

# Jordan High Note

Grade 9  
Semester 2





## Teacher's Book

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### **Publisher: The National Center for Curriculum Development**

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The Ministry of Education has decided to adopt this book for Jordanian schools in accordance with the approval of the Higher Council of the National Center for Curriculum Development in its meeting No. \_\_\_\_\_ on \_\_\_\_\_ and the approval of the Board of Education decision No. \_\_\_\_\_ in its meeting No. \_\_\_\_\_ on \_\_\_\_\_ for the 2025/2026 academic year.

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Second edition (revised and updated) © Pearson Education Limited and York Press Ltd. 2025

ISBN:

The Hashemite Kingdom of Jordan  
Deposit number by the National Library Department

**Primary indexing data for the book**

<b>Book title</b>	Jordan High Note, Grade 9: Teacher’s Book, Semester 2
<b>Prepared by</b>	Jordan National Center for Curriculum Development
<b>Publication data</b>	Amman: National Center for Curriculum Development, 2025
<b>Classification number</b>	
<b>Descriptors</b>	/English Language//Courses//Basic Education/
<b>Edition data</b>	Second Edition, Revised and Updated

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Printed 2024  
Reprinted 2025

# Jordan High Note

**Grade 9**  
**Semester 2**

**Teacher's Book**

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**Ministry of Education:** 36

## Student's Book Illustrations

Stephen Collins p. 21, 56, 141; Amber Day p. 57, 77; Chris Gilliard p. 115; MH Jeeves p. 48, 82, 117, 156, 157; Kath@KJA artists p. 31; Nick@KJA artists p. 47, 136.

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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 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 perspectives. This is achieved by equipping learners with a combination of language skills and life competencies, as well as systematically building their confidence when speaking English.

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

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

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

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

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

## 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.

### Skills strategies

- *Active Reading* and *Active Listening* boxes contain crucial general reading and listening 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* and *Active Listening* 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.

### Exam strategies

Strategy boxes contain useful tips on how to deal with most typical exam tasks.

### 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.

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

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

## THE GLOBAL SCALE OF ENGLISH

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

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

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

Visit [www.english.com/gse](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 at 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's 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:

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

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

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

## Interactive e-book

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

## QR codes

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

## Video Lessons

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



## 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 eleven main teaching lessons; seven main teaching lessons in the Student's Book, and four for the Workbook.

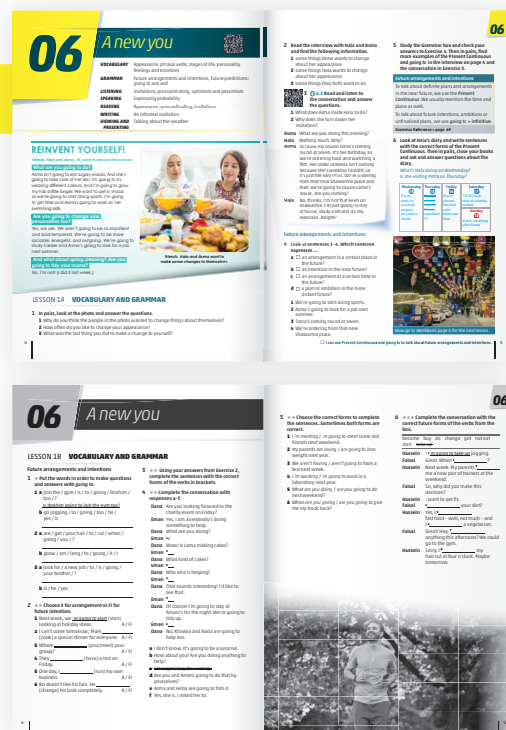
- 5 topic-based units
- 3 *Life Skills* sections at the end of every second unit which teach competencies indispensable to success in 21st-century society
- Flexible order of lessons apart from the first spread (Vocabulary and Grammar) and the last spread (Writing)
- Clear lesson objectives ('I can...') 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
- Use of English: more exam-orientated practice of the language
- *A Culture Spot*
- *A Literature Spot*

### WORKBOOK

- Additional grammar, vocabulary and skills practice lessons to reinforce the lesson content in the Student's Book
- New reading and listening texts, practising key skills from the Student's Book
- Pronunciation programme
- Self-Assessment sections
- 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.



- Student's Book answer key
- Ideas for extra activities
- References to additional materials and the course assessment
- Student's Book audioscripts
- Workbook audioscripts
- Workbook answer key
- Culture Notes

## PRESENTATION TOOL

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

## DIGITAL ACTIVITIES AND RESOURCES

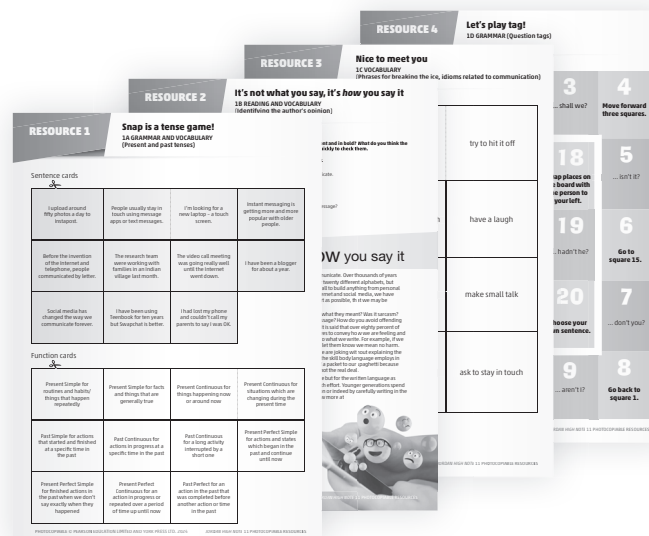
- Teacher view of digital activities

## STUDENT'S eBOOK

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

## TEACHER'S RESOURCES

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



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

There are four grammar lessons in each unit: two in the Student's Book and two in the Workbook:

- The first grammar point is introduced in the Student's Book, at the beginning of each unit, and is combined with vocabulary for more integrated learning (Lesson 1A: Vocabulary and Grammar). The grammar is then practised in the Workbook lesson (Lesson 1B: Vocabulary and Grammar).
- The second grammar lesson comes later in the Student's Book unit and introduces another grammar point. This is then further practised in the related Workbook lesson.

- 1 Clear summary of unit contents.
- 2 Learning objectives with an immediate opportunity for self-assessment.
- 3 Grammar presented through a variety of text types (blogs, magazine articles, dialogues, etc.) or recorded conversations.
- 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 and exercises. It can be used for remediation, extra practice or in a flipped classroom scenario.
- 6 *Watch Out!* boxes draw students' attention to areas of special difficulty and help pre-empt common errors.

## 10 | INTRODUCTION



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 grammar with new vocabulary.
- There is a separate Vocabulary lesson in the Student's Book which presents the main lexical set(s) of the unit. This is further practised in the next Workbook lesson.
- There is additional vocabulary input in the Reading, Listening, and some Speaking and Writing lessons in the Student's Book.
- There are extra exercises activating the word lists and tips on how to best memorise new words.

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

**2** Main lexical input of the unit in a separate Vocabulary lesson (the page in the same colour as the course level, i.e. yellow).

**3** Frequent opportunities for using the new vocabulary in speaking contexts in the Student's Book and Workbook.


**4** In the *Word List* section, there is the vocabulary from the lessons for the students to study.

**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.

## LESSON 5A VOCABULARY | Feelings and emotions













1 Look at the photos and try to guess what the people are like.

**2 6.10 PRONUNCIATION** Put the words from the box in the correct column. Listen and check. Then listen again and repeat.

amazed	eye-brow	fair	rice	pale	smile
square	straight	lo	lo	lo	lo

ear	ear	eye	hair	mouth	nose
beard	lo	lo	lo	lo	lo

**3 6.11 Listen and match** descriptions 1–8 with the people in the photos.

1 Ibrahim

4 THINK BACK Work in pairs. Student A, describe someone from the photos using the language from Exercise 2. Student B, guess which person your partner is describing. Then change roles.

5 Check you understand the adjectives for feelings and emotions in the yellow box. Then choose the best adjective for each person in the photos above.

amazed bored delighted beautiful disappointed excited exhausted frightened intense pleased relaxed surprised surprised worried

**2**

**A I think Hisham looks relaxed.**  
**B No, I don't agree. I think he looks bored.**

**6 Study Watch Out!** Complete the sentences with correct adjectives formed from the verbs in bold.

1 I'm really **bored**. **BORE**  
 2 You look \_\_\_\_\_. What's the matter? **WORRY**  
 3 I think it's really \_\_\_\_\_ to have a long bath. **RELAX**  
 4 \_\_\_\_\_ the first time I saw a film in SD. **AMAZE**

**WATCH OUT!**  
 If a person, thing or situation is **amazing**, **boring** or **exciting**, we feel **amazed**, **bored** or **excited**.  
 I felt **amazed** when I saw that film. It was **amazing**.

**7 SPEAKING** In pairs, use the adjectives from Exercise 5 to talk about your feelings.  
 I feel **excited** when I don't have time to study for a test.

**3**

Now go to Workbook page 8 for the next lesson.

10 ☐ I can describe people's appearance and emotions using adjectives with -ed and -ing endings.

[illegible]

4	5	
<p><b>Unit 6</b></p> <p><b>LESSON 13 VOCABULARY AND GRAMMAR</b></p> <p><b>WU.1</b></p> <p><b>ambition</b> (n) /əm'biʃn/</p> <p><b>appearance</b> (n) /ə'piərəns/</p> <p><b>arrangement</b> (n) /ə'reɪndʒmənt/</p> <p><b>diary</b> (n) /daɪəri/</p> <p><b>impatient</b> (adj) /ɪm'peɪʃnt/</p> <p><b>interview</b> (n) /'ɪntəvju/</p> <p><b>lose/put on weight</b> /lʊz/,'put ɒn 'weɪt/</p> <p><b>reimvent</b> (v) /rɪ'ɪnvənt/</p>	<p><b>LESSON 3A GRAMMAR AND VOCABULARY</b></p> <p><b>WU.5</b></p> <p><b>calculate</b> (v) /kælkjʊleɪt/</p> <p><b>celebrate</b> /sə'leɪbrət/</p> <p><b>go to university</b> /gəʊ tə 'juːnɪvɜːsəti/</p> <p><b>optimist</b> (n) /'ɒptəmɪst/</p> <p><b>optimistic</b> (adj) /'ɒptəmɪstɪk/</p> <p><b>pesimist</b> (n) /'pesɪmɪst/</p> <p><b>pesimistic</b> (adj) /'pesɪmɪstɪk/</p> <p><b>prediction</b> (n) /prɪ'dɪkʃən/</p>	
<p><b>LESSON 2A READING AND VOCABULARY</b></p> <p><b>WU.2</b></p> <p><b>be about to</b> /bi ə'baʊt tə/</p> <p><b>carry on</b> /kæri 'ɒn/</p> <p><b>clear up</b> /kliə 'ʌp/</p> <p><b>confession</b> (n) /kən'fesiʃn/</p> <p><b>dreadful</b> (adj) /driːfʊl/</p> <p><b>exhausted</b> /ɪɡ'zɔːstɪd/</p> <p><b>fall</b> (v) /feɪl/</p> <p><b>give up</b> /gɪv 'ʌp/</p> <p><b>glance</b> (v) /glɑːns/</p> <p><b>highlight</b> (n) /'haɪlaɪt/</p> <p><b>ignore</b> (v) /ɪɡ'noː/</p> <p><b>look for</b> /lʊk fɔː/</p> <p><b>procrastinate</b> (v) /prə'kræstɪneɪt/</p> <p><b>seriously</b> (adv) /sə'riəsli/</p>	<p><b>LESSON 4A LISTENING AND VOCABULARY</b></p> <p><b>WU.4</b></p> <p><b>anxious</b> (adj) /æŋkʃəs/</p> <p><b>cautious</b> (adj) /kɔːʃəs/</p> <p><b>LESSON 5A VOCABULARY</b></p> <p><b>WU.5</b></p> <p><b>amazed</b> (adj) /ə'meɪzd/</p> <p><b>frightened</b> (adj) /'fraɪnd/</p> <p><b>nice</b> (adj) /naɪs/</p> <p><b>pale</b> (adj) /peɪl/</p> <p><b>stressed</b> (adj) /strest/</p> <p><b>surprise</b> (n) /sɜːpraɪz/</p>	
<p><b>LESSON 6A SPEAKING</b></p> <p><b>WU.6</b></p> <p><b>certainly</b> (adv) /sə'teɪnli/</p> <p><b>definitely</b> (adv) /dɪ'fɪnətli/</p> <p><b>LESSON 7A WRITING</b></p> <p><b>WU.7</b></p> <p><b>appreciate</b> (v) /ə'priːʃieɪt/</p> <p><b>persuade</b> (v) /pə'sweɪd/</p>	<p><b>LESSON 8A SPEAKING</b></p> <p><b>WU.8</b></p> <p><b>convenient</b> (adj) /kən'viːniənt/</p> <p><b>delicious</b> (adj) /dɪ'lɪʃəs/</p> <p><b>deliciously</b> (adv) /dɪ'lɪʃəsli/</p> <p><b>deliciousness</b> (n) /dɪ'lɪʃəsniːs/</p> <p><b>deliciously</b> (adv) /dɪ'lɪʃəsli/</p> <p><b>deliciousness</b> (n) /dɪ'lɪʃəsniːs/</p>	

<p><b>Unit 7</b></p> <p><b>LESSON 1A GRAMMAR AND VOCABULARY</b>  <b>① W17.1</b>  application (n) /æplɪ'keɪʃən/  find/get/lose a job /faɪnd/get/loʊz a 'dʒɒb/</p>	<p><b>LESSON 6A READING AND VOCABULARY</b>  <b>① W17.6</b>  association (n) /ə.sə'si.ə'n/əʃən/  experience (n) /ɪk'sperɪ.əns/  neighbourhood (n) /neɪ'bʊr.hʊd/  volunteer (n, v) /vɒl.ən'ti.ər/</p>
<p><b>LESSON 2A GRAMMAR</b>  <b>① W17.2</b>  career (n) /kə'zɪəri/  multinational (adj) /mʌltɪ'næʃnəl/</p>	<p><b>LESSON 7A WRITING AND VOCABULARY</b>  <b>① W17.7</b>  advantage/disadvantage (n) /əd'ventɪdʒ/ -disəd'ventɪdʒ/  chatty (adj) /tʃæ'ti/  cheerful (adj) /tʃɪ'fʊl/  energetic (adj) /enə'dʒetɪk/  enthusiastic (adj) /enθju:zɪ'stɪk/  mature (adj) mə'tʃʊə/  patient (adj) /peɪ'sjənt/  sociable (adj) /sə'saɪəbəl/</p>
<p><b>LESSON 3A LISTENING AND VOCABULARY</b>  <b>① W17.3</b>  accident rate (n) /'æksɪdnt reɪt/  antisoal (adj) /æntɪ'səʊəl/  danger (n) /'dendʒə/  earn (v) /ɜ:n/</p>	
<p><b>LESSON 4A VOCABULARY</b>  <b>① W17.4</b>  manufacturing (n) /mænʃə'fæktʃənɪŋ/  work hard/it's a deadline/under pressure /wɜ:k 'hɑ:d/ɪt's ə 'deɪ.laɪn/ʌndə 'preʃ.ə/</p>	
<p><b>LESSON 5A SPEAKING</b>  <b>① W17.5</b>  at the bottom/top /ət ðə 'bɒtəm/'tɒp/  in the foreground/centre/background /ɪn ðə 'fɔ:ɡraʊnd/'sentə 'bæɡɡraʊnd/  on the right/left /ɒn ðə 'raɪt/'left/</p>	

## READING

The Reading lessons in the Student's Book and Workbook 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. The *Active Reading* boxes cover all crucial skills strategies, which students can actively practise through a series of exercises.

- 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 All reading texts are recorded so that students can listen to them in their own time to focus on pronunciation.

### LESSON 2A READING AND VOCABULARY

- Look at the photo on page 7. In pairs, ask and answer the questions.
  - The boy has an important exam coming up but he's not studying. What's he doing?
  - Do you ever waste time instead of studying? What kind of things do you do?
- Look at the title and read the text quickly. Don't worry about the meaning of the underlined words. What is a procrastinator? In pairs, agree on a definition.
- Study *Active Reading* and add the underlined words from the text to the lists below.
 

Nouns: speech, ...

Verbs: glance, ...

Adjectives: painful, ...
- Read before and after the underlined words in the text and use the context to work out their meanings.

### CONFESSIONS OF A PROCRASTINATOR

**SUNDAY**  
I'm sitting for a History exam next Thursday. It's an important exam. I want to get a good mark. So, I know what I should do. I should revise for a few hours every day until I'm prepared. I get out my History book. Tonight, I'm going to study the first lesson. But I don't open the book. Instead, I switch on my computer and start playing Parasite. Time flies when you're having fun. I pick up my History book. It falls open at a chapter called 'The Marshall Plan'. That's it! I read a plan.

30 minutes later I have a great study plan. Now, all I need to do is to start studying. However, it's almost midnight, so I give up and go to bed.

**MONDAY**  
My History book is open and I have a yellow highlighter in my hand. I'm ready to revise. I glance at my reflection in the window. I'm going to pass this exam. I tell myself. Then I notice my hair is a mess. I need a haircut. So I go on social media and watch some hairstyle videos. I redo my study plan. I'm really going to work hard tomorrow.

**TUESDAY**  
I'm going to revise for three hours. I'm about to start when I feel stupid, so I go to the kitchen to get a biscuit. I eat some orange juice. I carry on studying for a few minutes but then I need to go to the toilet. After that, I call my cousin Rami. He's sitting for the same exam as me. I ask how he's getting on. We talk for ages. Finally, I'm ready to start revising seriously. I can't find my notes in all the mess on my desk. I should clear it up. Three hours later my room is tidy. I'm exhausted. I fall into bed.

## LISTENING

The Listening lessons in the Student's Book and Workbook 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 Main comprehension exercises in the format of exam-specific tasks.
- 3 Frequent opportunities for personalisation and building fluency.

### WORKBOOK

- New listening texts recycle the vocabulary and grammar covered in the Student's Book and 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

- Look at the photo. Is the glass half full, half empty or completely full? Discuss in pairs. Then go to page 75 and check. Are you an optimist, a pessimist or a realist?
- Listen to the audio. You are going to listen to a talk about optimism and pessimism. In pairs, say if you think these statements are true or false. Then listen and check.
  - Identical twins have identical personalities.
  - Our personalities depend completely on our life experiences.
  - The children of happy parents tend to grow up to be optimistic.
  - There is nothing good about being a pessimist.
  - Optimists have healthier lives than pessimists.
  - Optimists tend to be more successful than pessimists.
- Listen to the end of the talk and answer the questions.
  - Does the speaker think it's better to be an optimist or a pessimist?
  - What problems does she mention with people who are too optimistic?
- Listen to the audio. You are going to listen to a joke from the talk again and write down what you hear.
- Check you understand the highlighted verbs describing feelings.
  - I adore challenges.
  - I feel positive about life.
  - I hate being on my own.
  - I can't stand trying new things.
  - I often feel like jumping for joy.
  - I'm looking forward to leaving school and getting a job.
  - I don't care what happens to me in the future.
  - I feel excited about something that's going to happen in my life.



