few minutes for students to think about their sentences and what they are going to write, then give them time to write their sentences. **(5)** When they have finished, ask students from different pairs/groups to read out their sentences. Correct, or elicit corrections, as necessary. **(6)** Pairs/Groups then add up the number of correct sentences and count up their score. The pair with the most correct answers wins.

### Answers:

- 1** Had global warming not occurred, Australia wouldn't have had catastrophic bushfires.
- 2** Had conditions not been so dry, there wouldn't have been huge fires.



- 3 Had there not been any fires/Had there been no fires, over one billion animals wouldn't have died.
- 4 Were there less methane gas in the atmosphere, global warming would be less extensive.
- 5 Should red meat consumption be reduced, there would be less methane gas in the atmosphere.
- 6 Should we stop eating red meat, we could mitigate the environmental impact of animal agriculture.
- 7 Were there no more red meat, what would you do?

### 15 Table manners

#### (Lesson 5 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 4.8 for them to check/complete their answers. Alternatively, check answers by going through the extract 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 1 minority 2 deteriorating 3 documentary
- 4 upbringing 5 responsibility 6 supervision
- 7 awareness 8 improvement(s) 9 involvement
- 10 unacceptable 11 indefensible 12 mouthful
- 13 importantly 14 thoughts

## Unit 5

### 16 Time for a pep talk

#### (Lesson 1 Vocabulary and Speaking)

**Aim:** to practise idioms related to studying and verbs + dependent prepositions

**Interaction:** pairs

**Type of activity:** discussion

**Time:** 10 minutes

**Materials:** one worksheet per student

**In class:** (1) Put students in pairs and hand out the worksheet. (2) Explain the activity: students will take it in turns to choose a problem and ask their partner for advice. They must have a discussion rather than just pose their problem and wait for the advice. In their discussions, they must use as many of the phrases on the worksheet as they can. (3) Start the activity. Students take turns to choose a problem for discussion. Monitor and help if necessary.

### 17 You've got to think of a sentence!

#### (Lesson 2 Grammar)

**Aim:** to practise modal and related verbs

**Interaction:** pairs or small groups

**Type of activity:** card game

**Time:** 15 minutes

**Materials:** one set of cards per pair/group

**In class:** (1) Copy the worksheet and cut out the cards as indicated. (2) Put students in pairs or small groups and hand out one set of cards to each pair/group. They should shuffle them and put them in a pile face down on the table. (3) Explain to students that they are going to play a game using modal and related verbs. They will take it in turns to pick up a card, look at the verb on it and then make a sentence with it. The other student(s) in the pair/group must decide if the sentence is correct. If it is, the student who made the sentence keeps the card and play passes to the next student. If it is incorrect, the card is returned to the bottom of the pile and the next student has a turn. If there is disagreement, students should ask you to confirm whether a student's answer is correct or not. To make the game more challenging, the student making each sentence can be asked to say the function of the modal verb in that sentence (ability, obligation, lack of necessity, etc.). The student cannot keep the card unless both the sentence and the function are correct. (4) Students play until all the cards have been used or for as long as time allows. The student with the most cards at the end of the game is the winner.

**Alternative approach:** Do this as a whole-class game: divide the class into two teams and read out each verb for teams to answer in turn, scoring a point for each correct answer. The team with the most points at the end are the winners.

### 18 Self-motivation

#### (Lesson 4 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 5.8 for them to check/complete their answers. Alternatively, check answers by going through the discussion 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 1 To 2 been 3 would/will 4 how 5 even 6 being
- 7 able 8 What 9 into 10 have 11 on 12 though
- 13 much 14 long 15 which



Student A's cards



highly	strung
high	spirited
narrow	minded
self	aware
strong	willed
thin	skinned

Answer key

Student B's adjectives:

- absent-minded
- like-minded
- forward-looking
- kind-hearted
- laid-back
- tight-fisted

Student B's cards



absent	minded
like	minded
forward	looking
kind	hearted
laid	back
tight	fisted

Answer key

Student A's adjectives:

- highly strung
- high-spirited
- narrow-minded
- self-aware
- strong-willed
- thin-skinned



## Personality testing

### UNIT 1, LESSON 3 LISTENING AND VOCABULARY (Audio script: extra activities)

#### 1 1.5 Choose the correct prepositions to complete the extract from a talk.

Over the last couple of decades, there has been an increase <sup>1</sup>*in / of* the use of personality tests during, not just the hiring process, but also, as a means to evaluate workers during their employment with a company. Equally, there has been **a certain amount of** criticism <sup>2</sup>*at / of* personality testing, as well as rigorous defence <sup>3</sup>*with / of* it by its proponents. So, who is right? Today, I want to look at what personality testing is, and how I believe it should be used to create a work environment in which everyone feels passionate about their job. People taking a personality test are often given a series of statements with the option to agree or disagree <sup>4</sup>*with / to* it to varying levels. For example, if you were given the statement 'In a group situation, I am able to be assertive and openly give my point of view.', some may strongly agree or disagree **that this is the case**, while others may remain neutral, feeling that their response would depend a great deal on the context of the situation. This type of question would reveal whether the taker was of a more introverted or extroverted disposition.

Now of course, our personalities are created <sup>5</sup>*from / at* **a wealth of** different and complex factors, including where we grew up and **hereditary factors** - as we learn a lot from our parents <sup>6</sup>*by / in* terms of their temperament and how they deal <sup>7</sup>*by / with* different situations. If a parent is strong-willed or kind-hearted, it's highly likely that their offspring, and possibly even their grandchildren, will display the same **personality trait**. To add to this, there are the effects <sup>8</sup>*of / for* the environment that someone grows up <sup>9</sup>*in / with*. As well as the way friends, family and people such as teachers and managers nurture us. It also matters whether you grew up rich or poor, with or without access <sup>10</sup>*for / to* resources such as hospitals, clean water, and so on. If you've never had a problem making money, you have a higher probability <sup>11</sup>*of / by* being laid-back about life than if you've had to do back-breaking work to gain a small income. There are many studies which show the circumstances in which you were raised can have a great effect on your destiny which of course affects how we see the world and our personalities.