## SPEAKING

The Speaking lessons in the Student's Book and Workbook 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 6A SPEAKING

**1** In pairs, describe the photos. What is the girl doing in the second photo? How does she feel in both photos?

**2** **6.12** Listen to Part 1 of the story and decide if statements 1-6 are true or false.

- 1 ☐ Heba is looking forward to her driving test.
- 2 ☐ She doesn't need to sit the theory test.
- 3 ☐ Nour is trying to be funny.
- 4 ☐ Heba drove into a tree during a driving lesson.
- 5 ☐ The weather forecast isn't great for tomorrow.
- 6 ☐ Heba enjoys driving in bad weather.

**3** **6.12** Study the Speaking box. Then listen to Part 1 of the story again and complete the sentences.

- 1 I'm sitting my driving test tomorrow morning and I don't think I'll pass.
- 2 I'll stay away from the High Street tomorrow morning.
- 3 Don't worry about it, Heba. I'm pass ... Well, pass.
- 4 I'm sure I pass ... Something go wrong. I manage to start the car or drive into a tree.
- 5 You won't drive into a tree.
- 6 You drive into a lamppost.
- 7 They say it'll rain tomorrow. It's there'll be a bad storm.
- 8 I'm it'll be a complete disaster.

**1**

### SPEAKING | Expressing probability

Very likely	You'll definitely win. You'll (almost) certainly win. I'm sure you'll win.
Likely	I think you'll win. You'll probably win.
Possible	Perhaps/Maybe you'll win. It's possible (that) you'll lose. You may/might lose. Perhaps/Maybe you won't win.
Unlikely	I don't think you'll win. You probably won't win.
Very unlikely	You definitely won't win. You (almost) certainly won't win. I'm sure you won't win.

**4** **6.13** In groups, say if you think Heba will pass or fail her driving test. Use phrases from the Speaking box. Then listen to Part 2 of the story and check.

- A** I don't think she'll pass.  
**B** No, I don't agree. She might pass.

**5** **6.13** Research the probability of a type of weather happening in your local area over the next week. Make a short presentation to the class.

**06**



I can make predictions about the future. 11

## WRITING

The Writing lessons in the Student's Book and Workbook 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.



**1** Muna yesterday at 20.13

To: Fadia, Rola  
Hi girls  
I graduate from college next Friday. I'm having a graduation dinner and I'd like you to come. It's going to be great fun. I'm inviting lots of friends including some other people from my college.  
It's at my house at 8 p.m. The address is Flat 4D, 47 North Beach, Aqaba.  
I can't remember if you've got my phone number but here it is in case you need to call me - 8-636-6366.  
I really hope you can make it.  
All the best,  
Muna

**2** Fadia yesterday at 21.57

To: Muna  
Hi Muna  
Thanks so much for inviting me to your graduation dinner. I'll definitely be there. Do I need to bring anything?  
The only problem is I'm taking my driving test on Friday, so I might be a little late. I hope to have something to celebrate apart from your graduation!  
Looking forward to seeing you on Friday.  
Thanks,  
Fadia

**3** Rola today at 11.33

To: Muna  
Hi Muna  
I really appreciate the invitation to your graduation dinner. It's really nice of you but unfortunately, I won't be able to make it. I'm going to Amman with my family on Friday. We're going to see a play and we probably won't be back until very late.  
Thanks anyway!  
Best wishes,  
R

### LESSON 7A WRITING | An informal invitation

**1** Study the Writing box and read emails 1-3. Is Muna's email a good invitation?

#### WRITING | An informal invitation

##### Making an invitation

- Make your invitation short and clear.
- Remember to:
  - give it a title,
  - give a place, date and time and contact details,
  - encourage people to accept it: I'd like to invite you to ... I'm having a graduation dinner on ... Would you like to come?
  - Do you think you'll be able to come? I'd like you to come. It'll be great fun.
  - I (really) hope you can make it.

##### Receiving an invitation

- Remember to say thank you (even if you decline the invitation): Thanks (so much) for inviting me to ... It was great! I was thrilled to get your invitation to ... I really appreciate the invitation to ... It's really nice of you.
- When you accept an invitation, confirm you're coming: (Of course,) I'll (definitely) be there/I'll come to ... I'm delighted to accept your invitation. (I'm) (really) looking forward to it. - check the arrangements: What time are we meeting? How are we getting there?
- Do I need to bring anything?
- When you decline an invitation, give a reason and repeat your thanks: I'd really love to come but .../It's really nice of you but ... I'm really sorry but I'm afraid I can't make it. Unfortunately, I won't be able to ... Thanks anyway.

**2** Look at emails 1-3 again and find examples of:

- 1 an arrangement/definite plan with the Present Continuous / I'm having a graduation dinner.
- 2 a prediction with going to
- 3 something that's sure with will
- 4 something that's possible with might
- 5 something that's probable with won't

**3** **REFLECT** | Culture In groups, ask and answer the questions about events in Jordan.

- 1 Is it rude not to reply to an invitation? Say why.
- 2 Is it a problem to accept an invitation and then not turn up? Say why.
- 3 Should you always give a reason for declining an invitation?

**4** In pairs, compare the invitation below with the advice in the Writing box. What's wrong with it? Rewrite the invitation to make it better.

Raed Alkhayyat yesterday at 23.59  
To: Fadi Alqasab and 16 others  
Come to the best Beach Clean-up Day ever! It's next Saturday at the beach. We're inviting everyone! There's a lot of litter to pick up, so bring your gloves! We're having a picnic too. I'm going to provide all the food, so don't worry! Don't miss it, we need to help the environment! Raed

**5** **WRITING TASK** Follow the instructions to write an email inviting friends to your event.

- Use the Graphic Organiser to help you plan your writing.
- Decide where and when your event is.
- Decide what kind of event it's going to be and think of reasons to persuade your guests to come.
- Don't forget to put something in the subject box.

I can write a reply in an email or letter accepting or declining an invitation. 13

REVISION

WORKBOOK

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

- 1

The *Vocabulary and Grammar* section focuses on reviewing the key language from the unit.
- 2

The *Use of English* section consolidates the vocabulary and grammar through task types that are often used in exams.
- 3

Useful strategies to deal with typical exam task types.
- 4

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

06 Revision

**1 VOCABULARY AND GRAMMAR**

**1** Complete the text with the verbs from the box.

build up ~~change~~ get (x2) grow put on  
take care of take up

I'm really going to ~~change~~ my look. First, I'm going to join a gym and ~~a~~ a new sport. I really need to ~~in~~ my muscles and ~~a~~ in shape. I also need to lose weight because I ~~a~~ about five kilos during the holidays. Then I'm going to buy healthy food because I know I should ~~a~~ my health. I'm also going to ~~a~~ a smart beard. I'm going to ~~a~~ my hair cut.

**2** Choose the positive adjective in each pair.

1 cheerful / miserable  
2 messy / tidy  
3 energetic / impatient  
4 insecure / self-confident  
5 affectionate / anxious  
6 calm / upset  
7 cautious / tense

**3** Complete the sentences with an adjective formed from one of the words in bold.

1 I always feel **stressed** before I sit an exam.  
**STRESS/SURPRISE**  
2 I'll be \_\_\_\_\_ if I pass that exam. **AMAZE/FRIGHTEN**  
3 I only got a 5 in the exam. It was very \_\_\_\_\_. **DISAPPOINT/RELAX**  
4 I passed all my exams. I feel \_\_\_\_\_. **DELIGHT/WORRY**

**4** Choose the correct forms to complete the conversation.

**Mazen** Are you doing / Do you do anything really special for your graduation tomorrow?  
**Osama** Yes, I am / I do. We're ~~meeting~~ / going to meet in the mall at seven. Then we're ~~having~~ / going to have a meal at my favourite restaurant. I booked a table for six. I'm ~~having~~ / going to have ~~mansaf~~.  
**Mazen** What are you ~~doing~~ / going to do after dinner? Not going home, I hope?  
**Osama** At nine we're ~~going~~ / going to go bowling. After that, who knows?  
**Mazen** Are you looking forward to graduating?  
**Osama** Yes, there are so many things you can do. I'm ~~travelling~~ / going to travel abroad.  
**Mazen** Are you ~~starting~~ / going to start your own business?  
**Osama** No, I ~~am not~~ / don't! Not yet! I'm going to travel first!

**5** Complete the text with the Present Continuous or going to and the verbs in brackets.

It's my little brother's tenth birthday tomorrow. In the morning mum and dad ~~are taking~~ (take) Nader and his friends to a rock climbing gym. They \_\_\_\_\_ (climb) walls and play games. Then at one o'clock they \_\_\_\_\_ (eat) lunch in a Chinese restaurant. Nader says he \_\_\_\_\_ (eat) a lot! He loves Chinese food. After lunch at about four o'clock our grandparents \_\_\_\_\_ (come) to eat some birthday cake. Nader \_\_\_\_\_ (open) his presents and I \_\_\_\_\_ (take) lots of photos.

**USE OF ENGLISH**

**2** Complete the text with one word in each gap.

**3** STRATEGY / Open cloze

Read the whole text first to get an idea of what it is about. Try to understand as much as you can while ignoring the gaps. Then do the task.

This is ~~going~~ to be a great year and it starts today with my graduation. My college friends and I are \_\_\_\_\_ from college this afternoon at one o'clock. My dream is \_\_\_\_\_ true. I'm really \_\_\_\_\_ about it, of course, but I'm a bit nervous too. I'm sure everything \_\_\_\_\_ be alright, though. We're going to \_\_\_\_\_ the graduation ceremony at one o'clock and then at three o'clock we are \_\_\_\_\_ to start our graduation dinner!

**7** SPEAKING

In pairs, look at two photos showing family life. Student A, describe photo 1. Student B, describe photo 2. Then answer the questions below.

1 How do you think the people are feeling?  
2 What is going to happen next?

**8** WRITING

Do the task below.

You receive an invitation from a relative who lives abroad to spend two weeks in July at his/her grandparents' house at the seaside. Write a reply to your friend in which you:

- thank him/her for the invitation
- accept the invitation
- say how you plan to get there
- ask your relative what to take with you

- 6

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

Self-assessment

06

**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 the Present Continuous and going to to talk about future arrangements and intentions.	Student's Book pp. 4-5	
2 I can work out the meaning of new words in a text and talk about procrastination.	Student's Book pp. 6-7	
3 I can use going to and will to talk about future predictions.	Student's Book p. 8	
4 I can understand the main points and identify specific information in a talk and talk about pessimism and optimism.	Student's Book p. 9	
5 I can describe people's appearance and emotions using adjectives with -ed and -ing endings.	Student's Book p. 10	
6 I can make predictions about the future.	Student's Book p. 11	
7 I can write a reply in an email or letter accepting or declining an invitation.	Student's Book pp. 12-13	

**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	Expressions and phrases I liked





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 62 and 63 with the Literature Spot on *David Copperfield*.

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 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

David Copperfield

1 In pairs/groups, discuss the questions.

1 Have you read *David Copperfield*, *Great Expectations* and *Oliver Twist* or seen the film versions? The main character in each story is a young boy. What else do they have in common?

2 Why is it important to read classic novels like these ones? What classic novels are important in your country?

2 Read the Fact box and the text quickly. What do Charles Dickens and *David Copperfield* have in common? Give examples from the text.

FACT BOX Charles Dickens

Charles Dickens came from a very poor family. But he became one of the most successful British writers of all time. He wrote many stories during the 1800s including *David Copperfield*. Most of them were published in magazines which was normal at that time. *David Copperfield* tells the story of David from his birth to later life.

3 Read the text again. Decide if statements 3-6 are true or false. Correct the false statements.

1 ☐ David Copperfield went to Yarmouth alone.

2 ☐ Peggotty hadn't seen her cousin for a long time.

3 ☐ Ham's house is on a beach.

4 ☐ Ham's house looks like a boat.

5 ☐ David Copperfield sometimes felt like he was on a boat because he could smell fish.

6 ☐ Emily is Ham's niece.

4 Check the highlighted adverbs in the text. Then, in pairs, choose the correct adverbs in sentences 1-6. Say if the sentences are true for you.

1 My classmates always talk patiently / cheerfully until the teacher arrives.

2 I think it's incredibly / quietly difficult to learn a new language.

3 I spend a lot of time sitting at home excitedly / quietly and reading.

4 I laugh nervously / cheerfully and speak too incredibly / quickly whenever I meet someone new.

5 Even when I'm really hungry I wait patiently / quickly for my family to sit down before I start eating.

6 I always open my presents nervously / excitedly.

5 

LS1.1 Listen to Jaber and Issa discussing the story *David Copperfield* and match the characters to the information.

☐ The Micawber family

☐ Betty

☐ Dora

a helps David go to school

b becomes David's wife

c gives David a place to live

6 

LS1.1 Listen again and complete the sentences with one word in each gap.

1 Jaber would prefer a comedy film.

2 Issa thinks that stories about the past are not always \_\_\_\_\_.

3 Issa explains that David has problems with \_\_\_\_\_ when he lives in London.

4 Issa thinks we should all remember to be \_\_\_\_\_, generous and honest.

5 One reason Issa finds the story interesting is that some people think it's actually about the \_\_\_\_\_.

6 Issa doesn't want to tell Jaber about the \_\_\_\_\_ of the film.

7 SPEAKING In pairs, discuss the questions.

1 Do you enjoy watching films or reading books about the past? Why/why not?

2 In many ways, David's life is very normal. Do you think everyone's life can make an interesting story? Or only people who lead an extraordinary life?

8 REFLECT | Values What qualities are most important in a person? Look at the list of things in the box and add your own ideas. Then discuss in groups.

kind

honest

generous

brave

intelligent

funny

popular

confident

\_\_\_\_\_

\_\_\_\_\_

9 WRITING TASK Imagine you are David and you are on holiday at Yarmouth with Peggotty. Write a postcard to a friend describing your time and how you feel.

FROM PAGE TO LIFE

Over the years there have been many film and TV adaptations of *David Copperfield*, with some even made only for children. In these versions some of the characters are cut to make the story more enjoyable for young viewers.

GLOSSARY

thrilled - extremely pleased and excited

array of - a large number of

barge - a long boat with a flat bottom, designed for rivers and canals

generous - ready to give to other people, especially money, time or help

miserable - very unhappy

One day, our servant Peggotty asked me to go and stay with her at her brother's house in Yarmouth, which was by the sea.

'Oh, yes!' I said, **cheerfully**. 'Will mother come?'

'No, my dear,' said Peggotty **quietly**. 'She'll stay with Mrs Grayper. She won't be lonely.'

So Peggotty and I travelled by coach to Yarmouth alone.

It stopped outside a grand hotel and Peggotty's cousin, Ham, was waiting **patiently** to meet us. Peggotty was thrilled to see him.

'Ham!' she said **excitedly**. 'You look so much taller!'

He was a strong young man, six feet tall, with fair hair. He was friendly but shy. We weren't staying at the hotel, so Ham put me on his back and carried our luggage under his arm. We went past several boatyards and finally came to a wide beach with an array of boats on the sand.

'There's our house, Master Davy,' said Ham.

I couldn't see a house anywhere, but there was a large black barge, or some other kind of old boat, sitting high and dry on the ground.

'Is that it?' I said **nervously**. 'That ship-looking thing?'

'That's it, Master Davy,' said Ham.

And I noticed that there was a door and windows in the barge.

Mr Peggotty and Ham were fishermen and the little house smelled of fish, but it was **incredibly** clean inside. Sometimes at night, I could hear the wind and the sea outside, and I began to think that I was sailing on a boat.

Mr Peggotty was a kind and generous man. His niece, Emily, lived with them. Like Ham's parents, her mother and father were both dead.

Emily was a pretty child and most days we collected shells or played on the beach. I loved being with her, and it was a wonderful holiday. I didn't want it to end.

But the time **quickly** came when Peggotty and I had to go home and I had to say goodbye to my new friends. I was miserable when I thought about leaving little Emily, and I promised to write to her.

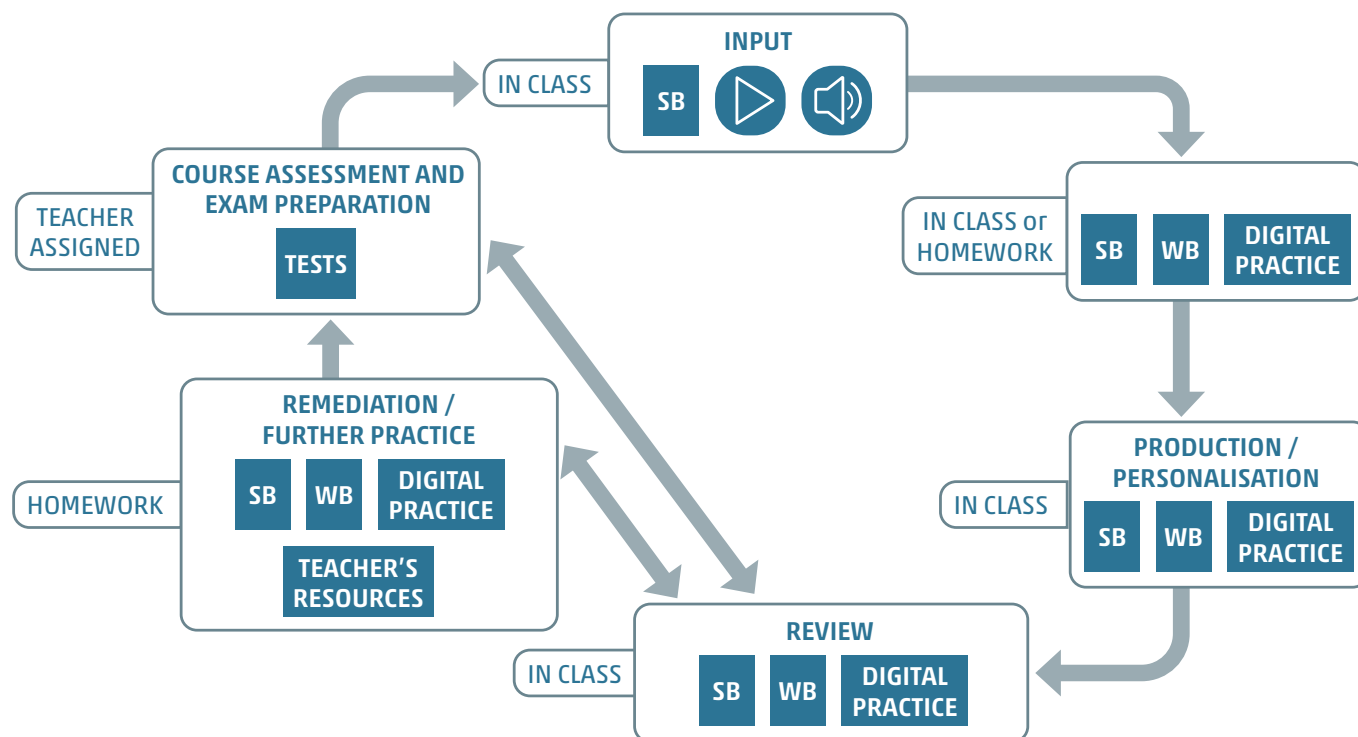
It seemed like a long journey home, but when I finally saw our house, I became excited about seeing my mother again.