The reason for the criticism of personality tests in a professional environment is that it can imply that certain types of personalities are not welcome. Of course, this

would be deeply unethical as we are no more in control of our personality types than we are in control of what physical features we have, such as hair and eye colour. It is true that over time our personalities can be moulded, and we have a degree <sup>12</sup>*of / at* control over them, with the ability to curb our more negative reactions such as being **highly strung** or **thin-skinned**. However, personality testing is a way of getting information and it depends largely on how that information is used. Admittedly, if managers use personality testing to ensure that they only hire people of a certain type, such as those who are unlikely to disagree with them, this is certainly a vulnerability of the system. But is this likely in reality? Well, thinking that personality tests can tell you every detail about how someone will react to a situation is an oversimplification. In addition, companies usually have systems <sup>13</sup>*in / at* place that mean hiring is carried out based <sup>14</sup>*by / on* a variety of factors, not just personality testing, and multiple people are involved <sup>15</sup>*in / at* choosing the final candidates.

What personality tests can tell us is how effective different people will be <sup>16</sup>*to / at* performing different tasks. If you know that someone is underconfident, you may not want to put them in a situation where they have to give a presentation to hundreds of people - which may tell you something about me. **The key element** of how well someone performs <sup>17</sup>*in / by* their role is how happy they are and how satisfied they are - that they are made to feel a part of the team. When people are allowed to express their natural personalities and abilities, they are going to be better at their work and there are higher chances they will remain in their job which - <sup>18</sup>*over / at* the long term - reduces company costs.

I do not believe that personality testing is particularly useful <sup>19</sup>*in / by* the hiring process. **At this stage**, companies really should be deciding if the candidate has the correct qualifications and experience. It's very difficult to know what someone's personality is really going to be like in the workplace until they actually start. But once people are within a team or department, then psychometric evaluation can be an excellent tool for guiding them towards tasks they're skilled <sup>20</sup>*by / at* and building a working environment that's inclusive. Let's look at the case of ...



#### 2 Look at the expressions in bold in the extract. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.



Sentence cards



I'm trying to be more laid-back and relaxed these days, but it's difficult because of exams.	I think people are becoming more kind-hearted and are caring more and more about each other.	The company was conducting interviews last week for new staff.	Raed and I were chatting happily online when my screen suddenly went blank.
This time next year my family and I will be travelling around Europe.	I've fallen out with my best friend and I'm quite upset about it!	After leaving university, he'd developed the habit of sleeping in and found it difficult to break when he found a job.	After she'd received her excellent exam results, she rang her parents to give them the good news.
By six o'clock, most of the office workers will have left the building.	I've been waiting to talk to a customer service representative for over an hour!	It had been raining all night and the streets were flooded when we woke up.	By the end of this year, Heba and Sana will have been living in London for a decade.

Function cards



Present Continuous for temporary situations in progress now	Present Continuous for changes and developments	Past Continuous for actions or activities in progress at a specific time in the past	Past Continuous for longer actions interrupted by a shorter past action
Future Continuous to predict something in progress at a point in the future	Present Perfect Simple for recent actions with a present relevance or result	Past Perfect Simple for actions or states that happened before a specific past time	Past Perfect Simple for a clear sequence of events
Future Perfect Simple for an action that will be completed before a particular time in the future	Present Perfect Continuous for actions that began in the past and continue to the present	Past Perfect Continuous for continuous actions or situations which happened before a specific time in the past	Future Perfect Continuous for something continuing up to a certain point in the future



What have I done?  
UNIT 2, LESSON 1 VOCABULARY AND SPEAKING  
(Idioms related to movement, travel verbs)

1 Look at the list of situations below. Which of these things have happened to you? Tick three.

Think about a time when you:	Notes
<input type="checkbox"/> backpedalled on an idea or opinion.	
<input type="checkbox"/> drove yourself hard.	
<input type="checkbox"/> jumped a light.	
<input type="checkbox"/> parked an idea.	
<input type="checkbox"/> sailed through an exam/interview.	
<input type="checkbox"/> were staggered by something.	
<input type="checkbox"/> stumbled over your words.	
<input type="checkbox"/> steered clear of someone/something.	
<input type="checkbox"/> were taken for a ride.	
<input type="checkbox"/> drove somebody up the wall.	
<input type="checkbox"/> were in a situation that wasn't all plain sailing.	
<input type="checkbox"/> were the driving force behind something.	

- 2 You are going to tell other students about the experiences you chose in Exercise 1. Think about what you are going to say and make notes in the table above.
- 3 Tell a different student about each situation. They have to guess the phrase from the table that matches that situation. Make sure that you do NOT use that phrase in your description.



## The scariest flight

UNIT 2, LESSON 2 READING AND VOCABULARY  
(Understanding reference devices)

**1** Read the title of the story. What can make a flight scary? In pairs, discuss your ideas. Then read the story quickly. Does it mention any of your ideas?

**2** Read the story again, ignoring the gaps. What do the words in bold (a-i) refer to?

**3** Read the story again. Match sentences A-F with gaps 1-6 in the text.

- A** As I dried myself with a tissue, I could hear the passengers behind me trying to suppress their laughter.
- B** To me, it was the most thrilling experience, soaring above the clouds at 35,000 feet.
- C** Quite a downpour, in fact, which had seemingly come out of nowhere.
- D** The plane climbing at an angle meant that the water no longer landed on me but, rather, fell further back.
- E** Or, worse, would we take off as scheduled in this appalling weather?
- F** Raising my head like a periscope emerging from a submarine, I scanned the cabin for empty seats.



The view from the plane wasn't encouraging – rain, rain and more rain. <sup>1</sup> \_\_\_\_\_ <sup>a</sup>*It* made the baggage handlers and other airport workers dash for cover. <sup>b</sup>*They* didn't seem to mind, though. It was, after all, the rainy season in India. However, this was quite concerning. Would the flight be cancelled? <sup>2</sup> \_\_\_\_\_ I was already seated. Was it too late for a change of heart and a change of plans?

Fat, heavy raindrops pounded the runway. As if to emphasise the point, <sup>c</sup>*one* landed squarely on my head. Plop! Then another, and yet another. That meant one thing: rain had entered the cabin. <sup>3</sup> \_\_\_\_\_ Yeah right, guys – hilarious. Well, I didn't find it funny! I summoned one of the cabin crew and pointed out the problem. Smiling reassuringly, as though calming a nervous first-time flyer, <sup>d</sup>*she* said everything was fine. Outwardly, I smiled in return. Inwardly, I questioned her sanity.