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 into 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* and *Active Listening* boxes contain concise descriptions of such crucial sub-skills as understanding the main idea, finding specific information, differentiating fact from opinion, understanding the author's attitude, understanding links in a text and summarising. The descriptions are then followed by a series of practice exercises which help students apply and internalise a given strategy.

### GRADED EXAM TASKS

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

### EXAM STRATEGIES

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

### WRITING TASKS

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

### RESOURCES FOR SELF-STUDY

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

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

### EXAM CORRELATION

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

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

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



## HOW TO FLIP THE CLASSROOM WITH JORDAN HIGH NOTE

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

In English language learning, flipping the classroom means 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.

### VOCABULARY: WORD LISTS SECTION




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 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
<b>UNIT 6</b> <b>A new you</b>	Theme 1: SOCIETY	<p><b>Listening:</b> analysing main ideas and supporting details; summarising main points in announcements, information texts, narratives and short presentations; analysing the purpose of information presented and evaluating the motives behind it</p> <p><b>Speaking:</b> expressing opinions and points of view; discussing desires and plans; paraphrasing clearly and fluently what other students have said in class; practising debate in fun activities and games; debating regularly in a deliberative discussion as an innovative teaching strategy; using non-verbal clues (e.g. gestures, facial expressions, and eye contact) to clarify one's ideas</p> <p><b>Reading:</b> using note-taking strategies to record key ideas and specific details; providing a summary distinct from personal opinions or judgements; identifying the author's point of view or purpose and explaining how it is conveyed</p> <p><b>Writing:</b> applying knowledge of the conventions of English (spelling, punctuation, word choice, grammar); evaluating their writing using the agreed writing rubric</p> <p><b>Viewing and Presenting:</b> discussing personal experiences that connect with visual images; orally presenting and developing ideas and opinions on a variety of topics; using PowerPoint, Google Slides and Keynote to create presentations; examining texts and illustrations; identifying the relationship between visual and written information; presenting ideas using visual aids such as student-made posters, mind maps or charts; presenting information, conveying a clear perspective; making inferences from explicit and implicit information; understanding visual information by asking relevant questions and discussing intended meaning</p>	<p><b>Listening:</b> respond to critical thinking questions before, during, and after listening; analyse the main ideas and supporting details in an oral text and explain how they add to the topic; summarise main points in announcements, information texts, narratives, and short presentations; use resources (dictionaries, online search engines) to help construct meaning</p> <p><b>Speaking:</b> talk about events in the future using a variety of tenses; debating regularly in a deliberative discussion as an innovative teaching strategy</p> <p><b>Reading:</b> discuss, with a classmate, the meaning of an unfamiliar word and seek confirmation from teacher; assess their reading comprehension using different reading strategies such as monitoring; analyse unfamiliar words into their components (root, suffix, prefix) to guess their meanings; determine the meaning of words and phrases as they are used in a reading text; identify the author's point of view or purpose and explain how it is conveyed; provide a summary of a text distinct from personal opinions or judgements</p> <p><b>Writing:</b> practise writing different paragraphs (narrative, descriptive, persuasive); edit the final draft</p> <p><b>Viewing and Presenting:</b> demonstrate an understanding of visual information by asking relevant questions and discussing intended meaning; develop ideas and opinions on a variety of topics and orally present them; present ideas using visual aids such as student-made posters, mind maps or charts; use appropriate body language when presenting; clearly project voice when speaking, using intonation and pauses; give high-tech and visually well-rounded presentations</p>



## OVERVIEW

### Objectives: Grammar

- Tell when to use the Present Continuous and *going to* to talk about future arrangements and intentions (GSE 29 – A1).

### Vocabulary:

- Appearance: *to get in shape, to grow your hair/get a haircut, to take care of your skin, to work on your swimming skills*
- Personality: *bad-tempered, energetic, impatient, outgoing, sociable*

### Resources:

- SB: pages 4–5; Grammar Reference page 69
- TB: Culture Notes page 112
- Online resources: Photocopiable Resource 23

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Make sure students understand *appearance* and *look*. Ask students what people can do to change their appearance. Students can discuss this in pairs, then feed back to the class.

## PRESENTATION (10 minutes)

- (T-S, S-S, S-T) Exercise 1. Go through the questions with the class, then ask students to discuss the questions in pairs. Take whole-class feedback.

### Answers

Students' own answers

- (T-S, S-S, S-T) Exercise 2. Read the first sentence to the class and elicit which tense is used and why (*going to* because it is a plan that Asma has for the future). Ask students what other tenses they know for talking about the future. Students read the interview quickly and discuss the answers to the questions in pairs. Check answers with the class. You can refer to page 112 of the Teacher's Book for more information about spring cleaning.

### Answers

- Asma wants to take care of her skin.
- Hala wants to wear different colours and grow her hair.
- start doing sports and get in shape



- (T-S, S-S, S-T) Exercise 3. Go through the questions and make sure students understand *invite*, *turn down* and *invitation*. If students need extra support, allow them to read the conversation a couple of times before playing the recording. Play the recording and allow time for students to discuss their answers in pairs. Then check with the whole class.

### Answers

- She invites her to order food and watch a film.
- She's not keen on Shawarma and wants to study and do her exercises.

## PRACTICE (10 minutes)

(T-S, S-S, S-T) Exercise 4. Go through sentences 1–4 and elicit the verb phrases used to talk about future arrangements and intentions (*going to start, going to look, 's coming round, 're ordering*). Students work individually to match a–d with 1–4, then check their answers in pairs. Check answers with the class. Encourage them to say why they chose each answer.

### Answers

a 4 b 1 c 3 d 2

## PRODUCTION (15 minutes)

- (T-S, S-S, S-T) Exercise 5. Remind students that we use the Present Continuous to talk about actions happening now, as well as arrangements in the near future. Refer students to the interview on page 4 and the conversation in Exercise 3. They work in pairs to find more examples, using the Present Continuous. Monitor and offer help as necessary. Check answers with the class.

### Suggested answers

going to try wearing different colours, going to grow my hair a little longer, going to start doing sports, going to get fitter, going to work on her swimming skills, going to be more sociable, going to study harder, going to look for a job, going to cousin Lama's, going to stay at home

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

- (T-S, S-S, S-T) Exercise 6. Put students into pairs. Refer students to the rubric. Read through Hala's diary with the class. Ask students to ask and answer questions about Hala's plans. Monitor and offer help as necessary.

### Answers

Wednesday: Hala's going to Lama's house at 5 p.m. They're working on a school project.  
Thursday: She isn't going on a school trip to Petra because it's cancelled.  
Friday: She's going to a street festival with her mum and dad at 8 p.m.  
Saturday: She's going to visit the charity centre at 10.30 a.m.  
Sunday: She's studying with Asma. They're studying at 4 p.m.

## 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 diary like Hala's for the coming week, and then to write sentences about it.

## CONTINGENCY PLAN

There is a downloadable photocopiable resource number 23 to use.

## OVERVIEW

## Objectives: Grammar

- Extract key information from a linguistically complex text, if guided by questions (GSE 70 – B2+).
- Guess the meaning of an unfamiliar word from context in a linguistically complex text (GSE 72 – B2+).

## Resources:

- SB: pages 4–5
- WB: pages 4–5

## WARM-UP (10 minutes)

(T-S, S-T) Ask students what plans they have for this evening. They should answer using *going to*. Elicit answers from the class and have a class vote on which plan sounds most fun/interesting.

## PRACTICE (20 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Go through the example with the class. Point out that each 'a' sentence is a question, and each 'b' sentence is a matching answer. Students work individually to put the words in the correct order. They then compare answers in pairs. Check answers as a class.

## Answers

- 1 b** Yes, he is going to go jogging, too.  
**2 a** When are you going to get your hair cut?  
**2 b** I am going to grow it long.  
**3 a** Is your brother going to look for a new job?  
**3 b** Yes, he is.

- 2** (T-S, S-T) Exercise 2. Go through the completed first sentence with the class. Ensure they are clear that this is an example of a future intention (*FI*). Students should circle *A* (arrangement) or *FI* (future intention) for each sentence.

## Answers

- 1 FI 2 A 3 A 4 A 5 FI 6 FI**

- 3** (S-T) Exercise 3. Students should use their answers from Exercise 2 to complete the sentences with the correct form of the verbs given in the brackets.

## Answers

- 2 's cooking 3 are you meeting 4 're having**  
**5 'm going to run 6 's going to change**

- 4** (S-S, S-T) Exercise 4. Ask students to read the conversation carefully and think what the answers might possibly be, before they read options a–f. Ask students to read the conversation again and choose the correct answers. To check answers, ask for two volunteers to read the completed conversation aloud.

## Answers

- 2 f 3 a 4 e 5 b 6 d**

- 5** (T-S, S-T) Exercise 5. Remind students that we can use both *be going to* and the Present Continuous to talk about future plans and intentions, and that in some of these sentences both options are correct. Students work individually to choose the correct forms. Check answers as a class.

## Answers

- 1 both are possible 2 are going to lose 3 both are possible**  
**4 'm going to work 5 are you doing 6 are you going to give**

## PRODUCTION (5 minutes)

(T-S, S-T) Exercise 6. Students work individually to complete the conversation. Remind them to pay attention to the tense they use and to use the verbs in the box. When students have finished, ask for volunteers to model the conversation and check answers with the class.

## Answers

- 2 are you going to start 3 are going to buy**  
**4 Are you going to change 5 'm not going to eat**  
**6 'm going to become 7 are you doing**  
**8 'm getting/going to get**

## WRAP-UP (10 minutes)

(T-S, S-T) Ask students to think about other things Hussein could do to get fit. They write two or three intentions for Hussein. Check answers with the class.

## HOMEWORK

Ask students to write a conversation similar to the one in Exercise 6, about someone who wants to change their appearance.

## OVERVIEW

### Objectives: Reading

- Follow a discussion in which speakers use some phrasal verbs (GSE 68 – B2).
- Begin to use a repertoire of common phrasal verbs in routine situations (GSE 41 – B1).

### Vocabulary:

- Phrasal verbs: *be about to, carry on, check out, clear up, find out, get on, give up, go back, look for, put off*

### Resources:

- SB: pages 6–7; Word List page 64
- Online resources: Photocopiable Resource 24

## WARM-UP (5 minutes)

(S–S, S–T) Ask students to work with a partner. Tell them to imagine they have to do some difficult homework that will take a long time. Will they start it right away? Or will they leave it until the last minute? Students discuss in pairs. In feedback, ask each student to share one thing they talked about with the class.

## PRESENTATION (5 minutes)

- (T–S, S–S, S–T) Exercise 1. Draw students' attention to the photo and go through the questions. Make sure students understand *waste time*. Students discuss the questions in pairs, then report back to the class.

### Answers

Students' own answers



- (T–S, S–S, S–T) Exercise 2. Draw students' attention to the text and title. Tell them to quickly skim the article in order to get an idea of the gist. Students discuss the meaning of the word *procrastinator* using the tips in the Active Reading box. Check answers with the class. Ask students whether they identify with the author, or whether they are very different in their approach to studying.

### Suggested answer

A procrastinator is someone who keeps delaying things that need to be done.

## PRACTICE (25 minutes)

- (T–S, S–S, S–T) Exercise 3. Go through the *Active Reading* box with the class and reassure them that even native speakers do not always understand the meaning of every word in a text. Point out that in Exercise 2, they probably used some of these techniques without even realising it. Students work in pairs to add the underlined words to the lists. Check answers with the class. Explain to students that *Jordan* is a collective noun, which is why it's followed by a plural verb (*are*).

### Answers

Nouns: clutter, landing, Jordan  
Verbs: yells, ignore  
Adjectives: dreadful, sensible

- (S–S, S–T) Exercise 4. Students work in pairs to try to work out the meaning of the words. Fast finishers can try to use the words in full sentences.

### Answers

glance: look quickly, peckish: a bit hungry, squash: a soft drink, clutter: mess, yells: shouts, landing: an area of floor at the top of a flight of stairs, Jordan: The team of Jordan, ignore: pay no attention to, dreadful: awful, sensible: reasonable; using good judgement

- (T–S, S–T) Exercise 5. Explain that phrasal verbs are verbs + another word (often prepositions) that have a different meaning from the original verb, e.g. *carry* = *hold something in your hands and transport it*, but *carry on* = *continue*. Tell students to underline the phrasal verbs in the box that they can find in the text. The tips in the *Active Reading* box will help them work out the meaning. Students work individually to choose the correct verbs. Check answers with the class.

### Answers

1 give up 2 carry on 3 put off 4 clear it up 5 check it out

## 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.

- (S–S, S–T) Exercise 6. Students work in pairs to review their sentences in Exercise 5 and say if the sentences are true for them.

## PRODUCTION (5 minutes)

(T–S, S–S, S–T) Exercise 7. Students discuss the tips in groups and rank them from most to least useful. When taking feedback from the class, encourage students to justify their answers. Finally, ask volunteers to share ideas for additional tips. You could make a master list on the board with everyone's tips and then have a class vote to decide on the order of usefulness for all the tips.

### 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 message to the author of the blog they've read, giving advice on how to be less of a procrastinator.

## CONTINGENCY PLAN

There is a downloadable photocopiable resource number 24 to use.



## OVERVIEW

## Objectives: Grammar

- Use both *going to* and *will* to make predictions about the future (GSE 66 – B2).

## Vocabulary:

- Future predictions: *I'm going to, It's going to, it will be, you will, you won't*
- Optimism and pessimism: *optimist, pessimist*

## Resources:

- SB: page 8; Grammar Reference page 69; Word List page 64
- Online resources: Photocopiable Resource 25

## WARM-UP (5 minutes)

- 1 (T-S, S-T) Ask students if they know what an *optimist* and a *pessimist* are. Encourage students to provide a definition or give examples of behaviour for each type of person.
- 2 (T-S, S-T) Exercise 1. Read through the cartoons with the class. Ask students which verb forms are used to talk about the future (*Let's, 'll, won't, going to*). Ask students *What is funny about the cartoon?* (the woman who is optimistic in the first picture becomes a pessimist in the second picture, and vice versa). Finally, have a class discussion about whether students are usually optimistic or pessimistic. They should justify their answers with examples from their lives.

## Answers

Students' own answers

## PRESENTATION (10 minutes)

(T-S, S-S, S-T) Exercise 2. Go through the Grammar box and clarify as necessary. Point out that the sentences in Exercise 2 are from the cartoons in Exercise 1. Students work in pairs to match the sentences with the descriptions. Remind them to use the information in the Grammar box to help them. Check answers as a class.

## Answers

1 a 2 b

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

## PRACTICE (15 minutes)

(T-S, S-S, S-T) Exercise 3. Students work individually to complete the conversations, then compare their answers in pairs. They practise reading the conversations. To check answers, ask for volunteer pairs to model the conversations in front of the whole class.

## Answers

2 b 3 c 4 a

## PRODUCTION (10 minutes)

(S-S, S-T) Exercise 4. Put students in groups of mixed ability. Students talk about their future plans, using *going to* and *will*. When they have finished, ask students to report back on something they learnt about a member of their group.

## WRAP-UP (5 minutes)

(T-S, S-T) Ask students if they think it is possible to change our character: *Can an optimist become a pessimist, and vice versa?* Encourage students to justify their opinions.

## HOMEWORK

Ask students to find and bring some memes, anecdotes or jokes about being optimistic and/or pessimistic. Start the next lesson with these and encourage brief class discussion.

## CONTINGENCY PLAN

There is a downloadable photocopiable resource number 25 to use.

## OVERVIEW

### Objectives: Grammar

- Express an inference or assumption about a person's mood or emotional state (GSE 60 – B2).
- Express feelings (e.g. sympathy, surprise, interest) with confidence, using a range of expressions (GSE 61 – B2).
- Can use *going to* and *will* to talk about future predictions (GSE 66 – B2).

### Resources:

- SB: page 8
- WB: page 6

## WRAP-UP (5 minutes)

(T-S, S-T) Ask students to write three more predictions for the student driver in Exercise 1.

## HOMEWORK

Ask students to write a mini-conversation like the ones in Exercise 3 using their own ideas.

## WARM-UP (10 minutes)

(T-S, S-S) Ask students whether they are going to learn to drive in the future. Have a class discussion about what might be difficult or challenging about learning to drive. If students do not plan to learn to drive, ask them why not, and what forms of transport they intend to use instead, giving justifications for their answers.

## PRACTICE (20 minutes)

- 1 (T-S, S-T) Exercise 1. Remind students to use *going to* or *will*. Students work individually to complete the sentences. Check answers with the class.

### Answers

2 will buy 3 will probably phone 4 is going to crash  
5 will not pass 6 will be

- 2 (T-S, S-S, S-T) Exercise 2. Students complete the conversation with the correct form of the verbs in brackets. Remind them to think about all the different ways of expressing plans and intentions in the future. They compare answers in pairs. To check answers, ask for volunteers to model the completed conversation for the class.

### Answers

2 will start 3 they will look 4 will probably look  
5 are eating 6 are we having 7 will be

## PRODUCTION (10 minutes)

(T-S, S-T) Exercise 3. Students work individually to complete the sentences using the correct form of the verb from the box. Check answers as a class, encouraging students to justify why they used a particular tense.

### Answers

2 she'll say 3 will you start 4 I'll probably wait  
5 They're putting on 6 It will probably be  
7 it's going to rain 8 it will stop 9 he's flying  
10 sure he'll have

## OVERVIEW

## Objectives: Listening

- Express an inference or assumption about a person's mood or emotional state (GSE 60 – B2).
- Understand jokes (GSE 59-66 – B2).

## Vocabulary:

- Describing feelings: *adore, can't stand, don't care, feel excited about, feel like, feel positive, hate, looking forward to*

## Resources:

- SB: page 9; Word List page 64; Communication page 75
- Online resources: Photocopiable Resource 26

## WARM-UP (10 minutes)

(T-S, S-T) Ask students to share the memes, anecdotes or jokes they researched at the end of Lesson 3A about being optimistic/pessimistic with the class. Ask students whether they have ever heard the expression *glass half full*.

## PRESENTATION (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to describe what they can see in the photo, and what they can say about the glass of water. Write any ideas students suggest on the board. Students then discuss further in pairs, before looking at page 75 to check. Ask volunteers to say whether they are an optimist, a pessimist or a realist. Their classmates can disagree, but must be able to say why.

## Answers

Students' own answers

## PRACTICE (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 2. Go through the statements with the class and check students understand *identical twins, personalities* and *life experiences*. Students discuss the six points. Tell students not to mark their answers yet. Play the recording for students to write their answers, then check answers as a class.

## Answers

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



## Audioscript 6.3

S = Speaker

- S:** Thanks ... I'm going to start with a joke. Scientists did an experiment with two six-year-old twins. One was a pessimist and the other an optimist. They put the pessimist in a room full of wonderful toys. And the optimist in a room full of rubbish. When they checked on the pessimist, she was upset. She wasn't playing with the toys. 'I'm afraid I'll break them,' she said. When they checked on the optimist, she was delighted. She was happily looking through the rubbish. 'I know I'll find a good toy in here somewhere,' she said. The joke shows that optimists see the good side in every situation.