Clearly, she was unbothered by the situation. I, however, was in two minds about <sup>e</sup>*it*. Do I stay or do I get off this plane asap? Not feeling in the least bit confident in my

decision, I opted for <sup>f</sup>*the former*. <sup>4</sup> \_\_\_\_\_ I looked for one as far from mine as possible. There were none. I'd have to stay in my allotted place. With the leak. On my head. Great.

I'd always enjoyed flying. <sup>5</sup> \_\_\_\_\_ But as the plane thundered down the runway and then left the ground, I gripped the armrests of my seat tightly. It was <sup>g</sup>*something* I'd never done before. My knuckles turned white and, for the first time in my life, I was petrified. Was I the only one feeling <sup>h</sup>*this way*? Then I heard a gasp, followed by a shout. It had come from the seats directly behind me, where those who had laughed at me were seated. <sup>6</sup> \_\_\_\_\_ Hah! Now it was my turn to laugh at <sup>i</sup>*them*.

Soon, we were above the clouds and therefore rain-free. Finally, I could release my grip and, if not exactly enjoy the flight, at least not spend its duration in stomach-turning fear and panic.



Under no circumstances ...

UNIT 2, LESSON 3 GRAMMAR  
(Inversion and cleft sentences)

1 In pairs, rewrite sentences 1-8 below using these phrases. You do not need to use all the phrases but you should choose a different phrase for each sentence.

- under no circumstances
- so/such ... that ...
- at no time
- the (only) thing ...
- hardly ... when ...
- not once
- in no way
- what ... is/was ...
- no sooner
- barely ... when ...
- seldom
- not only ... but also ...
- little
- on no account

1 I love travelling because I enjoy exploring new places.

2 He'd only just got to the platform when the train left.

3 When you are travelling by bus, you shouldn't disturb the driver.

4 She'd never travelled without a valid ticket on public transport.

5 I had no idea the mountain was much higher than I had imagined.

6 The port authority cancelled all ferry services due to bad weather.

7 He likes everything about living in the city, but not the traffic.

8 The train service is quick and regular.

1

2

3

4

5

6

7

8

2 Think of two sentences that can be rewritten using the phrases from Exercise 1 that you did not choose. Give them to another pair to rewrite.

1

2



#### 1 2.3 Complete the conversations with one word in each gap.

##### Conversation 1

- A: So, I guess you must be really happy to read these latest reports about space tourism! I can see you booking a ticket as soon <sup>1</sup> \_\_\_\_\_ possible.
- B: Yes – great news that it's all getting that much closer – and yes, if I suddenly became a millionaire, I might well <sup>2</sup> \_\_\_\_\_ tempted! **Seriously though**, there are still a lot of hurdles left for these private companies to overcome <sup>3</sup> \_\_\_\_\_ people start hurtling through space **on a regular basis**. There have been lots of setbacks already. But **if it all goes well** and it becomes more affordable for members of the general public, then I would love the experience. Don't tell me you wouldn't seize the opportunity yourself <sup>4</sup> \_\_\_\_\_ it arose.
- A: Well, it certainly <sup>5</sup> \_\_\_\_\_ be a getaway with a difference. Obviously, for a long time, it's only going to be available to people with a lot of money and maybe I'm <sup>6</sup> \_\_\_\_\_ cynical, but I'm sure that for most of them it won't be about having a magical experience but about being able to brag about it to their friends. Not including you in that generalisation, it <sup>7</sup> \_\_\_\_\_ without saying.
- B: Thanks for that! Yes, **you may have a point, but** I'm not concerned about other people and <sup>8</sup> \_\_\_\_\_ they think. Everyone will have their own reasons for buying a ticket; you can't change human nature. But <sup>9</sup> \_\_\_\_\_ would fascinate me would be that sudden exhilaration of speed as the rocket soars through space and then that loss of gravity. Wow – it's incredible just to contemplate!

##### Conversation 2

- A: I saw a fascinating documentary about debris in space the other night. I'd never realised <sup>10</sup> \_\_\_\_\_ dangerously cluttered space was getting. **Naturally**, people **tend to** focus on environmental problems that abound here on Earth, but we should <sup>11</sup> \_\_\_\_\_ a bit further afield, you know – space is **getting its fair share** too!
- B: I wouldn't say it's cluttered exactly. I know humans are certainly **leaving their mark** – bits of metal and things. But, **to be realistic**, space is vast – we're not causing too much damage, are we? I mean, it's not <sup>12</sup> \_\_\_\_\_ though rockets and spaceships are travelling through space all the time, other <sup>13</sup> \_\_\_\_\_ to and from the space stations.
- A: Don't forget about all those satellites and things. **Apparently**, there are nearly two thousand live satellites in space and more than three thousand failed ones. The debris from defunct satellites is whizzing round <sup>14</sup> \_\_\_\_\_ break-neck speed – over seventeen thousand miles an hour! The build-up is getting <sup>15</sup> \_\_\_\_\_ bad that the risk of collision between these objects is getting higher and higher and the knock-on effect would mean more and more debris.
- B: I hadn't realised the situation was so serious. **Definitely**, there's the need <sup>16</sup> \_\_\_\_\_ a 'tow truck' to remove the failed satellites. Is anything being done about it?
- A: Well, the outlay for developing any ideas is enormous, <sup>17</sup> \_\_\_\_\_ you can imagine. I've heard about ClearSpace-1 – the first space mission to remove debris from orbit. A real breakthrough which involves a vehicle to trap objects, then drag them down into the earth's atmosphere where they'll burn up. Sounds promising.
- B: Well, hope it works and **gets underway** before tourists start holidaying in space – crashing into a piece of satellite at that speed would be horrific!

#### 2 Look at the expressions in bold in the conversations. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.



## RESOURCE 8

## A head for business

## UNIT 3, LESSON 1 VOCABULARY AND SPEAKING

(Business-related vocabulary, compound nouns, phrasal verbs)

**1** In pairs, follow the steps below.

- 1** You are going to write about an unusual business idea. It can be about any type of product or service that you know of or something you make up, but it should include as many of the words below as possible.
- 2** Think about your business idea, what you are going to write and which words you can use.
- 3** Write about your business idea in the space below. Circle each word after you use it to keep track of how many you have used.

break into impulse buy spring up **bespoke**  
sign up quote turnover niche market  
pass up set up word-of-mouth **win over**  
luxury goods **launch** venture branch out  
trade name profit margin build up **USP**  
**knock something off** bricks-and-mortar shop  
start-up sales gimmick up-front investment

[illegible]

**2 Read your business idea to the class. They count the words from Exercise 1 you have used correctly. The pair with the most words wins!**



#### 1 3.2 Complete the discussion with the correct form of the phrasal verbs from the box.

bring out   climb up   end up   go out   grow up   look at   look back   look for   miss out   try on   win over

- Interviewer:** **The other day** I bought myself a new coat. I hadn't really planned to get a coat at all – I was actually <sup>1</sup> \_\_\_\_\_ a pair of trousers – but the colour **caught my eye**; it was a gorgeous shade of orange, and I took it off the rack to look at it. That's when the salesperson started talking to me. She asked me if I thought the weather was quite cold for the time of year. I said it was. Then she asked me if I liked the colour of the coat. I said I did. Then she told me that it was on sale at 30 percent off and that they wouldn't be getting any more stock in. **The long and short of it** is that I <sup>2</sup> \_\_\_\_\_ buying that coat. Was I persuaded, or even manipulated? Here in the studio today, we have two experts in the art of persuasion: Adnan Alhakeem, clinical psychologist, and Lama Aldallal, marketing specialist. I don't perceive myself as naive or ingenuous, so Lama, Adnan, was I manipulated?
- Lama:** Well, *manipulated* is quite a strong word, but certainly I can see that the salesperson was crafty – she obviously knew what she was doing! She started with a technique I call 'yes questions'. She asked you a series of questions that she knew you would say 'yes' to, which then made it more likely that you would agree with her about <sup>3</sup> \_\_\_\_\_ the coat and eventually purchasing it.
- Adnan:** Yes, **that's absolutely right**. This technique is sometimes called 'the yes ladder' because you <sup>4</sup> \_\_\_\_\_ from very small requests or questions up to what you really want them to say 'yes' to. Without doubt, this salesperson had been trained to manipulate you. She was also shrewd enough to use another well-known persuasion technique on you: the principle of scarcity. When she told you that they wouldn't be getting any more stock in, that made you wonder if you might be <sup>5</sup> \_\_\_\_\_ if you didn't get it right away, which is very enticing.
- Interviewer:** Yes, that did make me want it more. Can't believe I was so gullible!
- Lama:** You can use either scarcity of the object, like the way companies <sup>6</sup> \_\_\_\_\_ limited editions of certain products, or scarcity of time, like when they say the offer is only valid for 24 hours.
- Interviewer:** **It's a good thing** I do actually like the coat! So, what other typical persuasion techniques might people use?
- Adnan:** A lot of it is about framing; that means how you present the idea. **A classic example** is the idea of whether a glass is half empty or half full – it's all about how you <sup>7</sup> \_\_\_\_\_ it. It's often about the words you use and their connotations. For example, *persuade* has a much more positive connotation than *manipulate*. If you present something positively, people are more likely to be persuaded. Let's say you're a teenager and you want to convince your parents to let you <sup>8</sup> \_\_\_\_\_ for the afternoon. You'd probably instinctively try and frame it in the most positive way possible, wouldn't you?
- Interviewer:** Oh yes, my brother was **a master at** that! Even when our parents had said 'no' initially, he could always <sup>9</sup> \_\_\_\_\_ them \_\_\_\_\_. It drove me insane!
- Lama:** It's a useful skill! <sup>10</sup> \_\_\_\_\_, my sister was brilliant at sweet-talking me into doing things and, <sup>11</sup> \_\_\_\_\_, she often used the technique of reciprocation. **Basically**, what that means is that if we do a favour for someone, they're likely to do us a favour back, or reciprocate, even if we then ask them to do a much bigger favour.

#### 2 Look at the expressions in bold in the discussion. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.



1 Look at the photos. Discuss what these places are and what happens there.



2 In pairs, correct the sentences about the Jordan's natural resources. Then swap with another pair and check each other's answers.

	Corrections	Right or wrong?
1 Phosphorus is make from phosphate rock, and is an essential element for plants and animals.		
2 Phosphate was first discovering in Jordan in 1908.		
3 Phosphate has been mine in Jordan since 1935.		
4 Phosphate can be find beneath 60% of Jordan's land area.		
5 Today, Jordan's phosphate exported to many countries from Jordan, the world's fifth largest producer.		
6 In the next few years, around 1,000 new jobs will be creating by phosphate mining.		
7 Oil has be refined in Jordan since the mid 1950s.		
8 Today, around 5 million tonnes of oil is refining each year.		
9 The National Energy Strategy says that, by 2030, 14% of Jordan's energy must to be produced by renewable sources such as solar and wind.		
10 This strategy means that, in the future, Jordan will being more self-sufficient in energy.		





tender	velvety	scalding
soggy	gristly	mouldy
stodgy	succulent	gooey
chewy	fluffy	greasy
light	crisp	tough



## Are you ready to cook? Go!

### UNIT 4, LESSON 2 READING AND VOCABULARY (Identifying paraphrases)

#### 1 Read the articles about TV cooking competitions. Match the texts (A and B) with the statements (1–6). Underline the parts of the texts where you find the answers.

- |   |  |
|---|--|
| 1 <input type="checkbox"/> There are opportunities to forge meaningful careers. | 4 <input type="checkbox"/> There is no basis in reality for the shows.             |
| 2 <input type="checkbox"/> The shows are filled with anxious moments.           | 5 <input type="checkbox"/> A few aspects of the shows aren't popular with viewers. |
| 3 <input type="checkbox"/> Contestants are looking for an easy path to success. | 6 <input type="checkbox"/> Contestants have ulterior motives.                      |

#### 2 Find and underline the parts of the contributions reflected in these paraphrases.

- |   |   |
|---|---|
| 1 The writer criticises the desire to be in the public eye.                   | 5 Episodes are suspense-filled and emotional.                                     |
| 2 Ability is not a prerequisite for participation in TV cooking competitions. | 6 The writer acknowledges there are elements to the shows that are annoying.      |
| 3 The writer is of the opinion that poor behaviour is encouraged.             | 7 Learning opportunities abound for viewers.                                      |
| 4 The writer ridicules the contestants' celebrity status.                     | 8 The writer points out some participants are worthy of their subsequent success. |



**Master Cooks and Best Chefs:** TV cooking competitions – you can't avoid them. Every network has its own version of the same format: cook, judge, eliminate. Are you a fan? Do these shows still have a future? Share your thoughts!