Scientists often study identical twins to find out about personality differences. Sometimes one twin is cheerful while the other feels miserable. The optimist feels positive about life, adores challenges and looks forward to trying new things. The pessimist feels negative, is afraid of challenges and can't stand trying new things. But why are they so different? Why are some people optimists and others pessimists?

Studies show that people with more electrical activity in the left side of their brains tend to be self-confident and optimistic. And people whose right brains are more active are more cautious, insecure and pessimistic.

But we also know that life experiences influence our personalities. That may explain, by the way, why older people are often more pessimistic than younger people.

We need love and affection when we're growing up. If a baby's parents are tense or anxious, it can cause changes in the brain. And those changes make it more likely the child will grow up to be negative and pessimistic. If the parents are calm and happy, loving and affectionate, there's a better chance the baby will become a positive and optimistic adult.

Now, it's not all bad being a pessimist. There is at least one advantage. You won't feel disappointed so easily. If you never expect your football team to win, they'll never let you down.

However, pessimists suffer more from anxiety and that can cause bad health and stress. In one long-term study a group of young adults completed a questionnaire about their jobs, their health, their family and their attitudes to growing older. The study showed that the optimists lived about seven and a half years longer than the pessimists.

What's more, pessimists aren't usually as successful as optimists. If you believe you'll succeed, you have a good chance of doing something important with your life. But if you believe you'll fail, you probably will fail.

The good news is you can change. Pessimists can learn to be less negative. How? Well, studies show that physical exercise or yoga can help people to ...

- 2** (T-S, S-T) Exercise 3. Play the recording, twice if necessary, for students to answer the questions. Ask students whether they agree with what the speaker says.

## Answers

- 1** It's better to be an optimist.  
**2** People who are too optimistic may take unnecessary risks or waste time with impossible dreams.

## Audioscript 6.4

S = Speaker

- S:** So, to sum up, it seems obvious it's better to be an optimist than a pessimist. However, it's important to find a balance between optimism and realism. If you're too optimistic, you might take unnecessary risks or waste your life chasing impossible dreams. It's clear that optimists aren't always realistic. Luckily, many optimists often try very hard to be. And to show that's true, I'm going to finish with another joke. A pessimist meets an optimist. The pessimist says, 'Things are bad, so bad they couldn't get any worse.' The optimist replies, 'They could, my friend. They really could.' Thank you.





- 3** (T-S, S-T) Exercise 4. Play the recording, and give students time to write down what they hear. Check answers as a class. Ask students whether they think this joke is funny and why/why not.

## Audioscript 6.5



A pessimist meets an optimist. The pessimist says, 'Things are bad, so bad they couldn't get any worse.' The optimist replies, 'They could, my friend. They really could.'

## PRODUCTION (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 5. Check students understand the meaning of the highlighted phrases. Students work in pairs to discuss the sentences and change the ones they do not think are true about their partner. Students then change partners. They decide if the sentences are true about their new partner. If not, they make them true and check their guesses.

### Answers

Students' own answers

- 2** (T-S, S-S, S-T) Exercise 6. Students work in pairs to say if the sentences in Exercise 5 are true for them. If they're not, they should change them so that they are true. Sentences could be shared with the class.

### Answers

Students' own answers

- 3** (T-S, S-S, S-T) Exercise 7. Ask students to work in pairs. Refer students to the rubric. Read the three situations to the students. Ensure they are clear that they use the situations to make predictions positively or negatively. Take turns. Ask students to share example sentences with the class and ask how they can tell if the person is an optimist, a pessimist or a realist.

### 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

If your students have Internet access, get them to find more sayings or collocations that relate to being optimistic/pessimistic. They can discuss them in groups at the beginning of the next lesson.

## CONTINGENCY PLAN

There is a downloadable photocopiable resource number 26 to use.

## OVERVIEW

## Objectives: Listening

- Understand references to the weather and weather words (GSE 67–75 – B2+).
- Recognise how weather affects moods (GSE 59–66 – B2).

## Resources:

- SB: page 9
- WB: page 7

## WARM-UP (5 minutes)

(T-S, S-T) Ask students to describe the weather today, and how it makes them feel. Have a class discussion about how weather can affect our mood.

## PRACTICE (5 minutes)

(T-S, S-S, S-T) Exercise 1. Explain that students do not need to understand every word they hear when listening to an audio track in order to be able to complete an exercise. Very often they will be able to guess the meaning of a word from context and get a general understanding of the gist of a recording. Students can work in pairs to choose their answers. Point out that there is one word they do not need. Check answers with the class.

## Answers

2 suffer from 3 depression 4 disorder 5 mood swings

## PRODUCTION (20 minutes)



**1** (T-S, S-T) Exercise 2. Ask students to call out as many words as they can think of containing the letters *th*. Write them on the board. Ask students to quickly guess how the words are pronounced. Go through the *Active Pronunciation* box and model the pronunciation of the two words, encouraging students to exaggerate the *th* sounds when they copy you. Play the recording as many times as necessary and drill the pronunciation chorally until students are confident.



**2** (T-S, S-S, S-T) Exercise 3. Go through the sentences with students, then ask students to work in pairs to practise saying the sentences aloud and decide which *th* sound the underlined words contain. Play the recording for students to check. Check answers with the class.

## Answers

1 ð 2 θ

**3** (S-S, S-T) Exercise 4. Students work individually to write the words in the box in the correct place, and check their answers in pairs. Play the recording for students to check. Check answers with the class, paying attention to students' pronunciation of the *th* sounds.

## Answers

1 θ: toothpaste, thrilled, throw  
2 ð: clothes, mother, smooth, sunbathe

## Audioscript 6.8

clothes  
mathematics  
mother  
smooth  
sunbathe  
thrilled  
toothpaste  
throw



**4** (T-S, S-S, S-T) Exercise 5. Write *the beginning* and *the autumn* on the board and ask students to say them out loud. Do they notice any difference in the way they naturally pronounce the word *the*? Play the recording and have students repeat the sentence, pointing out that *the* in *the beginning* has a short/weak sound while *the* in *the autumn* has a long/strong sound. Elicit the pronunciation rule from the class. Drill the two different forms of *the* until students are confident.



## Answers

Before a consonant sound, *the* is pronounced in the weak form /ðə/. Before a vowel sound, *the* is pronounced with a strong sound /ði:/.

## WRAP-UP (5 minutes)

Go back to the list of words containing *th* that you wrote on the board at the beginning of the lesson. Ask students how they would now pronounce them. Ask students which words they are still unsure about and model pronunciation.

## HOMEWORK

Students can record themselves at home pronouncing some of the words containing *th* from this lesson. Encourage them to listen back to the recordings, in order to identify areas where they can improve.

## OVERVIEW

### Objectives: Grammar

- Distinguish between *-ing* and *-ed* and form adjectives: *amazing/amazed, boring/bored, relaxing/relaxed, worrying/worried* (GSE 67–75 – B2+).

### Vocabulary:

- Pronunciation of description words: *beard, eyebrow, fair, nice, pale, shoulder, smile, square, straight, toe*
- Feelings and emotions adjectives: *amazed, bored, delighted, depressed, disappointed, excited, exhausted, frightened, interested, pleased, relaxed, stressed, surprised, worried*

### Resources:

- SB: page 10; Word List page 64
- Online resources: Photocopiable Resource 27

## WARM-UP (5 minutes)

(T-S, S-T) Ask students what adjectives they can remember to describe people's personalities. Write their suggestions on the board. You could ask students to say whether the words describe positive or negative characteristics.

## PRESENTATION (10 minutes)

- (T-S, S-T) Exercise 1. Draw students' attention to the photos. Have a class discussion about what the people might be like. They can use the adjectives in the yellow box on page 10, as well as any other words you wrote on the board during the Warm-up.

### Answers

Students' own answers

- (T-S, S-S, S-T) Exercise 2. Check students understand all the words in the box. Students work in pairs to say the words aloud and try to decide which column they belong in. Point out that they need to pay attention to the vowel sounds in the words. Play the recording for students to check and update their answers. Check answers with the class. If there are any words students are struggling to pronounce, drill them chorally.

### Answers

/eɪ/ → pale, straight  
/aɪ/ → nice, smile  
/eə/ → fair, square  
/aʊ/ → eyebrow  
/əʊ/ → toe

## Audioscript 6.10



/ɪə/ → ear, beard  
/eɪ/ → face, pale, straight  
/aɪ/ → eye, nice, smile  
/eə/ → hair, fair, square  
/aʊ/ → mouth, eyebrow  
/əʊ/ → nose, toe

- (S-S, S-T) Exercise 3. Students work in pairs. Play the recording for students to match the people with the descriptions. Check answers with the class.

### Suggested answers

2 Alia 3 Hisham 4 Eman 5 Jaber 6 Dana 7 Hala  
8 Habib

## Audioscript 6.11



- He's got a beard.
- She's got a nice smile.
- He's got dark curly hair.
- Her eyebrows are thin.
- He's got a very smart beard.
- She's got fair skin and beautiful brown eyes.
- She looks tired.
- He has a grey moustache.

## PRACTICE (15 minutes)

- (S-S, S-T) Exercise 4. Students work in pairs to describe the people in the photos. Monitor during the activity and offer support as necessary. You may also want to note down some common errors for correction at the end. Ask one or two volunteers to present their descriptions to the whole class. Their classmates need to guess the name of the person they are describing.

### Answers

Students' own answers

- (S-S, S-T) Exercise 5. Students work in pairs to discuss the adjectives which describe the people in the photos. They should use the example script in the book to structure their responses.

### Suggested answers

Hisham – bored  
Alia – delighted/pleased  
Eman – surprised/amazed/excited  
Habib – surprised/amazed  
Hala – disappointed/exhausted  
Ibrahim – worried/stressed  
Jaber – excited/pleased/relaxed  
Dana – intense/beautiful

- (T-S, S-S, S-T) Exercise 6. Go through the *Watch Out!* box with the class. Point out that adjectives generally end either in *-ing* or *-ed*. Ask students to call out adjectives they can think of with these endings, and write them on the board in two lists. Ask them which list describes how we feel (adjectives ending in *-ed*) and which list describes people, things or situations (adjectives ending in *-ing*). Students then complete the sentences in pairs. Check answers with the class. You could ask fast finishers to write some more sentences using the adjectives on this page.

### Answers

2 worried 3 relaxing 4 amazed

# 06 LESSON 5A VOCABULARY (SB)

## PRODUCTION (10 minutes)

(S-S, T-S) Exercise 7. Some students may feel uncomfortable talking about their emotions, so explain that they can always talk about something or someone fictional if they prefer. Students take it in turns to talk about their feelings, using the words from Exercise 5. Monitor during the activity and offer support as necessary. You may also want to note down some common errors for correction at the end. If any volunteers are willing to share their discussion with the class, they can repeat it for their classmates.

### Answers

Students' own answers

## WRAP-UP (5 minutes)

Say some sentences that describe a feeling. Students have to guess which adjective best describes the feeling (e.g. *I watched the football match with my brother last night. It was so slow and the score was 0-0. Answer = boring*).

## HOMEWORK

Students choose five adjectives and write true sentences about themselves or people they know.

## CONTINGENCY PLAN

There is a downloadable photocopiable resource number 27 to use.

## OVERVIEW

### Objectives: Grammar

- Distinguish between *-ing* and *-ed* and form adjectives (GSE 67–75 – B2+).

### Vocabulary

- Feelings and emotions: *boring, disappointed, exciting, exhausted, interesting, relaxing, surprising, worried*

### Resources:

- SB: page 10
- WB: page 8

## HOMEWORK

Students use the paragraph they created during the Wrap-up to create a gapped text like the one in Exercise 3. At the beginning of the next lesson, they give their text to a new partner to complete.

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students what adjectives they can remember from the Student's Book. Tell students to work in pairs to write no more than five sentences containing *-ed* and *-ing* adjectives. Check answers with the class.

## PRACTICE (25 minutes)

- (S-S, S-T) Exercise 1. Students work in pairs to choose the correct answers. Check answers with the class. Fast finishers could write sentences using the unused adjectives from the options.

### Answers

1 c 2 a 3 b 4 a

- (T-S, S-S, S-T) Exercise 2. Check students remember the difference between *-ed* and *-ing* adjectives. Students work in pairs to complete the sentences. Check answers with the class.

### Answers

2 boring 3 exciting 4 exhausted 5 worried

- (T-S, S-T) Exercise 3. Remind students to think carefully about which ending to use with the adjectives. Students work individually to complete the texts, then check their answers in pairs. Check answers with the class.

### Answers

2 disappointed 3 boring 4 frightened 5 relaxing  
6 interesting 7 bored 8 surprised

## PRODUCTION (10 minutes)

(T-S, S-S) Exercise 4. Students write a short paragraph about two of the things or situations given in the Workbook and describe how they make them feel using adjectives from the lesson. Monitor students during the activity and offer support as necessary.

## WRAP-UP (5 minutes)

(S-S, S-T) Students work individually and use their ideas from Exercise 4 to talk about the things and situations they chose. They swap their paragraphs with their partner and give feedback on things they like about the writing and things that could be improved. Finally, one or two volunteers read their paragraphs out to the class.

# 06 LESSON 6A SPEAKING (SB)

## OVERVIEW

### Objectives: Speaking

- Express opinions of probability (GSE 67–75 – B2+).

### Vocabulary:

- Driving tests: *driving test, drove, theory test*
- Expressing probability: *almost, certainly, definitely, I don't think, I think, maybe, might, perhaps, possible, probably, something will, sure, very likely, won't, you may/might*

### Resources:

- SB: page 11; Word List page 64

## WARM-UP (5 minutes)

(T-S, S-S) Exercise 1. Draw students' attention to the two photos. First, ask students to describe what they can see (*driving a car, talking to friends, etc.*). Elicit that the girl is taking a driving test in the photo on the right. Then ask students to imagine how she might be feeling (*nervous, anxious, worried, scared, etc.*).

### Suggested answer

In the photo on the right a girl is driving a car. Perhaps she's taking a driving lesson or taking her driving test. The girl feels anxious/nervous/worried/stressed. In the photo on the left the girl is with a group of friends and looks much happier, perhaps she passed her driving test.

## PRESENTATION (20 minutes)

- 1** (T-S, S-T) Exercise 2. Go through the statements with the class and check students understand *look forward to, sit a test* and *funny*. Encourage students to underline key words in the questions in order to help them when listening for the answers. Play the recording for students to choose their answers. Check answers with the class.

### Answers

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



## Audioscript 6.12

E = Eman N = Nour H = Heba

- E:** Hey, Heba.  
**N:** Hi!  
**H:** Hi.  
**E:** What's up with you?  
**N:** Yeah, you seem anxious.  
**E:** What are you worried about?  
**H:** I'm sitting my driving test tomorrow morning and I don't think I'll pass.  
**E:** I thought you passed the theory already?  
**H:** Yeah, I did but it's the practical test. In the town centre!  
**N:** Oh, thanks for telling me. I'll definitely stay away from the High Street tomorrow morning. Ow! I'm just joking.  
**E:** Don't worry about it, Heba. I'm sure you'll pass ... Well, probably pass.

- H:** I'm sure I won't pass. Something will definitely go wrong. I probably won't manage to start the car or maybe I'll drive into a tree.  
**N:** No, Heba. You almost certainly won't drive into a tree. You may drive into a lamppost or ... Ow!  
**H:** Do you think it'll be sunny tomorrow?  
**E:** It might be sunny, yes.  
**N:** No, on the weather forecast, they said it'll definitely rain tomorrow. It's possible there'll be a bad storm.  
**H:** Oh! I hate driving in the rain!  
**N:** Ow! Stop it!  
**H:** Oh, I'm sure it'll be a complete disaster.

- 2** (T-S, S-S, S-T) Exercise 3. Go through the Speaking box with the class and ask students if they can think of any other phrases to add to the table. If you have time, students can work in pairs to predict words that might fit in the gaps in the sentences. Play the recording again for students to complete the sentences. Check answers with the class.

### Answers

- 2 definitely  
 3 sure you'll, probably  
 4 won't, will definitely, probably won't, maybe  
 5 almost certainly, may  
 6 might  
 7 definitely, possible  
 8 sure

## PRACTICE (5 minutes)

(S-T) Exercise 4. Students work in groups. Each student takes it in turns to say whether they think Heba will pass or fail her driving test. Each student should use a different phrase for expressing probability. Then play the recording for students to see if they guessed correctly.

### Answers

Students' own answers

## Audioscript 6.13

Ex = Examiner H = Heba E = Eman

- Ex:** Turn left here, please. And turn right at the traffic lights. Park here, please.  
**H:** Here?  
**Ex:** Yes, please.  
 —  
**Ex:** OK, Heba. You did very ...  
**H:** Hello!  
**E:** Hi, Heba! How was your test? Did you pass?  
**H:** I think so, yes! Oh!  
**Ex:** I'm sorry.  
**H:** 'Serious fault – spoke on telephone while in control of vehicle ...' I'll call you back.



### PRODUCTION (10 minutes)

(S-T) Exercise 5. Students research the probability of a type of weather happening in the local area over the next week. They make a short presentation to the class, ensuring they use expressions of probability.

### WRAP-UP (5 minutes)

(S-S, S-T) In pairs, students choose one phrase from each section of the Speaking box each and make predictions about their partner. They then share and discuss their sentences. Does their partner agree with them?

### HOMEWORK

Ask students to think about the last event they went to and make notes. When was it? What was the occasion? How were they invited? Did they have a good time? You could also ask them to bring photos if they have them. Start the next lesson by putting students in groups to tell each other about their events.

### CONTINGENCY PLAN

Students could write about the predictions they made from the Wrap-Up exercise, taking into consideration their partner's feedback.



# 06 LESSON 7A WRITING (SB)

## OVERVIEW

### Objectives: Writing

- Write an informal invitation: give a title, give a place, date, time and contact details, encourage people to accept it (GSE 43–50 – B1).
- Respond to an informal invitation in writing: say thank you, confirm, check arrangements, decline, say why (GSE 43–50–B1).

### Vocabulary:

- Invitations and events: *able to come, do I need to bring anything, hope you can make it, I'm delighted to accept, I'm having a graduation dinner, I was thrilled, reply to an invitation*
- Future arrangements and intentions using Present Continuous: *going to, might, will, won't*

### Resources:

- SB: pages 12 – 13; Word List page 64
- Graphic Organiser for this unit

## WARM-UP (5 minutes)

(T-S, S-T). Read Muna's email on page 12. Discuss the question as a class. If students did the homework from Lesson 6A in the Student's Book and brought in photos, they can show these to each other and discuss them in small groups.

## PRESENTATION (10 minutes)

(T-S, S-S, S-T) Exercise 1. Tell students to quickly read the three emails and ask some gist questions to check (*Why is Muna having a dinner?* (to celebrate graduation). *What is Fadia doing on Friday?* (She's taking her driving test). *Where is Rola going?* (She's going to Amman). Then go through the Writing box with the class. Students work in pairs to look at each bullet point and decide whether the emails contain examples of these features. Check answers with the class, encouraging students to give examples of the features in the emails.