**A** Imagine this scenario: you're shallow and desperate to be on TV. In your mind, television exposure is the fastest track to fame. You're not an actor, though. Nor are you a journalist to present the news or appear on one of the current affairs programmes we love to watch. What can you do to get on TV? Can you cook? 'Sort of.' Great! There's a TV cooking competition waiting for you. Just be the mean one on the show – the producers will love it and all the magazines will write about you. Winning isn't the aim, exposure is. Once you've got your name out there, you're a 'genuine' celebrity. Congratulations! All of the above is what I hate about reality TV. It's fake, it's scripted and there's always a drama. It's full of people with stars in their eyes, trying to avoid the hard work that goes with a profession. Why attend culinary college, followed by long hours as an apprentice in a restaurant, when you can go from home cook to TV chef in the blink of an eye? The whole thing stinks and audiences have come to realise it too!

**B** In terms of light entertainment, there's nothing better than cooking competitions. There's always drama: will the cake rise? Will the soufflé fall? Is the chicken cooked? Is the dish properly seasoned? Has the contestant done justice to their grandmother's recipe? Will it all end in tears? I sit back with a bowl of popcorn and watch it all unfold. Some viewers are put off by complicated dishes requiring a supermarket full of different ingredients. Others find the challenges silly or unrealistic – as if any of us would ever have to cook for 100 hungry firefighters! Though that criticism is valid, I must say I've picked up lots of tips along the way. I now know that I should salt the pasta water, never add oil to it, and never rinse the pasta. Who knew? I've become more creative in the kitchen and I'm having fun experimenting with new flavours. Sometimes the results are inedible, but I've had my successes too. As for the contestants, some of them are very talented and I marvel at their ability. I think it's well deserved when they go on to open their own restaurants, advertise products, write cookbooks or even get their own shows on TV. In fact, I, along with millions of others, am right here watching them!



If the volunteers hadn't worked hard	If food supplies run out, ...	If you invested in my restaurant, ...	If it rains hard, ...
If you continue to eat junk food, ...	If chemicals aren't dumped in rivers	If you hadn't donated generously	If everyone became vegetarian, ...
If you ever travel to Spain, ...	If it weren't for overfishing, ...	If the community grow their own vegetables, ...	If it hadn't been a good harvest this year, ...
If the number of fast food adverts on TV, ...	If farmers don't use pesticides on their crops, ...	If it weren't for dairy farmers, ...	If we only eat organic foods, ...
If you ever go fishing, ...	If he wasn't interested in cooking, ...	If my grandmother hadn't taught me how to cook	If scientists invent a good alternative to meat, ...



What if?  
UNIT 4, LESSON 3 GRAMMAR  
(Inversion in conditional forms)

- 1 In pairs or small groups, follow the steps below.
- 1 You are going to write sentences for a report based on the information below. Each piece of information is the result of a previous action or event. Your sentences must be completed with the correct inverted conditional forms.
  - 2 Look at the information and the beginning of each sentence (1–7), and think about which conditional forms you are going to use.
  - 3 Write your sentences.

1	global warming not occur	→	Australia not have catastrophic bushfires
2	conditions not so dry	→	not be huge fires
3	no fires	→	over one billion animals not die
4	less methane gas in atmosphere	→	global warming less extensive
5	red meat consumption reduced	→	less methane gas in atmosphere
6	we stop eating red meat	→	mitigate environmental impact of animal agriculture
7	no more red meat	→	what you do?

1

Had \_\_\_\_\_  
\_\_\_\_\_.

2

Had \_\_\_\_\_  
\_\_\_\_\_.

3

Had \_\_\_\_\_  
\_\_\_\_\_.

4

Were \_\_\_\_\_  
\_\_\_\_\_.

5

Should \_\_\_\_\_  
\_\_\_\_\_.

6

Should \_\_\_\_\_  
\_\_\_\_\_.

7

Were \_\_\_\_\_  
\_\_\_\_\_?



- 2 Check your answers with your teacher and count the number of correct sentences.  
The pair/group with the most wins!



Table manners

UNIT 4, LESSON 5 LISTENING AND VOCABULARY  
(Audio script: extra activities)

1 4.8 Complete the extract from a vlog with words formed from the words in brackets.

OK, so today I'm going to talk about one of my favourite bugbears of the moment: table manners! I know I'm not perfect and when no one's around I may be a little – **how shall I say** – relaxed in my manners. I guess my parents would haul me over the coals for not using cutlery or, even worse, eating straight from a takeaway carton or wrapper and not a plate! But who's to see? However, if I'm out with friends or family, I'm always careful to mind my manners. No talking with mouth full or stretching across the table to grab the salt! I have a sinking feeling though that I may be in a <sup>1</sup>\_\_\_\_\_ (**MINOR**) here and I was wondering how you all feel about it.

I've been noticing <sup>2</sup>\_\_\_\_\_ (**DETERIORATE**) table manners a lot recently and I read an article outlining how table manners seem to be becoming a thing of the past. But what really brought it home to me was a <sup>3</sup>\_\_\_\_\_ (**DOCUMENT**) last week, with one toe-curling scene of kids at a meal out with their family. Did you see it? Ouch! Interrupting each other, slurping their drinks, snatching food from plates with their fingers! **It must have been a nightmare just to** be in the same restaurant, **let alone** at the next table! Perhaps I'm old-fashioned but the thing is – I believe having good table manners is still important. It's a social skill that everyone needs to develop. It shows that you've had a good <sup>4</sup>\_\_\_\_\_ (**BRING UP**) but more than that, it means that you have respect for the people sitting with you. And just think about it: in the future what decent company is going to employ a bad-mannered person?