### Answer

yes

## PRACTICE (10 minutes)

- 1 (S-S, S-T) Exercise 2. Students work in pairs to find examples of the grammar points. Ask them what time frame the examples all relate to (the future). Check answers with the class.

### Answers

- 2 It's going to be great fun.
- 3 I'll definitely be there. I won't be able to make it.
- 4 I might be a little late.
- 5 We probably won't be back until very late.

- 2 (S-S, S-T) Exercise 3. Put students into groups to discuss their ideas. Monitor and offer support as necessary. When they have finished, take feedback from the whole class. Create a mind map on the board with the three questions as headings, and students' ideas for each one.

### Answers

Students' own answers

## PRODUCTION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 4. Point out that students should refer to the black bullet points in the Writing box, rather than the example phrases in blue. Students work in pairs to decide how the invitation could be improved, and then rewrite it. Ask one or two volunteers to read their invitation out to the class.

### Suggested answer

It doesn't have a subject or title; it isn't clear; it doesn't mention the time the event starts; it doesn't give a phone number or meeting place.

- 2 (T-S, S-S, S-T) Exercise 5. Go through the task to make sure students understand what they need to do. If you have time, students can work in pairs or small groups to brainstorm ideas for their invitation before they begin writing. Students write their invitation, then show it to a partner, who gives feedback on what they like about the invitation as well as what can be improved. Remind students to check they have included all the features from the Writing box. Students then rewrite their invitations, using their partner's feedback to help them.

## WRAP-UP (5 minutes)

(T-S, S-S, S-T) Students work in new pairs and share their invitations. Students can write their replies in class or as homework.

## HOMEWORK

Ask students to study and translate the word list for this lesson.

## CONTINGENCY PLAN

Students could write about one of the questions from Exercise 3.



## OVERVIEW

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

### Objectives:

- All language-related objectives from Unit 6.

### Resources:

- SB: Word List page 64; Grammar Reference page 69
- WB: pages 10-11; Self-Assessment 6 page 9
- Assessment: Unit 6 Language Test (Vocabulary, Grammar, Use of English)

## VOCABULARY AND GRAMMAR

Exercise 1.

### Answers

2 take up 3 build up 4 get 5 put on 6 take care of  
7 grow 8 get

Exercise 2.

### Answers

1 cheerful 2 tidy 3 energetic 4 self-confident  
5 affectionate 6 calm 7 cautious

Exercise 3.

### Answers

2 amazed 3 disappointing 4 delighted

Exercise 4.

### Answers

1 Are you doing 2 I am 3 meeting 4 having  
5 going to have 6 doing 7 going 8 going to travel  
9 going to start 10 'm not

Exercise 5.

### Answers

2 are going to climb  
3 are eating  
4 is going to eat  
5 are coming  
6 is going to open  
7 'm going to take

## USE OF ENGLISH

Exercise 6.

### Answers

2 graduating/going to graduate 3 coming/going to come  
4 excited 5 will 6 attend/have 7 going

## SPEAKING

Exercise 7.

### Answers

Students' own answers

## WRITING

Exercise 8.

### Answers

Students' own answers

## OVERVIEW

### Objectives:

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

### Resources:

- SB: pages 14–15

## WARM-UP (10 minutes)

(T-S, S-S, S-T) Exercise 1. Students work in pairs. They should read the three statements in the Student's Book and say how often each is true: often, sometimes or never. Allow time for students to talk. Discuss the statements with the whole class and take a vote on each.

### Answers

Students' own answers

## PRESENTATION (15 minutes)

- (T-S, S-T) Exercise 2. Refer students to the rubric. Read the three questions to the class so they know what to listen for during the recording. Play the recording. Allow students time to answer the questions and play the recording again if needed. Check answers as a class.

### Answers

1 Kareem 2 Kareem 3 Rashed



### Audioscript 6.14

K = Kareem R = Rashed

- K:** How are you doing, Rashed? Why didn't you come to Habib's house yesterday?
- R:** Hi Kareem. I couldn't. I mean, I really wanted to but when I realised I still had to do this project for my Geography class, study for a Biology test and write an essay for my English class, I got panicky and just knew I couldn't go. What about you? Are you prepared for today's classes?
- K:** Well, I knew I was going to Habib's house, so I did the Geography project on Friday. On Saturday morning I wrote the essay and then studied a bit for the Biology test in the afternoon. I did a quick revision yesterday morning to be sure I could go to Habib's.
- R:** Wow! Do you always plan everything like that, Kareem?
- K:** I do. I spend ten minutes a day on planning the next day and then I can do everything I need to.
- R:** Anyway, how was it?
- K:** It was really great. Habib's friends from the theatre club were there.
- R:** And did you make plans to see Habib's friends again?
- K:** Yep. We're going to the cinema on Thursday.
- R:** What?! You lucky thing! Why didn't I go! But wait a sec, are you meeting them on Thursday? We have to do this awful History project for Friday.

**K:** I know but everything is going according to my plan and I'm going to finish it on Wednesday ...

- (T-S, S-S, S-T) Exercise 3. Students work in pairs. Read the three statements to the class. Students should discuss whether they agree or disagree with each statement. Hold a class discussion. Can students give examples from their own experiences to support their opinions?

### Answers

Students' own answers

## PRACTICE (5 minutes)

(T-S, S-T) Exercise 4. Allow students time to read the three forum entries on page 14. Listen to any queries and resolve them. Students should choose a letter (A-E) to match the forum entries. Point out that there are two headings which will not be needed. Check answers as a class.

### Answers

1 C 2 B 3 E

## PRODUCTION (10 minutes)

(T-S, S-T) Exercise 5. Refer students to the rubric. Read the words and phrases from the box aloud. Allow students time to complete the *Life Skills* box, describing how to plan time effectively. Ask students to read a completed sentence to the class so that answers can be checked efficiently.

### Answers

2 energy 3 Break 4 important 5 relax 6 Tick off

## Audioscript 6.15

E = Expert

- E:** Do you sometimes think you don't have time to do all the things you want to do? Well, here are some tips to help you plan your day and, as a result, be less stressed and better organised.

First of all, it's a good idea to be systematic and spend some time on planning every day. Around three minutes in the evening is usually enough to make a list of things to do for the next day. It's better to keep your list short – no more than six to eight items as we don't deal well with long lists. So, be realistic and only write down the tasks that you have the time and energy to do. And remember, some things will take more time than you think, so always plan a little longer for your tasks.

For larger tasks, be sure to break these into smaller parts: 'revise for exams' sounds too general, but 'read History chapter six' or 'find pictures for Art project' are things you can actually do! Once you have listed the things to do, think about putting them in order of priority. To do this, group tasks together: are they very important, important or not so important? Then, decide if there are any urgent tasks, that is, you have to do them before a specific date. Obviously, you need to do the important and urgent tasks first. So, for example, it is important and urgent to revise for an exam the next day. Working on a longer-term project might be important but it is not urgent. Some tasks can wait as they are neither important nor urgent – such as



checking your social media. But, and this is important, do not forget to plan some time to relax too!

At the end of the day, check your list – tick off things you have done and add new ones. Create your plan for what you have to do the next day.

## WRAP-UP (5 minutes)

(T-S, S-T) Exercise 6. Go through the instructions with the students. This task will need to be completed at home over the next three days. Ensure students are clear what is required of them and that they should be ready to give a presentation to the class. Resolve any queries.

## HOMEWORK

Students should carry out the tasks given in Exercise 6 for the next three days.

## CONTINGENCY PLAN

Students could write their first to-do list for homework in class. They could share their lists with each other. *Does anyone have any top tips to share? Can anyone see any problems with the lists? Has anyone forgotten anything?* Share good practice with the class to ensure a high standard of work at home.

# 07 UNIT 7 MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 7 A job for life?	Theme 1: SOCIETY	<p><b>Listening:</b> analysing main ideas and supporting details; summarising main points in announcements, information texts, narratives and short presentations; analysing the purpose of information presented and evaluating the motives behind it; predicting content from context; identifying purpose and mood of the speaker based on verbal and non-verbal cues</p> <p><b>Speaking:</b> summarising texts; expressing opinions and points of view; paraphrasing clearly and fluently what other students have said in class; discussing desires and plans; talking about events using the Present Perfect and the Present Perfect progressive; practising debate in fun activities and games; debating regularly in a deliberative discussion as an innovative teaching strategy</p> <p><b>Reading:</b> analysing unfamiliar words into their components to guess their meanings; using note-taking strategies to record key ideas and specific details; providing a summary distinct from personal opinions or judgements; identifying the author's point of view or purpose and explaining how it is conveyed; using text-to-world connections to develop literacy skills and multi-cultural consciousness; capitalising on discourse markers to relate ideas within and among sentences</p> <p><b>Writing:</b> writing a coherent text of three or more connected paragraphs for a variety of purposes and audiences; applying knowledge of the conventions of English (spelling, punctuation, word choice, grammar); reviewing written texts for clarity, correctness and coherence; evaluate their writing using the agreed writing rubric</p> <p><b>Viewing and Presenting:</b> understanding visual information by asking relevant questions and discussing intended meaning; deducing why some features of the visual text have been chosen for a particular purpose and audience; discussing personal experiences that connect with visual images; making inferences from explicit and implicit information; examining text and illustrations identifying the relationship between visual and written information; orally presenting and developing ideas and opinions on a variety of topics; responding to open-ended questions related to the visual texts</p>	<p><b>Listening:</b> respond to critical thinking questions before, during and after listening; analyse the main ideas and supporting details in an oral text and explain how they add to the topic; summarise main points in announcements, information texts, narratives and short presentations; begin to identify stressed and unstressed syllables; distinguish facts from opinions and make inferences; use resources (dictionaries, online search engines) to help construct meaning</p> <p><b>Speaking:</b> talk about events in the present, past using a variety of tenses; talk about events using the Present Perfect and the Present Perfect Progressive; debate regularly in a deliberative discussion as an innovative teaching strategy</p> <p><b>Reading:</b> discuss, with a classmate, the meaning of an unfamiliar word and seek confirmation from teacher; capitalise on discourse markers (temporal, additive, causal) that tie ideas together within and among sentences; assess their reading comprehension using different reading strategies such as monitoring; provide a summary of a text distinct from personal opinions or judgements; determine the meaning of words and phrases as they are used in a reading text; identify the author's point of view or purpose and explain how it is conveyed</p> <p><b>Writing:</b> practise writing different paragraphs (narrative, descriptive, persuasive); revise written texts with a peer to enhance precision, clarity and correctness</p> <p><b>Viewing and Presenting:</b> realise that visual presentations have been created to reach out to a particular audience and influence the audience in some way; describe posters and media images and how they may affect people; discuss personal experiences that connect with visual images; examine text and illustrations identifying the relationship between visual and written information; clearly project voice when speaking, using intonation and pauses</p>



## OVERVIEW

### Objectives: Grammar

- Tell when to use the past simple and when to use the present perfect (BrE) (GSE 44 – B1).
- Use the present perfect with *already, ever, just, never* and *yet* (GSE 54 – B1+).

### Vocabulary:

- Jobs: *being paid, having interviews, part-time, start work, to find a job, work in a shop*
- Time expressions: *already, ever, just, never, yet*

### Resources:

- SB: pages 16–17; Grammar Reference page 70; Word List page 65
- Online resources: Photocopiable Resource 28
- Assessment: Grammar Quiz Lesson 7

## WARM-UP (10 minutes)

(T-S, S-S, S-T) Draw students' attention to the photo. Ask students to speculate about the photo, e.g. *What is the situation?* (The photo shows a young man shaking hands with someone in an office.), *Who are the people? How does the man feel?* (The man looks very happy. Perhaps the man got a job.)

Go through the conversation with the class. You may want to pre-teach *apply for a job, find a job, a proper job*. Students practise reading the conversation in pairs, and check their predictions. Check answers with the class.

### Suggested answers

The photo shows a young man shaking hands with someone in an office. The man looks very happy. Perhaps the man got a job.

## PRESENTATION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Ask students which tenses appear in the conversations (*Present Perfect, Present Simple, Present Continuous*). Student work in pairs to match the sentences with the rules. Point out that they need to match one of the sentences to two rules. Do not check answers yet.
- 2 (T-S, S-S, S-T) Exercise 2. Go through the Grammar box with the class then check answers to Exercise 1 as a class. Ask students to explain why the answers in Exercise 1 are correct (1 is a piece of news and we don't know exactly when it happened, 2 is a past action and we know when it happened).

### Answers

a 2 b 1 c 1

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

- 3 (T-S, S-S, S-T) Exercise 3. Tell students to look again at the conversation and find the sentences that contain the words in the box. Students work in pairs to decide whether the words are affirmative, negative or interrogative. Point out that one word can match two categories. Check answers with the class.

### Answers

affirmative: *already, just*  
negative: *never, yet*  
interrogative: *ever, yet, already*

## PRACTICE (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 4. Go through the *Watch Out!* box with students and answer any questions they have. Students then work in pairs to complete the conversation. Students practise saying the conversation aloud. To check answers, play the recording.

### Answers

- 2 has just left
- 3 flew
- 4 did he go
- 5 Did he find
- 6 started
- 7 lost
- 8 has already learnt
- 9 Have you found
- 10 haven't started
- 11 've never liked

## Audioscript 7.1



J = Jawad K = Khalil

- J: Have you heard the news? Nader has just left the country. He flew to Japan last night.
- K: Why did he go to Japan? Did he find a job there?
- J: No, he didn't get a job before he left, but he's looking for a job now. He started studying Japanese last month when he lost his job. He has already learnt a lot.
- K: Have you found a new flatmate yet?
- J: No, I haven't. I haven't started looking yet. Why?
- K: Well, I've never liked my flat and your flat is great, so ...

# 07 LESSON 1A VOCABULARY AND GRAMMAR (SB)

- 2** (S-S, S-T) Exercise 5. Students work individually to complete the questions and sentences. They then work in pairs to ask and answer the questions. Encourage students to ask follow-up questions to learn more about their partner. Check answers, then ask volunteers to tell the class something they learned about their partner.

## Answers

2 yet 3 yet 4 already 5 just 6 never

## PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 6. Give students two to three minutes to work individually and write their sentences. Make sure each student writes the same number of sentences (perhaps five). They then ask and answer their questions, scoring one point for each answer they guess correctly. The student with the most points at the end of the activity wins. Monitor and offer help as necessary.

## WRAP-UP (5 minutes)

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

## HOMEWORK

Students write five questions using the Present Perfect and Past Simple. At the beginning of the next lesson, they swap their questions with a classmate. Students then write answers to the questions they receive. Check answers with the class.

## CONTINGENCY PLAN

There is a downloadable photocopiable resource number 28 to use.



## OVERVIEW

### Objectives: Grammar

- Extract key information from a linguistically complex text, if guided by questions (GSE 70 – B2+).
- Use the past simple and the present perfect (BrE) (GSE 44 – B1).
- Use the present perfect with *already*, *ever*, *just*, *never* and *yet* (GSE 54 – B1+).

### Resources:

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

## WARM-UP (5 minutes)

(T-S, S-T) Ask students some questions using the Present Perfect (e.g. *Have you ever flown in an aeroplane? Have you ever had a Saturday job? Have you decided what career you want to do yet?*) and elicit answers. Elicit how we form the Present Perfect (*have* + past participle).

## PRACTICE (20 minutes)

- 1** (T-S, S-T) Exercise 1. Go through the example with the class. Point out that students need to use the word in brackets as well as the Present Perfect. Check that students understand *sack* and *pay rise*. Students work individually to rewrite the sentences. Check answers as a class.

### Answers

- 2** Has your dad ever sacked one of his employees?  
**3** I don't need a job. I've already got one.  
**4** I can't meet you now. I haven't finished work yet.  
**5** I've just heard about your pay rise. Congratulations!  
**6** Has Ali started his new job yet?

- 2** (S-S, S-T) Exercise 2. Go through the example with the class. Remind students to think about where to place *never*, *ever*, *already* and *just* in the sentence, as the words in brackets may not be in the order they need to use them. Students work individually to rewrite the sentences. Check answers as a class.

### Answers

- 2** has never worked  
**3** haven't decided  
**4** Has the business ever made  
**5** have never had  
**6** has already had  
**7** has just opened  
**8** Have the staff had

- 3** (T-S, S-T) Exercise 3. Go through the example with the class. Point out that students need to write a question as well as complete the short answers, and that not all the words they need are provided in the prompt. Students work individually to choose the correct forms.

### Answers

- 1** Yes, I have.  
**2** Has your mum ever told you to get a job? No, she hasn't.  
**3** Has your neighbour found a new job yet? No, he/she hasn't.  
**4** Has your boss taken on any more staff yet? Yes, he/she has.  
**5** Have your teachers ever talked to you about job interviews? Yes, they have.

- 4** (S-T, T-S) Exercise 4. Students should consider their week. They should write a short paragraph about what they have already done and what they haven't done yet.

### Answers

Students' own answers

- 5** (S-S, S-T) Exercise 5. Students work in pairs to match the parts of the sentences. Point out that there are two sets of sentences, A (questions) and B (statements). Check answers as a class. Fast finishers can write fictional answers to the questions in part A.

### Answers

**A** 1 c 2 a 3 b 4 d  
**B** 1 c 2 d 3 b 4 a

- 6** (S-S, S-T) Exercise 6. Students work individually to choose the correct forms to complete the sentences. Check answers as a class, encouraging students to explain why the option they chose is correct.

### Answers

- 1** Have you fed **2** worked **3** has never worked  
**4** already tidied **5** Have you ever had **6** did you do

## PRODUCTION (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 7. Go through the example with the class. Students work in pairs to complete the conversation. Point out that the prompts do not contain all the words they will need. Students practise saying the conversation in their pairs. To check answers, ask one or two pairs to read the conversation aloud.

### Answers

- 2** Yes, I have. **3** I sold ice creams last summer.  
**4** Really? Did you enjoy it? **5** Yes, I did. **6** It was great fun.  
**7** How long did you do it for?  
**8** I worked in the café for four weeks.  
**9** Was your boss nice? **10** No, she wasn't.  
**11** She wasn't very friendly.

- 2** (T-S, S-S, S-T) Exercise 8. Go through the example with the class. Students work in pairs to complete the sentences. Remind students to use the Present Perfect. Check answers with the class.

### Answers

- 2** haven't come **3** have already started

## WRAP-UP (5 minutes)

(T-S, S-T) Ask students to think about holiday jobs they would like to do. They work in pairs and talk about the jobs and why they would like to do them. Elicit ideas from the class.

## HOMEWORK

Ask students to write a conversation similar to the one in Exercise 7, about a summer job. In the next lesson, students can practise their conversations in pairs.

# 07 LESSON 2A GRAMMAR (SB)

## OVERVIEW

### Objectives: Grammar

- Tell when to use the present simple and when to use the Present Perfect (GSE 29 – A1).
- Use the Present Perfect with *for* and *since* to talk about a duration of time (GSE 54 – B1+).

### Resources:

- SB: page 18; Grammar Reference page 70
- Online resources: Photocopiable resource 29

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Draw students' attention to the photos and make sure students understand *web designer* and *lifeguard*. Students work in pairs to talk about the different jobs and their preferences. Elicit feedback from the class. You could hold a class vote to see which job is the most popular.

### Answers

Students' own answers

## PRESENTATION (5 minutes)

- 1** (T-S, S-S, S-T) Exercise 2. Tell students they should be able to guess which sentence matches which photo without listening to the recording. Ask students to identify the Present Perfect in sentences a–c (*'ve been*, *'ve loved*, *haven't had*). Students work individually to match the sentences with the photos, then compare their answers in pairs. Play the recording and check answers with the class.

### Answers

a 3 b 2 c 1



### Audioscript 7.2

T = Talal A = Ali F = Fawzi

- 1**
- T:** My dad worked for the same company for forty-five years. But ... nowadays it's hard to have a job for life. I've had sixteen jobs since I left school. I've worked as a tour guide, a waiter, a driver ... I've been self-employed since January. I've always been good with computers so now I'm a freelance web designer. The best thing about the job is that I can work at home. At the beginning, I didn't have many clients but I've been really busy recently. I'm my own boss but I haven't had a good break for weeks. I haven't made much money yet but things are looking good.
- 2**
- A:** I've loved Japan since I was a little kid, so when I finished my studies in Jordan, I came to work here. That was three years ago. At first, I taught Arabic. Then I worked in a hotel as a receptionist. That's where I really learned to speak Japanese. After that I got a job in a multinational company. I've worked here for ten months already; it's very different from home. It's interesting but I don't like everything. For a start, we work very long hours. I haven't had a holiday since I started!

**3**

**F:** When I left university, I decided to leave Dubai to go travelling. So, for the last fifteen months I've been a citizen of the world. I've served drinks in a café in Spain. I've taught Arabic in Italy and I've delivered pizzas on a motorbike in Germany. I've been in Australia since November and I've been a lifeguard on Bondi Beach for the last two weeks. I don't know when I'll go back to Dubai and get a 'proper' job. Maybe I won't. The thing is I haven't seen my family for a long time and I miss them.

- 2** (T-S, S-S, S-T) Exercise 3. Go through the Grammar box and *Watch Out!* box with the class. Ask students questions about the sentences in Exercise 2 to check understanding of *for* and *since*, e.g. *When did Fawzi move to Australia?* (in November) *How long is it since Ali had a holiday?* (weeks)

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

## PRACTICE (10 minutes)

(T-S, S-T) Exercise 4. Go through the example with the class and point out that students should write their answers in complete sentences. If possible, students can write the answers from memory. Otherwise, play the recording once or twice more for students to write their sentences. Check answers with the class.

### Answers

- 2** He's had his current job since January.  
**3** He's worked in Japan for three years.  
**4** No, he hasn't had a holiday since he started that job/for ten months.  
**5** He's been away from Dubai for fifteen months.  
**6** He's been a lifeguard for two weeks.

## PRODUCTION (10 minutes)

- 1** (T-S, S-T) Exercise 5. Go through the example with the class and point out that students should write their answers in complete sentences and their answers should contain the Present Perfect and *for*, *since* and *How long*. The meaning of the sentences should remain the same. Students work individually to write their answers. Check answers with the class. If you have time, ask students to write sentences about themselves using *for* and *since*. They then share and discuss their sentences in pairs or small groups.

### Answers

- 2** I've worked here for four months.  
**3** How long have you been a teacher?

- 2** (T-S, S-S, S-T) Exercise 6. Students work in pairs. Refer students to the rubric. Allow students time to ask and answer questions using *How long* and the prompts in the box. Share examples as a class.

### Answers

Students' own answers

### WRAP-UP (5 minutes)

(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 have found interesting, new, easy or challenging.

### HOMEWORK

Ask students to list as many dangerous jobs as they can. Start Lesson 3A by eliciting their ideas on the board. When they do Exercise 1, they compare the list in their books with the one on the board.

### CONTINGENCY PLAN

There is a downloadable photocopiable resource number 29 to use.

# 07 LESSON 2B GRAMMAR (WB)

## OVERVIEW

### Objectives:

- Use the Present Perfect with *for* and *since* to talk about a duration of time (GSE 54 – B1+).

### Resources:

- SB: page 18
- WB: page 14

## WARM-UP (5 minutes)

(T-S, S-T) Ask students some questions in the Present Perfect, encouraging them to answer in complete sentences, e.g. *How long have you lived here? Have you done your homework yet? How long have you been a student at this school? Have you ever driven a car?*

## PRACTICE (10 minutes)

- 1** (T-S, S-T) Exercise 1. Go through the example with the class and point out that one sentence in each pair can be completed with *for* and one with *since*. Students work individually to complete the sentences. Check the answers as a class, encouraging students to justify their responses.

### Answers

- 1** **b** since  
**2** **a** since **b** for

- 2** (T-S, S-S, S-T) Exercise 2. Check students understand *make a profit* and *exhausted*. Students work in pairs to complete the text. Check answers with the class. Fast finishers could write some advice for the person in the text about their work situation.

### Answers

- 2** since **3** since **4** since **5** since **6** for **7** since **8** for

## PRODUCTION (20 minutes)

- 1** (T-S, S-S, S-T) Exercise 3. Point out that there are three mini-conversations. Go through the example with the class. Students work individually to write sentences using the prompts, then compare their answers in pairs. They can practise saying the mini-conversations in pairs. To check answers, call on volunteers to read the mini-conversations aloud.

### Answers

- 2** We have known each other for two years.  
**3** We met at a festival.  
**4** How long has your mum been a doctor?  
**5** She's been a doctor since 2007.  
**6** She finished her studies in June of that year.  
**7** How long has this factory been here?  
**8** It's been here since 2006.  
**9** They opened it in the year I was born.

- 2** (T-S, S-S, S-T) Exercise 4. Go through the example with the class. Make sure students understand that they should not change the word in bold. Check answers as a class.

### Answers

- 2** have had this **3** have lived in **4** has liked

## WRAP-UP (10 minutes)

(T-S, S-S) Students work in pairs and ask and answer questions about members of their family and their job, e.g. *How long has your sister worked ... What year did your dad become ...*

## HOMEWORK

Ask students to write up the ideas from the Wrap-up into a short paragraph about their family members. They should try to use the Present Perfect, *for* and *since*.

## OVERVIEW

### Objectives: Listening

- Understand a radio interview in standard speech (GSE 64 – B2).
- Extract key details from an informational interview, if delivered in clear standard speech (GSE 67 – B2+).

### Vocabulary:

- Dangerous jobs: *construction worker, farmer, firefighter, fisherman, logger, miner, pilot, police officer, skyscraper window cleaner, truck driver*
- Working conditions: *boss, career, company, co-workers, earn, full-time, part-time, pay, take care of, working conditions, working hours*

### Resources:

- SB: page 19; Word List page 65
- TB: Culture Notes page 112
- Online resources: Photocopiable Resource 30

## WARM-UP (5 minutes)

(T-S, S-T) Ask students what jobs they think they might like to do, then ask whether they consider those jobs to be dangerous. Elicit reasons why people might choose to do dangerous jobs (*to help other people, for the excitement, the salary may be good*).

## PRESENTATION (10 minutes)

(T-S, S-S, S-T) Exercise 1. Elicit and make a list on the board of as many dangerous jobs they can think of and check students understand *construction, logger, miner, pilot, skyscraper* and *truck*. Students discuss which jobs are the most dangerous and give reasons. Add to their ideas on the board. Ask students whether they would like to do any of these jobs and encourage them to justify their answers.

### Suggested answers

construction worker, firefighter, fisherman, logger, miner, pilot, police officer, skyscraper window cleaner, truck driver

## PRACTICE (15 minutes)

- (T-S, S-S, S-T) Exercise 2. Go through the *Active listening* box with the class. Point out that key phrases could be nouns, adjectives, verbs, phrases, etc., that carry the main meaning. Go through the questions and then play the recording for students to choose their answers. They can check in pairs. To check answers, play the recording again, pausing after each correct answer. You can refer to page 112 of the Teacher's Book for more information about the nine most dangerous jobs in the UK.

### Answers

1 a 2 b

## Audioscript 7.3



It's five past four and I'm Terri Tait. Now, what do you think is the most dangerous job in the UK? Most people probably think it's police officer or firefighter but according to a recent study, it's neither of those. Nor is it a pilot or a deep-sea fisherman. No, according to last year's official statistics the most dangerous job you can have today in the UK is to be a farmer!

Last year thirty-three agricultural workers died at work. Farming also had the highest accident rate out of all industries at 4.3 percent. Farmers work with dangerous machinery like tractors and with dangerous animals too. If a bull or a cow gets angry, it can kill you.

The second most dangerous industry in the UK is construction. The accident rate was lower than in farming – 3.1 percent. But there were more deaths amongst construction workers – thirty-five people died last year from using dangerous machinery or falling from high buildings.

You're listening to Talk with Terri. And after this commercial break, we're going to meet someone with a dangerous job.

- (S-S, S-T) Exercise 3. Students can try to complete the notes from memory. Play the recording again for students to write down their answers and check in pairs. Check answers with the class, playing the recording again if necessary for students to hear the correct answers.

### Answers

2 farmer 3 33 4 4.3 5 construction 6 3.1 7 35

- (T-S, S-S, S-T) Exercise 4. Explain that students will now hear the next part of the same recording. Play the recording once for gist, then again for students to choose their answers. Check answers with the class.

### Answer

d

## Audioscript 7.4



TT = Terri Tait PP = Pat Pratt

TT: Welcome back. Pat Pratt is a long-distance truck driver. She lives in London but she drives thousands of miles every month all over Europe. Welcome to the show, Pat.

PP: Thanks, Terri.

TT: How long have you been a truck driver?

PP: For almost four years now but I only started driving long distances when I joined the company I work for now. That was about a year ago. Before that I just drove vans and trucks around London and the south east.

TT: Have you always wanted to be a truck driver?

PP: No, when I left school, I worked part-time in an office as a secretary for a few months. The money was OK and I got on well with my boss but I soon realised it wasn't the career for me. It was really dull working inside all the time. I wanted to be free. I've always loved driving, so I became a truck driver.

TT: How many countries have you driven in?

PP: I don't know, really. I've never counted but I think I've been in almost every country in Europe.

TT: What's the longest journey you've ever made?

# 07 LESSON 3A LISTENING AND VOCABULARY (SB)

**PP:** Last month I drove two thousand two hundred miles from London to Murmansk in the north of Russia ...

**TT:** Murmansk? That's in the Arctic Circle, isn't it?

**PP:** That's right. And from there I went to Frankfurt, that's three thousand miles, and then back to London, another two thousand miles. That's over seven thousand miles in total!

**TT:** Wow! What's the worst thing about your job?

**PP:** It can be very lonely sometimes. You don't have any co-workers to talk to. But fortunately, I'm crazy about music, so when I feel lonely, I just play some music and sing to myself.

**TT:** Do you ever feel afraid?

**PP:** Yes. It can be dangerous sometimes but I can live with that.

**TT:** Have you ever had any accidents?

**PP:** Yes, of course. There are so many crazy drivers around! But so far, I've been lucky. I haven't had any serious accidents. I'm a very careful driver and I really take care of my truck.

**TT:** What are the working conditions like?

**PP:** Not great. The hours are long, it's physically hard and truckers don't earn a lot of money. I haven't had a pay rise for a long time. It used to be better but there's a lot of competition now, so the working hours are longer and the pay's not as good as it was.

**TT:** What do you most enjoy about your job?

**PP:** It's great to wake up in the morning, look out of the window and see something new. And I enjoy meeting people, trying new food and speaking different languages too. But above all, I love travelling on the open road listening to my favourite songs. I'm going to France tomorrow.

## PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 5. Ask students to explain the meaning of the words and phrases in the box. If they are unsure, they can use a dictionary to check. Point out that *pay* can be a noun or a verb. Students work in pairs to complete the text. Point out that they may need to change the form of some verbs so that they agree with the subject. Check answers with the class.

### Answers

2 boss 3 takes care of 4 co-workers 5 pay 6 earn  
7 full-time 8 career 9 working hours 10 company  
11 working conditions

## WRAP-UP (5 minutes)

(S-S, S-T) Exercise 6. Students should imagine they have a dangerous job. They then read the questions in the Student's Book and think of their answers. In pairs, they ask and answer the questions.

### Answers

Students' own answers

## HOMEWORK

Ask students to list as many workplaces as they can. Check they understand *workplace* and give a couple of examples (e.g. *school, shop*). Start the next lesson by eliciting their ideas on the board, with books closed. When they do Exercise 1, they check if the list in their books includes any of their ideas on the board.

## CONTINGENCY PLAN

There is a downloadable photocopiable resource number 30 to use.



## OVERVIEW

### Objectives:

- Understand the main idea of a radio programme and talk about work (GSE 47 – B1).
- Express feelings (e.g. sympathy, surprise, interest) with confidence, using a range of expressions (GSE 61 – B2).
- Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex (GSE 66 – B2).

### Resources:

- SB: page 19
- WB: page 15

- 3** (S-S, S-T) Exercise 4. Students work in pairs to practise saying the words out loud and deciding which word is the odd one out. Check answers with the class. Fast finishers could write three more sets of words containing one odd one out. They swap these with another pair and try to guess the odd one out.

### Answers

**2** heart **3** hurry **4** worn **5** very

## WRAP-UP (10 minutes)

(T-S, S-T) Ask students to look back at the factors they ticked in Exercise 1. Do they still feel the same way or have their ideas changed? Are there any other factors they would like to add to the list?

## WARM-UP (5 minutes)

(T-S, S-S) Ask students: *Why do people work?* Have a brief class discussion, eliciting as many ideas as possible and writing them on the board (e.g. *to earn money, to do something worthwhile, to help others, to feel useful*).

## PRACTICE (5 minutes)

(T-S, S-T) Exercise 1. Check students understand *career prospects* and *salary*. Students work individually to tick the factors that are important to them. Elicit feedback from the class. You could have a class vote to see which factors are the most important to students.

### Answers

Students' own answers

## HOMEWORK

Students write three more sets of words containing one odd one out, as in Exercise 4. At the start of the next lesson, they swap these with a partner and try to guess the odd one out.

## PRODUCTION (25 minutes)



- 1** (T-S, S-S, S-T) Exercise 2. Draw students' attention to the list of words. Ask volunteers to say the words aloud. Ask students what the words have in common (*they all contain the /ɜ:/ sound*). Play the recording several times for students to copy the pronunciation and become confident in saying the words. Go through the *Active Pronunciation* box and elicit other words students can think of that contain the /ɜ:/ sound (*dirty, girl, kerb, certain, yearn*, etc.).



- 2** (S-S, S-T) Exercise 3. Students work individually to underline words in the sentences that contain the /ɜ:/ sound. They compare their answers in pairs. Check answers with the class.

### Answers

**1** work **2** work, person **3** surveys **4** working, personal

# 07 LESSON 4A VOCABULARY (SB)

## OVERVIEW

### Objectives: Listening

- Identify where the stress falls in compound nouns (GSE 51–58 – B1+).

### Vocabulary

- Sections of the economy and workplaces: *agriculture, ambulance, bank, building site, construction, corner shop, department store, design studio, doctor's surgery, education, factory, farm, finance, fish farm, fishing, fishing boat, food processing plant, forestry, garage, hair salon, health care, IT, laboratory, library, manufacturing, mine, mining, nursery, office, oil platform, sales, sawmill*
- Jobs: *bike courier, building engineer, car mechanic, estate agent, flight attendant, hairdresser, lawyer, librarian, nurse, paramedic, personal secretary, politician, receptionist, sales manager, shop assistant, social worker, surgeon, tour guide*
- To work... : *as, at night, for, from home, from 9 to 5, in a team, in, hard, long hours, part-time/full-time, to a deadline, under pressure*

### Resources:

- SB: page 20; Word List page 65
- Online resources: Photocopiable Resource 31

## WARM-UP (5 minutes)

(T-S, S-T) Have a class brainstorm of all the vocabulary students can think of related to work. Write their ideas on the board under headings such as *industry, workplace, people, verbs, adjectives*.

## PRESENTATION (15 minutes)

- (T-S, S-S, S-T) Exercise 1. Go through the encyclopaedia entry with the class and check they understand everything. Students work in pairs to match the workplaces with the sectors. Check answers with the class. As an extension, students can add the words from the board in the Warm-up to their lists.

### Suggested answers

Production of raw materials: fish farm, mine  
Processing: building site, food processing plant  
Services: ambulance, bank, corner shop, garage, hair salon, nursery

- (S-S, S-T) Exercise 2. Students work in pairs to talk about the workplaces. Encourage them to ask follow-up questions to find out more, e.g. *Why wouldn't you like it? What would be so bad? Is it because it would be really hot?* Ask one or two students to tell the class what their partner said.

### Answers

Students' own answers

- (S-S, S-T) Exercise 3. Students work in groups and check any jobs they do not know in a dictionary. They note down any more jobs they can think of. Ask students to call out the extra jobs they thought of, and write them on the board.

### Answers

Students' own answers

- (S-S, S-T) Exercise 4. Play the recording for students to listen and repeat the words. Repeat the recording for several times until students are confident with the pronunciation.



## Audioscript 7.7

agent  
courier  
assistant  
engineer  
librarian  
paramedic

- (T-S, S-S, S-T) Exercise 5. Draw students' attention to the underlining in the words in the box in Exercise 3. They work in pairs to try to decide where the words fit in the table given in Exercise 4. Play the recording for students to check their answers. Then play the recording again for students to repeat and gain confidence.

### Answers

Oo	lawyer, surgeon
Ooo	hairdresser, manager
oOo	mechanic, attendant
ooO	–
oOoo	receptionist
ooOo	secretary, politician

## Audioscript 7.8

agent, lawyer, surgeon  
courier, hairdresser, manager  
assistant, mechanic, attendant  
engineer  
librarian, receptionist  
paramedic, secretary, politician



## PRACTICE (10 minutes)

(S-S, S-T) Exercise 6. Students work in pairs to talk about the jobs in Exercise 3. Monitor as students are working and offer support as necessary. You may want to note down any errors with the use of the collocations for a feedback session at the end. Fast finishers can work in pairs or small groups, and take it in turns to describe a job from Exercise 3 for their partner/group to guess, e.g. *This person looks after people on a plane* (flight attendant). They can use phrases in the yellow box to help them.

### Answers

Students' own answers

## PRODUCTION (10 minutes)

- 1 (S-S, S-T) Exercise 7. Students work in pairs to describe people they know. If they would rather not talk about friends and family, they could talk about someone famous or a fictional person. Ask one or two students to share their ideas with the class.

### Answers

Students' own answers

- 2 (S-T) Exercise 8. Using information from Exercise 7, students make a short presentation about someone they admire to the rest of the class.

### Answers

Students' own answers

## WRAP-UP (5 minutes)

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

## HOMEWORK

Ask students to bring in photos related to teamwork, i.e. showing people working together.

## CONTINGENCY PLAN

There is a downloadable photocopiable resource number 31 to use.

# 07 LESSON 4B VOCABULARY (WB)

## OVERVIEW

### Objectives:

- Understand a range of collocations about jobs and workplaces (GSE 51–58 – B1+).