So, just why are people's manners getting worse? You could blame it on the sofa-eating trend, or on fast food itself, which is often finger-food. People are busy and

home cooking goes by the board in a lot of families. But I would say it's all about having good examples. I guess it's the parents who have the ultimate <sup>5</sup>\_\_\_\_\_ (**RESPONSIBLE**) for encouraging good manners in their children, but there has been some debate recently too about how schools can get involved. Should it perhaps be discussed in lessons? It is, after all, a social skill. Some schools do already use mealtime <sup>6</sup>\_\_\_\_\_ (**SUPERVISE**) by teachers to raise <sup>7</sup>\_\_\_\_\_ (**AWARE**) of the issue with younger children, and it has had some good results. It will be interesting to see if any <sup>8</sup>\_\_\_\_\_ (**IMPROVE**) resulting from teacher <sup>9</sup>\_\_\_\_\_ (**INVOLVE**) will **have a knock-on effect on** children's siblings as they, **in turn**, set examples.

**I know I'm going on a bit** about this whole manners thing, and the truth is that over time, cultures and customs do change. What was <sup>10</sup>\_\_\_\_\_ (**ACCEPT**) when I was very young is possibly OK now. But there are still **lines that we shouldn't cross**. Throwing food around the table is one of them. It's <sup>11</sup>\_\_\_\_\_ (**DEFENSE**). And talking with a <sup>12</sup>\_\_\_\_\_ (**MOUTH**) of food is another. And something else that I think should be banned is using phones at mealtimes, not only in the kitchen or dining room at home, but more <sup>13</sup>\_\_\_\_\_ (**IMPORTANT**) in restaurants too. I certainly hate paying for a nice meal in a quiet atmosphere and having my evening disrupted by ringtones and message alerts all around me!

Right, those are my <sup>14</sup>\_\_\_\_\_ (**THINK**) on the topic of manners. Do you agree? Let me know and post your comments!

2 Look at the expressions in bold in the extract. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.



**In pairs, follow the steps below.**

- Student A: You have a problem and you need advice. Choose one of the problems below (1–4) and discuss it with your partner.
- Student B: Listen to your partner and give them some advice.
- You should both include as many of the words and phrases below as possible.
- Swap roles and take turns to ask for and give advice.

**1** I give up too easily. As soon as something starts to challenge me, I quit. How can I change this behaviour?

**4** Am I wasting my time studying for exams? If I get the right questions, I'll pass them anyway!

**2** Exams are so stressful! I'm going crazy! How can I cope with the pressure?

**5** I can't focus on studying without my mind wandering off. What can I do to stay focused?

**3** I study for hours, but I can't remember a thing later! What am I doing wrong?

**6** I often put off doing things, leaving them to the very last moment. How can I stop procrastinating?

apply yourself to

*gape/stare blankly at*

cram for

breeze through something

backfire on

keep on track    drum into

snack on    get the hang of something

run on empty

*associate with*

go blank    cram in(to)

sort into

get your head down





<i>must/have got to</i>	<i>be required to</i>	<i>don't have to</i>	<i>needn't have + past participle</i>
<i>ought not to</i>	<i>should have + past participle</i>	<i>be supposed to</i>	<i>didn't manage to</i>
<i>was/were able to</i>	<i>won't</i>	<i>can't have + past participle</i>	<i>might very well have + past participle</i>
<i>didn't need to</i>	<i>may as well</i>	<i>shouldn't have + past participle</i>	<i>be unable to</i>
<i>may not</i>	<i>must have + past participle</i>	<i>could have + past participle</i>	<i>mustn't</i>



#### 1 5.8 Complete the discussion with one word in each gap.

- Presenter:** So, today we're talking about motivation. How to get it, how to keep it. We're looking for some practical tips. <sup>1</sup>\_\_\_\_\_ start us off, let's talk to Khaled from Irbid. Khaled, you've got a great idea. Tell us about it.
- Khaled:** Hi. Well, I recently decided that I wanted to get fitter and go to the gym regularly, but, you know, I've always <sup>2</sup>\_\_\_\_\_ the same. I **get started on** something with loads of enthusiasm and then, after a few weeks, I run out of steam and stop. So I decided to find myself an accountability partner, someone who <sup>3</sup>\_\_\_\_\_ check in on me from time to time to see <sup>4</sup>\_\_\_\_\_ I'm getting on with achieving my goals. It's been really good because he encourages me and makes me feel really positive about what I'm doing. It's great having someone to pat you on the back for your achievements, and, <sup>5</sup>\_\_\_\_\_ better, it doesn't **cost a fortune** or anything. **Obviously**, you need the right kind of person. I wouldn't want someone <sup>6</sup>\_\_\_\_\_ too critical of me, but it's really helped me to keep on track.
- Presenter:** That sounds like a really good idea. But maybe you'd like something a bit more imaginative. We've got Nadia on line two. Nadia, can you tell us about how you motivate yourself?
- Nadia:** I use a vision board.
- Presenter:** Sorry, what's that?
- Nadia:** Well, for example, my family and I are planning to do a trip travelling around Europe later this year. I'm really up for going, it sounds great, and I'd love to go abroad for a change – I usually stay here, in the UK. **But, the thing is**, I don't know if I'll be <sup>7</sup>\_\_\_\_\_ to afford it, really. I need to do a few extra jobs to try and get the money together, but I know myself too well. I'm not really a self-starter. I kind of get deflected by other things and forget all about it. So, I've made a vision board to help remind me of my dreams. <sup>8</sup>\_\_\_\_\_ you do is cut out pictures of what you want to achieve, like, I've got some lovely pictures of Italy. I've always wanted to go there, but it's so expensive. This is to help you really visualise what you want, and give you the self-conviction that you can turn it <sup>9</sup>\_\_\_\_\_ a reality. It's really fun to do, and I've spent hours on it. I guess I could <sup>10</sup>\_\_\_\_\_ used that time to earn some money! **Hopefully**, it'll all work out though.
- Presenter:** I really hope you succeed. Have a great trip. Let's talk now to Osama. Osama, what do you do to stay motivated?
- Osama:** Hi. Well, **I don't know about you, but** I find it hard to keep <sup>11</sup>\_\_\_\_\_ track when the thing I want to achieve is still **a long way away**. Like revising for my exams next year. I know I'll be really motivated the night before and get my head down, but a few months earlier, not so much, even <sup>12</sup>\_\_\_\_\_ I know that there's a lot at stake. I don't really have that much natural aptitude for studying. So **I find** it really helps to give myself little rewards **along the way**. Like when I test myself and get all the answers right. You have to be a bit careful though – there's not <sup>13</sup>\_\_\_\_\_ point rewarding yourself with a bar of chocolate if your goal is to eat more healthily! But it isn't that complicated. From personal experience, I know that so <sup>14</sup>\_\_\_\_\_ as I don't set too many targets, or make it too difficult to achieve them – both of <sup>15</sup>\_\_\_\_\_ I have a tendency to do – it works really well.

#### 2 Look at the expressions in bold in the discussion. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.







**Jordan**

# **High Note**

**Grade 12**

**Semester 1**

**GRAPHIC ORGANISERS**





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# GRAPHIC ORGANISERS

## TEACHER'S NOTES

### Unit 1

#### 1 A blog post

##### (1.6A WRITING)

**Aim:** to plan a blog post about the past

**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 6 Writing Task on page 12 of the Student's Book. **(2)** Hand out the worksheet and ask them to think of a memory they have from their childhood. Tell them to read the text in the boxes and that these prompts will help them plan their blog post. Remind them they can also look at the tips in the Writing box on page 12 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 2

#### 2 An email

##### (2.6A WRITING)

**Aim:** to plan an email of complaint

**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 7 Writing task on page 23 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 examples provided in the Writing box on page 23 to help them. **(3)** Ask them to read the text in the boxes and 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 3

#### 3 A for-and against essay

##### (3.6A 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 6 Writing Task on page 34 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 *Active Writing* box on page 34 to help them with paraphrasing. **(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 4

#### 4 A review

##### (4.6A WRITING)

**Aim:** to rewrite a restaurant review

**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 6 Writing Task on page 44 of the Student's Book. **(2)** Hand out the worksheet and check their understanding of the Writing tips. Tell them they can also look at the examples provided in the Writing box on page 44 to help them. **(3)** Tell them that the review is broken down into small sections and that they will need to rewrite these using the Writing tips to support them. **(4)** Give them time to prepare their draft rewrite individually. **(5)** 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 draft. **(6)** Students then finalise their reviews individually, in class or as homework.

### Unit 5

#### 5 An essay

##### (5.6A WRITING)

**Aim:** to plan an essay

**Interaction:** individual, pairs

**Type of activity:** pre-writing task

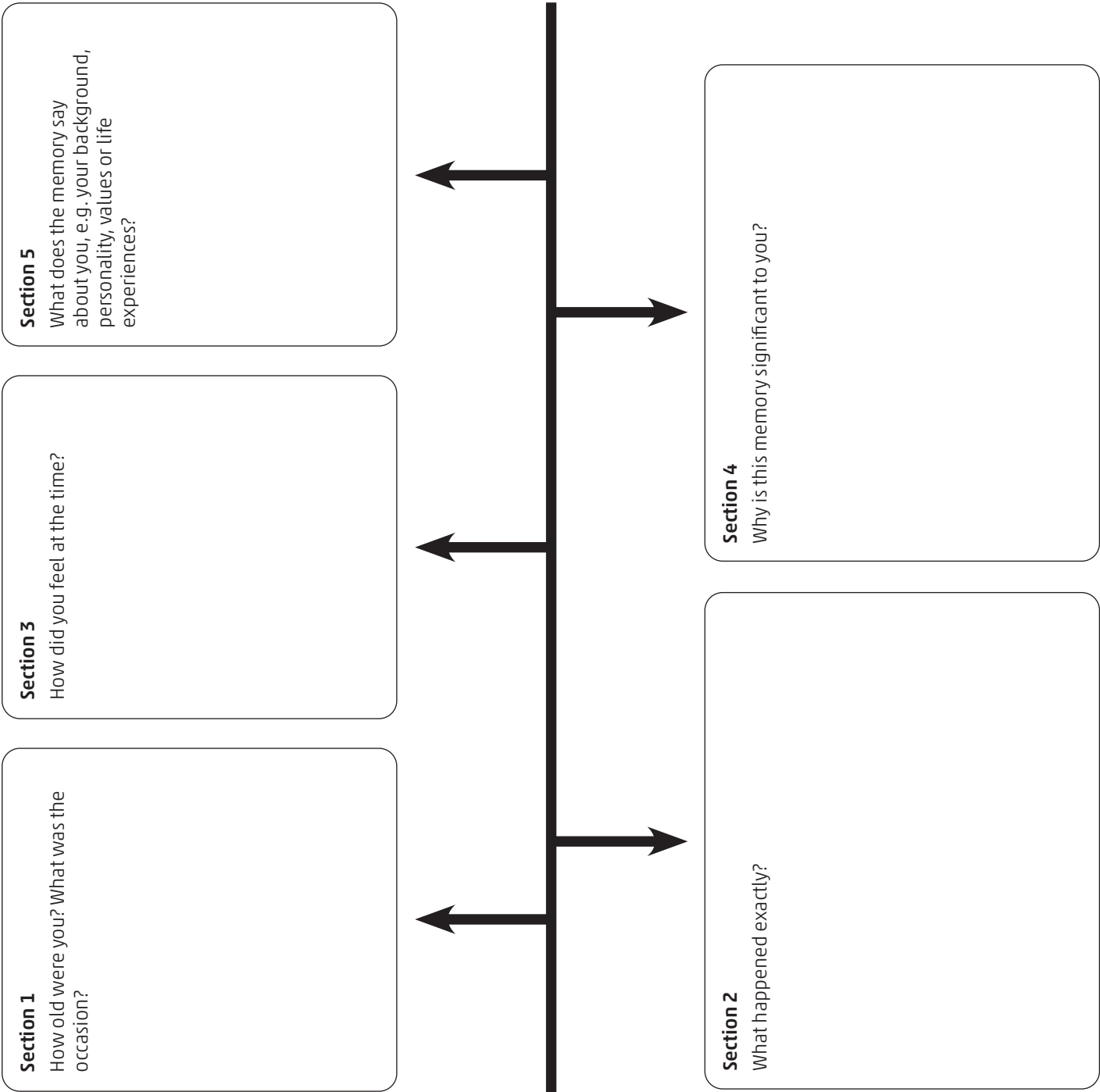
**Time:** 15 minutes

**Materials:** one worksheet per student

**In class:** **(1)** Students should have already discussed their opinions on the different ways of learning a language. **(2)** Tell them to read the Exercise 5 Writing task on page 56 of their Student's Book. **(3)** Ask them to read the text in the boxes and give them time to make notes. **(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 students 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.