### Vocabulary:

- Workplaces and jobs: *agriculture/farm/farmer, construction/building site/building engineer, education/school/teacher, finance/bank/bank worker, fishing/fishing boat/fisherman, health care/hospital/nurse, manufacturing/factory/factory worker, mining/mine/miner, sales/department store/shop assistant*

### Resources:

- SB: page 20
- WB: page 16

## PRODUCTION (10 minutes)

(T-S, S-T) Exercise 5. Students work individually to write about the type of industry they would like to work in, then swap their work with a partner. They should check each other's work, saying what they like about it as well as areas that can be improved.

### Answers

Students' own answers

## WRAP-UP (5 minutes)

Draw students' attention to questions 2 and 3 in Exercise 4. In small groups, students discuss whether they prefer working on their own or in a team, and whether they would prefer to work in an office or from home. Elicit ideas from the class.

## HOMEWORK

Tell students to copy the table from Exercise 1 and try to think of more industries, jobs or workplaces they could write in the table. Point out that organising vocabulary in a table format like this can be a useful learning and revision tool.

## WARM-UP (5 minutes)

(T-S, S-T) Do a brief class revision session by asking questions about work, e.g. *Who works in a school?* (a teacher), *What industry does a shop assistant work in?* (sales), *Where does a miner work?* (in a mine).

## PRACTICE (25 minutes)

- 1** (S-S, S-T) Exercise 1. Students work in pairs to complete the table. Check answers with the class.

### Answers

**2** nurse **3** miner **4** manufacturing **5** education **6** finance  
**7** building site **8** agriculture **9** fisherman  
**10** department store

- 2** (T-S, S-S, S-T) Exercise 2. Check students understand *operations* and *guests*. Students work individually to match the jobs to the people, then compare their answers in pairs. Check answers with the class.

### Answers

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

- 3** (S-S, S-T) Exercise 3. You could make this into a race, with pairs competing to match 1–8 with a–h. Once one pair believe they have finished, they come to the front of the class and write their answers on the board. Go through the answers with the class to check whether they are correct.

### Answers

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

- 4** (T-S, S-S, S-T) Exercise 4. Go through the example in the box and point out that students do not need to change the form of the phrases in the box. Students work individually to rewrite their sentences, then compare with answers in pairs. To check answers, read out the original sentence and ask a student to read out their matching rewritten sentence.

### Answers

**2** in a team **3** from home **4** works hard

## OVERVIEW

### Objectives: Speaking

- Discuss working on your own and as part of a team (GSE 67–75 – B2+).
- Describe photos using the Present Perfect and Present Continuous (GSE 67–75 – B2+).

### Vocabulary:

- Describing photos: *at the bottom/top, I think, in the foreground/centre/background, it looks, it looks like, it's hard to say, but..., it's really, it's quite, on the right/left, perhaps/maybe, there might be, there's some, they look, they're, they've just, this photo shows*

### Resources:

- SB: page 21; Word List page 65

## WARM-UP (10 minutes)

- 1 (T-S, S-T) Ask students when they work on their own and when they work as part of a team. Write their ideas on the board.
- 2 (S-S, S-T) Exercise 1. Monitor as students work in groups and offer support as necessary. Take feedback from the class and elicit students' reasons for their answers.

### Answers

Students' own answers

## PRESENTATION (10 minutes)

(T-S, S-T) Exercise 2. Go through the questions with the class and make sure they understand what they need to do. Play the recording once for students to get the gist, then a second time for students to write their answers. Check answers with the class.

### Answers

- 1 a secretary and her boss
- 2 because he hasn't got an Internet connection, so he can't see them
- 3 the skydivers
- 4 in the sky above some countryside or town, probably somewhere in Britain or Ireland, perhaps Scotland
- 5 that it's not bad



### Audioscript 7.9

M = Maha MrB = Mr Bager

- M:** Hi, Mr Bager. It's Maha here. I'm just calling to see if you saw the photos.
- MrB:** Photos? What photos?
- M:** The photos for the motivational poster for your office. You asked me to make a selection and to send them to you. I've just sent you an email with three photos in an attachment. Have you seen them?
- MrB:** Oh, no, I'm sorry, Maha. I'm playing golf. There's no Internet connection here so I haven't seen the photos. Can you describe them to me?
- M:** OK. Well the first one shows a large group of skydivers. They ...

**MrB:** Sorry, did you say skydivers?

**M:** Yes, that's right.

**MrB:** OK, go on.

**M:** So, in the centre of the photo there's a big group of skydivers. There might be forty or fifty of them. They've just jumped out of a plane but they haven't opened their parachutes yet so they're falling down. They're wearing brightly-coloured suits – red, yellow, blue – and they're all holding hands, or trying to hold hands. In the background, far below the people, there's some countryside and a town. It's very green. It looks like Britain or Ireland. Perhaps it's Scotland. This photo looks quite cool. It's really colourful. I like it.

**MrB:** OK, not bad. What's the second photo like?

## PRACTICE (10 minutes)

(T-S, S-S, S-T) Exercise 3. Go through the Speaking box with the class, then tell students to work in pairs and try to predict what words could complete the sentences. Then play the recording for students to complete their answers. Check answers with the class.

### Answers

2 the background 3 might, maybe 4 to say

## Audioscript 7.10

M = Maha MrB = Mr Bager

**MrB:** ... not bad. What's the second photo like?

**M:** It shows some young people in a boat. In the background, you can see some trees so they might be on a river or maybe it's a lake. In the boat there are some big strong men – it's hard to say how many but I think there are eight – and one small man – he's wearing a cap. The boat seems very small and thin and the men are all wearing the same shirts. They look like a rowing team. I think they've been in a race. They've just stopped rowing and they seem very happy – some of them are holding their arms up – so perhaps they've won the race. I love this one. It looks really fantastic. The caption is a quote from Helen Keller. It reads 'Alone we can do so little, together we can do so much.'

**MrB:** Yeah, that sounds good. I like it.

**M:** The third photo shows some people in an office ...

**MrB:** No, that's no good. Get the one with the rowing team. Thanks, Maha.



## PRODUCTION (10 minutes)

(S-S, S-T) Tell students to work in groups and share the photos of people working together they found for homework after Lesson 4A. They take it in turns to describe the photos they have brought in, using phrases from the Speaking box. Elicit some descriptions from the class.

### Answers

Students' own answers

# 07 LESSON 5A SPEAKING (SB)

## WRAP-UP (5 minutes)

Show students a photo of people volunteering that you have brought in. Ask them to suggest sentences to describe what the people in the photo are doing. Encourage students to use phrases from the Speaking box.

## HOMEWORK

Ask students to find interesting quotes or memes about volunteering. Start the next lesson by getting students to discuss their findings in pairs or small groups, then get brief feedback from the class.

## CONTINGENCY PLAN

Ask students to find out more about the activities (or similar activities) in the photos on page 21. Ask *Who are they? What do you like or dislike about it? Can you / Will you / Would you like to do it? Why / Why not?*



## OVERVIEW

### Objectives: Reading

- Understand facts and opinions in a text about volunteering (GSE 51–58 – B1+).

### Vocabulary:

- Volunteering: *care about something, getting paid, NGOs, voluntary tourism, volunteer, volunteering, work for nothing*

### Resources:

- SB: pages 22–23; Communication page 75
- TB: Culture Notes page 112

## WARM-UP (5 minutes)

(T-S, S-S) Exercise 1. Draw students' attention to the photo and the question on page 23. First, ask students to describe what they can see (*some volunteers, a forest, etc.*). Then ask students to work in groups and discuss the question. Elicit answers from groups.

### Suggested answer

The picture shows some volunteers. It suggests an environmental organisation as we can see the volunteers are outside and there is a forest in the background.

## PRESENTATION (10 minutes)

(T-S, S-T) Exercise 2. Explain that we can learn a lot about a text just by reading the title, and the first and last paragraph – it is not always necessary to read every word. Students work individually to decide whether the statements are true or false. Check answers with the class. Fast finishers can rewrite the false statements to make them true.

### Answers

1 F 2 T 3 T 4 F

## PRACTICE (10 minutes)



(T-S, S-S, S-T) Exercise 3. Check students understand *talks, meetings* and *non-governmental organisations*. Students work individually to read the text carefully. They can work in pairs to choose their answers. Check answers as a class, encouraging students to justify their answers. You can refer to page 112 of the Teacher's Book for more information about International Volunteer Day.

### Answers

1 c 2 c 3 c

## PRODUCTION (15 minutes)

- (T-S, S-S, S-T) Exercise 4. Go through the example with the class and point out that the verbs in the box collocate with the words in the sentences. Students work in pairs to complete the sentences. Check answers as a class. Students then ask and answer the questions in small groups. Monitor the discussions, offering support as necessary and paying attention to any errors in the use of collocations.

### Answers

2 a make b get c find d make

3 done

- (T-S, S-S, S-T) Exercise 5. Go through the instructions with the class and make sure students understand what they need to do. Give students time to prepare their role as described on page 75, and make notes if necessary to help them. Students then role-play the interview. Monitor and offer support as necessary. Ask one or two pairs to repeat their role-play for the class.

### Answers

Students' own answers

## WRAP-UP (5 minutes)

(S-S, S-T) Exercise 6. Students work in small groups to choose one of the items in the box. Try to ensure that each group is researching a different topic to avoid too much repetition. If there is time, students can begin researching their topic in class.

## HOMEWORK

Students complete the research they began during the Wrap-up and prepare their presentations. At the beginning of the next class, groups give their presentations to the class.

## CONTINGENCY PLAN

You could take a class vote and hold a whole class discussion about the pros and cons of doing volunteer work.

# 07 LESSON 7A WRITING AND VOCABULARY (SB)

## OVERVIEW

### Objectives: Writing

- Write a job application email: subject, explanation, experience, personal qualities (GSE 59–66 – B2).
- Describe experiences and achievements using the Present Perfect (GSE 59–66 – B2).

### Vocabulary:

- Personal qualities: *chatty, cheerful, confident, creative, diplomatic, energetic, enthusiastic, fit, good-looking, good at accepting criticism/solving problems, good at working in a team/group, good with animals/numbers/people, hard-working, healthy, mature, outgoing, patient, polite, punctual, reliable, sociable, smart, strong*

### Resources:

- SB: pages 24–25; Word List page 65
- Graphic Organiser for this unit

## WARM-UP (5 minutes)

(T-S, S-T) Ask students what part-time jobs they can think of. Write their ideas on the board.

## PRESENTATION (10 minutes)

(T-S, S-S, S-T) Exercise 1. Draw students' attention to the advert and email on page 24. In pairs, they discuss whether Lubna is a good candidate. Elicit answers from the class and encourage students to justify their answers.

### Answers

Students' own answers

## PRACTICE (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Go through the Writing box with the class. Then give students time to read Jameel's email. Elicit what is wrong with Jameel's email. Write students' ideas on the board. After Exercise 2, students can find the phrases from the Writing box in the email in the Student's Book on page 24.

### Suggested answers

Jameel hasn't completed the subject; he has sent it to the wrong email address; he hasn't explained why he is writing; he doesn't give his age or details about his education; the email is too informal; it contains irrelevant information; it doesn't mention any personal qualities that are relevant; it tries to be funny in places.

- 2 (S-S, S-T) Exercise 3. Students work in pairs to rewrite the email, using the ideas from the board and the information in the Writing box. Advise them to use the Graphic Organiser for the unit to help them.

### Answers

Students' own answers

- 3 (T-S, S-S, S-T) Exercise 4. Go through the words in the box and check students understand them. They then discuss in pairs which qualities are or are not important to them. Ask volunteers to report back to the class on their discussions.

### Answers

Students' own answers

## PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 5. If your students need support, have a class brainstorming session before they begin their discussions. Write advantages and disadvantages on the board and add students' ideas under the relevant heading. Students can then refer to this list when they discuss in pairs. Monitor students' discussions and offer support as necessary. Ask one or two pairs to repeat their discussions to the class.

### Answers

Students' own answers

## WRAP-UP (5 minutes)

(S-S, S-T) Students swap their email, from Exercise 3, with a partner, who gives feedback on what they like about the email, as well as things that could be improved.

## HOMEWORK

Ask students to study and translate the word list for this lesson.

## CONTINGENCY PLAN

Students could do the writing task at home.

## OVERVIEW

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

### Objectives:

- All language-related objectives from Unit 7.

### Resources:

- SB: Word List page 65; Grammar Reference page 70
- WB: pages 18-19; Self-Assessment 7 page 17
- Assessment: Unit 7 Language Test (Vocabulary, Grammar, Use of English)

## WRITING

Exercise 8.

### Answers

Students' own answers

## VOCABULARY AND GRAMMAR

Exercise 1.

### Answers

- 2 career (the other words are all people)  
 3 babysitter (you need qualifications for the other jobs)  
 4 factory (the other words are all people)  
 5 company (the others are economy sectors)  
 6 prospects (the others are adjectives)

Exercise 2.

### Answers

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

Exercise 3.

### Answers

- 2 apply 3 consider 4 look 5 get 6 have 7 earn  
 8 do 9 work 10 be

Exercise 4.

### Answers

- 2 has been  
 3 've only worked  
 4 lost  
 5 Have you ever had  
 6 hasn't opened  
 7 have you had  
 8 've already had

Exercise 5.

### Answers

- 1 long 2 for 3 last 4 ever 5 haven't 6 always  
 7 never 8 since 9 ago 10 yet 11 just 12 yet  
 13 already

## READING

Exercise 6.

### Answers

- 1 a 2 b 3 b

## SPEAKING

Exercise 7.

### Answers

Students' own answers

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 8 Switch on	Theme 3: SCIENCE & TECH	<p><b>Listening:</b> analysing main ideas and supporting details; summarising main points in announcements, information texts, narratives and short presentations; analysing the purpose of information presented and evaluating the motives behind it</p> <p><b>Speaking:</b> summarising texts; expressing opinions and points of view; paraphrasing clearly and fluently what other students have said in class; practising debate in fun activities and games; using non-verbal clues (e.g. gestures, facial expressions, and eye contact) to clarify one's ideas; debating regularly in a deliberative discussion as an innovative teaching strategy; using conversation management techniques, such as interrupting and turntaking</p> <p><b>Reading:</b> analysing unfamiliar words into their components to guess their meanings; capitalising on discourse markers to relate ideas within and among sentences; using note-taking strategies to record key ideas and specific details; providing a summary distinct from personal opinions or judgements; using text-to-world connections to develop literacy and multicultural consciousness</p> <p><b>Writing:</b> collecting information and ideas from print and electronic sources to write a coherent text; applying knowledge of the conventions of English (spelling, punctuation, word choice, grammar); writing a coherent text of three or more connected paragraphs for a variety of purposes and audiences; evaluate their writing using the agreed writing rubric</p> <p><b>Viewing and Presenting:</b> discussing personal experiences that connect with visual images; making inferences from explicit and implicit information; orally presenting and developing ideas and opinions on a variety of topics; presenting ideas using visual aids such as student-made posters, mind maps or charts; using PowerPoint, Google Slides and Keynote to create presentation; presenting information, conveying a clear perspective</p>	<p><b>Listening:</b> respond to critical thinking questions before, during and after listening; analyse the main ideas and supporting details in an oral text and explain how they add to the topic; summarise main points in announcements, information texts, narratives and short presentations; predict content from context (previewing listening questions); identify signal words and use them to understand the sequence of and relationship between ideas</p> <p><b>Speaking:</b> discuss desires and plans using the first and second conditionals with if, unless, could and might; speak at length to express opinions, give explanations, recount events and stories, describe pictures, processes and plans and summarise main ideas in texts; debate regularly in a deliberative discussion as an innovative teaching strategy</p> <p><b>Reading:</b> analyse unfamiliar words into their components (root, suffix, prefix) to guess their meanings; capitalise on discourse markers (temporal, additive, causal) that tie ideas together within and among sentences; discuss, with a classmate, the meaning of an unfamiliar word and seek confirmation from teacher; assess their reading comprehension using different reading strategies such as monitoring; identify a central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgements; determine the meaning of words and phrases as they are used in a reading text; accurately document what they quote from the text</p> <p><b>Writing:</b> use the Internet for locating specific information and taking notes for writing; practice writing different paragraphs (narrative, descriptive, persuasive); revise written texts with a peer to enhance precision, clarity and correctness; compose a coherent essay of three or more paragraphs based on the information collected; begin to summarise, quote, rephrase or paraphrase other people's ideas and words</p> <p><b>Viewing and Presenting:</b> realise that visual presentations have been created to reach out to a particular audience and influence the audience in some way; develop ideas and opinions on a variety of topics and orally present them; respond to questions related to the visual texts with examples and justification; identify stylistic choices describing the selection and composition of visual presentations; present ideas using visual aids such as student-made posters, mind maps or charts; use appropriate body language when presenting; clearly project voice when speaking, using intonation and pauses; give high-tech and visually well-rounded presentations</p>



## OVERVIEW

### Objectives: Grammar

- Use verb patterns with the infinitive and the *-ing* form to talk about different actions and states (GSE 29 – A1).

### Vocabulary:

- Science: *analysing, data, discover, experiments, facts, formulas, hypothesis, laboratory, results, science*
- Types of scientist: *astronomer, biologist, chemist, ecologist, engineer, geologist, inventor, mathematician, naturalist, physicist*

### Resources:

- SB: pages 26-27; Grammar Reference page 71; Communication page 75
- TB: Culture Notes pages 112-113
- Online Resources: Photocopiable Resource 32

## WARM-UP (5 minutes)

(T-S, S-T) Draw students' attention to the photos and the captions on page 26. Ask students whether they have heard of these people and if they know what they are famous for.

## PRESENTATION (15 minutes)

- (T-S, S-S, S-T) Exercise 1. Elicit names of famous scientists from Jordan. Write them on the board. Ask students what the people are famous for. Students will research and make a short presentation about a famous Jordanian scientist.

### Answers

Students' own answers

- (T-S, S-S, S-T) Exercise 2. Students work in pairs to match the scientists with the descriptions. Check answers with the class. You can refer to pages 112-113 of the Teacher's Book for more information about the scientists in the pictures.

### Answers

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

- (S-S, S-T) Exercise 3. Students discuss the question in pairs. They then work individually to complete the quiz on page 26, before comparing their answers in pairs. Ask students to report their partner's answers back to the class.

### Answers

Students' own answers

## PRACTICE (10 minutes)

- (T-S, S-T) Exercise 4. Point out that students need to pay attention to the form of the second verb in each sentence. Students work individually to match the sentences with the verb patterns. Check answers with the class. Fast finishers can write sentences of their own using the three verb patterns.

### Answers

1 b 2 c 3 a

- (T-S, S-S, S-T) Exercise 5. Go through the Grammar box and *Watch Out!* box with the class. Students work in pairs to find examples of the verb patterns in the quiz. Check answers with the class.

### Answers

all three

Refer students to the Grammar Reference on page 71 for more information.

- (T-S, S-S, S-T) Exercise 6. Remind students to think about the three verb patterns in Exercise 5. They work individually to write their answers, then compare in pairs. Play the recording for students to check their answers, pausing after each answer if necessary.