1 Choose a memory from your childhood and make notes in the boxes for each section of your blog.



2 In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?



- 1 Make notes in the boxes for each section of the main body of your email. Use the tips in the Writing box on page 23 of your Student's Book to help you. Remember to:
- use clauses of concession to give balance.
  - use passives to be less direct and more formal.
  - remain polite and assertive, but not aggressive.
  - use emphasis to strengthen your position.
  - use initial comment adverbs.

Main purpose of the email

State your reason(s) for writing:

---

---

---

Description of what went wrong

Describe the problems you experienced:

---

---

---

---

---

Desired outcome

Say what you would like the company to do about all the problems you experienced:

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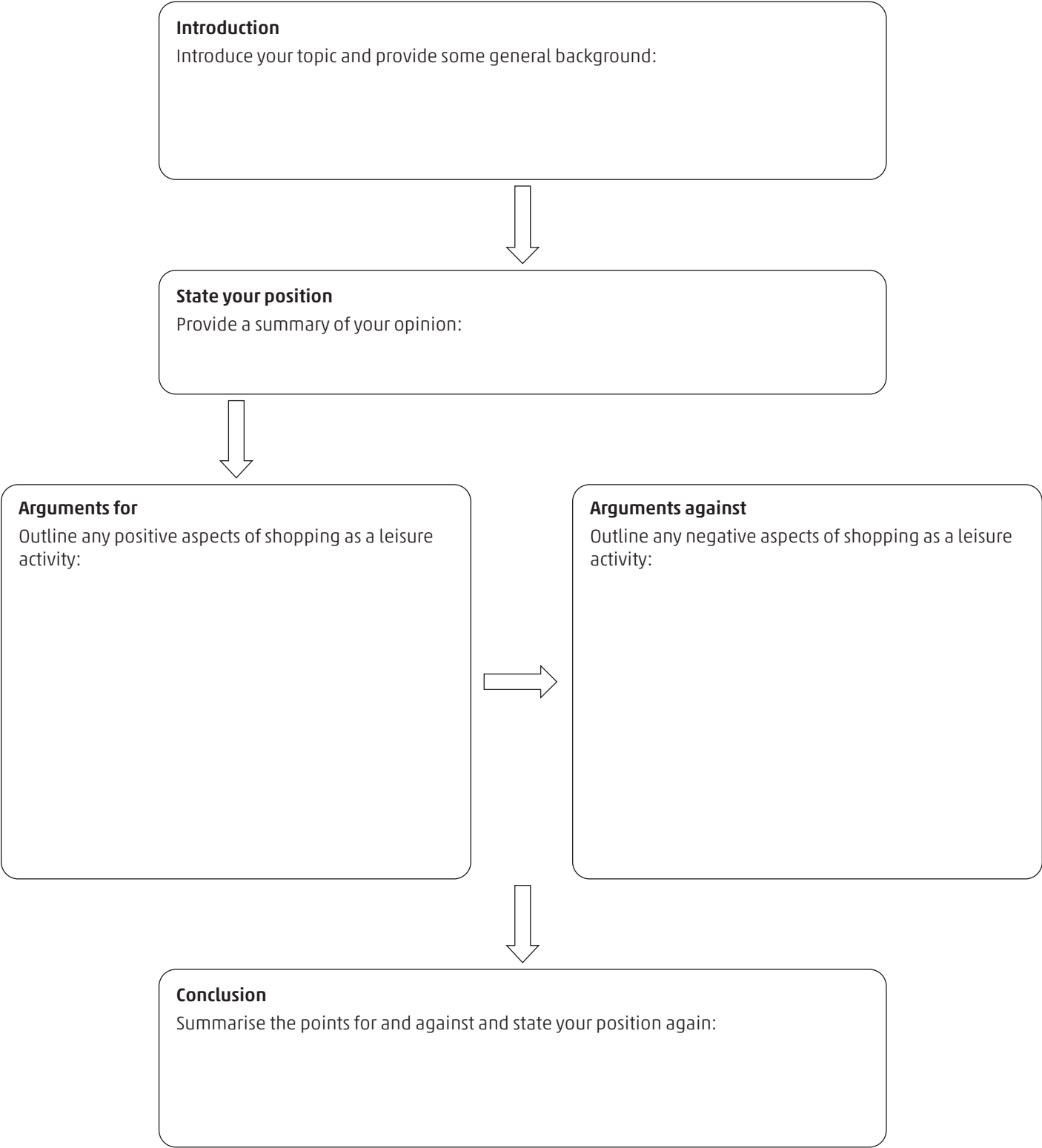
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- 2 In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?



1 Make notes in the boxes for each section of your essay.



- 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  
4.6A WRITING (A restaurant review)

1 Look at the different parts of Review B on page 45 of your Student's Book and rewrite it to make it less direct and better balanced. Use the tips in the Writing box on page 44 to help you. Remember to use:

- nominalisation (verb becomes a noun) to avoid wordiness.
- synonyms to avoid repetition.
- words and phrases of comparison and contrast.
- emphasis to strengthen your position.
- phrases of recommendation.

(NEVER) MIND THE DINER!  
Your title: \_\_\_\_\_

1 Went to the new fusion restaurant that's just opened and what a letdown!

Your draft rewrite: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 All the hype made out that it was going to be a really affordable eatery with a menu to suit all tastes. No way.

Your draft rewrite: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 Pricy, tiny portions, dirty cutlery and rude staff.

Your draft rewrite: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4 And if you don't want meat, then you're out of luck.

Your draft rewrite: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5 Decor's good – will give it that. But take my advice and give it a wide berth!

Your draft rewrite: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?



1 Make notes in the boxes for each section of your essay.

**Introduction**  
Introduce the topic and state your opinion :

**living in the country where the language is spoken:**  
State your opinion and give reasons why.

**with a teacher.**  
State your opinion and give reasons why.

**The best way to learn a language is ...**  
**with a self-study app.**  
State your opinion and give reasons why:

**Conclusion**  
Tell the reader which method of learning is best in your opinion and summarise your reasons why:

- 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?