### Answers

2 to become 3 working 4 watching 5 to pass 6 failing  
7 forget 8 studying 9 do 10 to take 11 giving up  
12 to make

## Audioscript 8.1



M = Mariam

M: I want to be a scientist when I leave school. I'd really like to become an astrophysicist. I enjoy working in the laboratory and I love watching the sky at night. The problem is I need to pass Maths and it's my worst subject. I keep on failing. My friends say I should forget my dream and think about studying something else at university. But I can't do that. So I've decided to take extra Maths classes at the weekend. I don't mind giving up some free time to try to make my dream come true.

## PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 7. Point out that students do not necessarily have to make sentences related to science. Monitor as students are doing the activity and offer support as necessary. You may want to make a note of any errors in the use of the verbs from the Grammar box and *Watch Out!* for a feedback session later. Ask volunteers to share their sentences with the class.

### Answers

Students' own answers

## WRAP-UP (5 minutes)

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

## HOMEWORK

Ask students to make a list of all the words they know related to computers. Start the next lesson by eliciting their ideas on the board. How many of the items in Exercise 1 are already on their list?

## CONTINGENCY PLAN

There is a downloadable photocopiable resource number 32 to use.

## OVERVIEW

## Objectives: Grammar

- Extract key information from a linguistically complex text, if guided by questions (GSE 70 – B2+).
- Guess the meaning of an unfamiliar word from context in a linguistically complex text (GSE 72 – B2+).
- Use verb patterns with the infinitive and the *-ing* form to talk about different actions and states (GSE 29-A1)

## Resources:

- SB: pages 20–21
- WB page 26–27

## WARM-UP (5 minutes)

(T-S, S-T) Ask students to make sentences containing examples of the three verb forms from Student's Book, Lesson 1A (verb + *to* + infinitive, verb + *-ing* form, verb + infinitive without *to*). Write their suggestions on the board.

## Answers

Students' own answers

## PRACTICE (25 minutes)

- 1** (T-S, S-T) Exercise 1. Point out that students need to pay attention to the first verb in each sentence: this will help them decide which verb form is correct. Students work individually to choose the correct forms. Check answers as a class.

## Answers

**1** waiting **2** to study **3** reading **4** speaking **5** to be  
**6** to see

- 2** (T-S, S-T) Exercise 2. Go through the example with the class. Remind students that phrasal verbs (verb + preposition) usually have a different meaning to the verb or preposition on its own. Students work individually to complete the sentences. Check answers as a class.

## Answers

**2** up **3** on **4** at

- 3** (T-S, S-T) Exercise 3. Remind students to think about the three different verb patterns they learnt in Student's Book, Lesson 1A. Students work individually to choose the correct forms. Check answers as a class.

## Answers

**1** a **2** b **3** c **4** a

- 4** (T-S, S-T) Exercise 4. Go through the example with the class and elicit why we use the *-ing* form here (after *can't avoid*). Students work individually to choose the correct forms to complete the sentences. Check answers as a class, encouraging students to explain why the option they chose is correct.

## Answers

**2** talk **3** to sort **4** to do **5** answering **6** help  
**7** be **8** writing **9** to go

- 5** (T-S, S-S, S-T) Exercise 5. Go through the example with the class and check that students understand *theory*, *force*, *friction* and *gravity*. Students work in pairs to complete the conversation. Students practise saying the conversation in their pairs. To check answers, ask one or two pairs to read the conversation aloud.

## Answers

**2** to know **3** moving **4** to work **5** know **6** doing

## PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 6. Go through the example with the class. Students work in pairs to complete the sentences. Point out that they should not change the form of the word in bold. Check answers with the class, encouraging students to justify their answers.

## Answers

**2** managed to recognise **3** to avoid making **4** agreed to go  
**5** we should do **6** forgot to buy **7** promise to work

## WRAP-UP (5 minutes)

(T-S, S-T) Ask students to think about their ambitions. They talk about their ambitions in pairs using *I would like to be ... I want to ...* etc.

## HOMEWORK

Ask students to write a short paragraph about their ambitions, using their ideas from the Wrap-up.



## OVERVIEW

### Objectives: Vocabulary

- Talk about computer equipment.
- Pronunciation of short vowels, long vowels and diphthongs (GSE 59–66 – B2).

### Vocabulary:

- Computers: *document, file, folder, icon, image, information, message, photo, picture, profile, table, text*

### Resources:

- SB page 28; Word List page 66
- Online Resources: Photocopiable Resource 33

## WARM-UP (5 minutes)

(T-S, S-T) Ask students to close their books and think about what vocabulary related to computers they know. Write their suggestions on the board.

### Answers

Students' own answers

## PRESENTATION (10 minutes)

(T-S, S-S, S-T) Exercise 1. Tell students to look at the pictures at the top of the page. Can they name the items A-L? Are any of the words already on the board from the Warm-up?

### Answers

**A** cable **B** desktop (computer) **C** headset/headphones  
**D** (wireless) keyboard **E** laptop **F** microphone **G** screen  
**H** digital camera **I** tablet **J** USB flash drive **K** mouse  
**L** printer

## PRACTICE (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Go through the example with the class, then put students in pairs to ask and answer questions about the things in Exercise 1. Monitor as students are talking and offer support as necessary.

### Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 3. If your students need more support, write some verbs on the board, e.g. *copy, create, cut, drag, empty, expand, paste, post, share, store, swipe, tap*. Students work in pairs to create as many collocations as they can think of. Check answers as a class and write students' suggestions on the board. Encourage students to copy the collocations into their vocabulary notebooks. If you have time, students work in teams to try to remember as many of the collocations as possible, with books closed. The team with the most collocations writes them on the board and the other teams add any others. Teams get one point for each correct answer and the team with the most points wins.

### Answers

Students' own answers

- 4 (T-S, S-S, S-T) Exercise 4. Ask students if they know how to pronounce the words in the table. Point out that when we add an 'e' to the end of a word, the vowel sound generally becomes longer. Play the recording once for students just to listen, then again for them to repeat.



### Answers

Students' own answers

- 5 (S-S, S-T) Exercise 5. Students work in pairs to decide which list the words belong to. Encourage them to say the words out loud and think about how the vowel sound is produced. Play the recording for students to check their answers. If your students need more of a challenge, ask them to think of more words that would fit in the lists.

### Answers

- 1 click, copy, crash, disk, drag, expand, hotspot, junk mail, laptop, link, tablet, web
- 2 online, page, paste, profile, save, share, store, swipe, update

## Audioscript 8.3

- 1 chat, app, click, copy, crash, disk, drag, expand, hotspot, junk mail, laptop, link, tablet, web
- 2 create, online, page, paste, profile, save, share, store, swipe, update



## PRODUCTION (10 minutes)

(T-S, S-T) Exercise 6. Monitor as students discuss the questions, offering support as necessary. You may want to make notes on any common errors for a feedback session at the end. When students have finished, ask one or two pairs to share their ideas with the class.

### Answers

Students' own answers

## WRAP-UP (5 minutes)

(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 have found interesting, new, easy or challenging.

# 08 LESSON 2A VOCABULARY (SB)

## HOMEWORK

Students write five gapped sentences using vocabulary from the lesson (e.g. *I need to \_\_\_\_\_ my trash can. I haven't clicked on it for months. It's so full!* (empty), *I always wear \_\_\_\_\_ when I listen to music so that I don't get distracted.* (headphones). At the next lesson, they swap their sentences with a partner, who tries to complete them.

## CONTINGENCY PLAN

There is a downloadable photocopiable resource number 33 to use.

## OVERVIEW

### Objectives:

- Use a range of computer equipment vocabulary (GSE 41 – B1).

### Resources:

- SB: page 28
- WB: page 22

## WARM-UP (5 minutes)

(T-S, S-T) Say the first part of a collocation from Student's Book, Lesson 2A (e.g. *tap, create, upload*) and ask students to call out words that collocate (e.g. *an icon, a document, a photo*). Write the correct collocations on the board for students to refer to.

### Answers

Students' own answers

## PRACTICE (25 minutes)

- 1 (T-S, S-T) Exercise 1. Students work individually to match the two parts of the sentences. Check the answer as a class, encouraging students to justify their answers.

### Answers

1 d 2 e 3 b 4 c 5 a

- 2 (S-S, S-T) Exercise 2. Students work in pairs to choose the odd one out in each group, i.e. the word that does not collocate. Check answers with the class. If your students need more of a challenge, they could make collocations with the words that are the odd ones out.

### Answers

- 1 an icon (you *tap on* an icon)
- 2 a folder (you *open/create* a folder)
- 3 trash (you *delete* trash)
- 4 messages (you *send* messages)
- 5 file (needs 'a' in front of it)
- 6 a disk (you *save to* a disk)

- 3 (S-S, S-T) Exercise 3. Students work in pairs to complete the conversation. To check answers, ask one or two pairs to model the conversation for the class.

### Answers

2 mouse 3 screen 4 flash 5 drive

## PRODUCTION (10 minutes)

(S-S, S-T) Exercise 4. Students work individually to write their paragraphs. They then swap their work with a partner, who gives feedback on what they like about the paragraph and what could be improved.

### Answers

Students' own answers

## WRAP-UP (5 minutes)

(S-S, S-T) If there is time, students rewrite their paragraphs from Exercise 4, taking into consideration their partner's feedback. Ask for volunteers to share their paragraphs with the class.

## HOMEWORK

Ask students to imagine they are giving advice to someone who is not skilled at using a computer. What would their five top tips be?

# 08 LESSON 3A SPEAKING (SB)

## OVERVIEW

### Objectives: Speaking

- Understand a telephone conversation in standard speech (GSE 64 – B2).
- Extract key details from an informational interview, if delivered in clear standard speech (GSE 67 – B2+).
- Ask for and give explanations about how to use a modern gadget (GSE 47 – B1).

### Resources:

- SB: page 29; Word List page 66

## WARM-UP (5 minutes)

(T-S, S-T) Ask *How long have you had your phone? Was it a present or did you buy it? Where did you get it? In a shop or online? Do you need to buy a new phone? Which model would you like to get?* Elicit answers from the class.

## PRESENTATION (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Students should work in pairs to answer the questions in the Student's Book. To check answers, ask one or two pairs to model the conversation for the class.

### Answers

Students' own answers

- 2** (T-S, S-T) Exercise 2. Play the recording for students to listen and read. Ask if students think the man will buy the phone.

### Answers

The man is in a phone shop and wants to buy a new phone. He will probably buy it because he says, 'It looks wonderful', 'Brilliant!', 'I love it.' and 'How much is it?'

## Audioscript 8.4



C = Customer A = Assistant

**C:** I wonder if you can help me. I need to get a new phone. I'd like to buy a smartphone.

**A:** What kind of phone are you looking for? 4G? 5G?

**C:** I'm sorry, I'm not sure I understand. Can you explain what the difference is?

**A:** 5G means 'fifth generation'.

**C:** Oh, right. Well, 5G then, I suppose.

**A:** What kind of OS do you want?

**C:** I'm sorry. I don't know what you mean.

**A:** What kind of operating system?

**C:** Oh, operating system! This one, I suppose.

**A:** OK, this one's got a five-and-a-half-inch HD screen ...

**C:** Sorry, what does HD stand for again?

**A:** HD? It stands for High Definition. It's got a resolution of twenty-five sixty by ...

**C:** It looks wonderful. Has it got a camera?

**A:** Yes, of course. It's got a dual lens camera.

**C:** Dual lens? What's that exactly? Could you tell me what it does?

**A:** It's a kind of camera that lets you take 3D photos.

**C:** Brilliant! I love it. How much is it?

**A:** 600 JOD.

## PRACTICE (15 minutes)

(T-S, S-S, S-T) Exercise 3. Go through the Speaking box with the class and ask students if they can find any of the phrases in the box in the audioscript for Exercise 2 (see underlined text in the audioscript). Students work in pairs to complete the conversation. Then play the recording to check.

### Answers

**2** for **3** stands **4** explain **5** kind **6** sure **7** by **8** lets

## Audioscript 8.5



C = Customer A = Assistant

**A:** This one's dual SIM.

**C:** I'm sorry. I don't know what you mean.

**A:** It has two SIM cards.

**C:** What does that stand for?

**A:** It stands for Subscriber Identity Module.

**C:** Can you explain what that is?

**A:** Yes, it's a kind of smart card inside the phone that identifies you and stores your personal data.

**C:** I see.

**A:** This phone comes with a turbocharger, too.

**C:** I'm not sure I understand. What do you mean by turbocharger?

**A:** A turbocharger lets you charge the battery on your phone quicker.

## PRODUCTION (5 minutes)

(S-S, S-T) In pairs, students practise the conversations in Exercises 2 and 3. If there is time, ask students to model the conversations for the class.

## WRAP-UP (5 minutes)

(S-S, S-T) Students write a short conversation about buying another piece of computer equipment, e.g. *a tablet, a digital camera*. They should try to use phrases from the Speaking box to ask for and give explanations.

## HOMEWORK

In preparation for the next class, ask students to think about the advantages and disadvantages of social media and make notes.

## CONTINGENCY PLAN

You could take a class vote and hold a whole class discussion about the advantages and disadvantages of social media.

## OVERVIEW

### Objectives: Reading

- Read a text on the positives and negatives of social media (GSE 51–58 – B1+).
- Understand how to tell facts from opinions (GSE 51–58 – B1+).
- Find and use phrasal verbs (GSE 43–50 – B1).

### Vocabulary:

- Social media: *FOMO*, *sites*, *to follow (online)*, *to go viral*, *to trend (online)*, *updates*

### Resources:

- SB: page 30–31; Word List page 66
- Online Resources: Photocopiable Resource 34
- Assessment: Grammar Quiz 3

## WARM-UP (5 minutes)

(S–S, S–T) Exercise 1. Groups discuss the social media sites they use and what they use them for. Elicit ideas from the groups and write them on the board.

### Answers

Students' own answers

## PRESENTATION (5 minutes)

(T–S, S–S, S–T) Draw students' attention to the title of the article and tell them to read the introduction and nothing more. Ask *Do you think the article will have a positive attitude towards social media, a negative attitude, or both?* Encourage students to justify their answers but do not confirm yet.

## PRACTICE (20 minutes)



- 1** (S–S, S–T) Exercise 2. Students work individually to read the articles, then discuss the question in pairs. Check answers with the class.

### Answers

The first text shows how social media can play a positive role and the second text shows how it can be negative.

- 2** (T–S, S–T) Exercise 3. Go through the *Active Reading* box with the class, and give some examples of facts (e.g. *Water freezes at 0 degrees*) and some examples of opinions (e.g. *Coffee tastes better than tea*). Encourage students to suggest their own examples of facts and opinions. Students work individually to decide whether the sentences are facts or opinions. Check answers with the class.

### Answers

**1** opinion **2** fact

- 3** (T–S, S–S, S–T) Exercise 4. Go through the example with the class and elicit why sentence 1 is a fact (it can be checked and proven to be true). Students work individually to decide if the sentences are facts or opinions, then check their answers in pairs. Check answers with the class, encouraging students to justify their answers.

### Answers

**2** opinion **3** fact

- 4** (T–S, S–S, S–T) Exercise 5. Draw students' attention to the highlighted words in the article and ask whether they know what they mean. Encourage students to use the context to make an educated guess, rather than checking immediately in a dictionary. Students work individually to complete the sentences, then in pairs to discuss whether the statements are true for them. To check answers, ask students to read out the completed sentences, then say whether they agree with them or not.

### Answers

**2** follow **3** updates

- 5** (T–S, S–S, S–T) Exercise 6. Go through the example with the class and ask students to look in the article to find the phrasal verb there. They should pay attention to how the phrasal verbs are used in context in the article, as this will help them complete this exercise. Students work individually to complete the sentences, then compare their answers. Check answers with the class.

### Answers

**2** miss out **3** carrying out **4** going on **5** turned into **6** joined in

## PRODUCTION (10 minutes)

- 1** (T–S, S–S, S–T) Exercise 7. Ask students whether they have ever experienced FOMO and, if students are willing to share their experiences, ask them when this was and what students were afraid of missing out on. Students work in groups to discuss the question. Monitor and offer support as necessary. You may want to note down any errors with the use of phrasal verbs for a feedback session at the end. Ask groups to share their ideas with the class.

### Answers

Students' own answers

- 2** (T–S, S–S, S–T) Exercise 8. Students work in pairs to think of positive examples of social media. If your students need support, write some prompts on the board, e.g. *building relationships*, *offering support*, *learning/education*, *creativity*, *motivation*. Ask pairs to share their ideas with the class.

### Answers

Students' own answers

## WRAP-UP (5 minutes)

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

## HOMEWORK

Assign Grammar Quiz Unit 3 Lesson 4 as homework.

## CONTINGENCY PLAN

There is a downloadable photocopiable resource number 34 to use.

# 08 LESSON 5A GRAMMAR (SB)

## OVERVIEW

### Objectives: Grammar

- Understand using the first conditional to talk about a situation that might or will happen in the future (GSE 43–50 – B1).
- Ensure a comma is not used if the result is given first in a first condition (GSE 67–75 – B2+).

### Resources:

- SB: page 32; Grammar Reference page 71; Word List page 66
- Online Resources: Photocopiable Resource 35
- Assessment: Grammar Quiz Unit 8 Lesson 5

## WARM-UP (5 minutes)

(T-S, S-T) Ask students to describe the photo. *What are the people doing? How do they feel? What is going to happen next?*

### Answers

Students' own answers

## PRESENTATION (15 minutes)

(S-S, S-T) Exercise 1. You may want to pre-teach *anti-virus*, *install software*, *crash* and *do someone a favour*. Play the recording for students to read and listen, then check their answers to the questions in the Warm-up. Check answers with the class.



### Audioscript 8.7

A = Amani F = Faten

A: I can't believe you've never had an anti-virus on your computer.

F: I don't need one. I've never had a virus.

A: Faten! If you don't put anti-virus software on your computer, you'll get a virus sooner or later.

F: OK! I'll do it. But it isn't easy. Why don't you do it for me?

A: If I install all your software for you, you'll never learn.

F: OK, so what do I do? What will happen if I click on this?

A: Don't do that! If you do that, the computer will crash!

F: What! Really?

A: No, of course the computer won't crash if you click on that link. I'm just joking.

F: Very funny.

A: OK, that's it. If someone sends you a virus now, you'll be OK.

F: Cool! How much do I owe you for the virus ...? For the anti-virus, I mean.

A: Not much. But if you do me a favour, you won't have to pay me anything.

1 (S-S, S-T) Exercise 2. Students work in small groups to discuss what the favour might be. Elicit answers from the class, then play the recording for students to check.

### Answers

Amani wants Faten to help her decide what to wear for her sister's graduation.

## Audioscript 8.8



F = Faten A = Amani

F: Cool! How much do I owe you for the virus?  
For the anti-virus, I mean.

A: Not much. But if you do me a favour, you won't have to pay me anything.

F: What favour?

A: It's my sister's graduation next week. And I don't know what to wear. Could you help me out?

F: Sure, let's have a look at what you've got.

2 (S-S, S-T) Exercise 3. Refer students to the rubric. Read the questions to the class. Play the recording and allow time for students to answer the questions. Check answers as a class.

### Answers

1 no 2 the Present Simple 3 the Future with 'will'

## PRACTICE (10 minutes)

(T-S, S-S, S-T) Exercise 4. Go through the Grammar box and *Watch Out!* with the class. Students work in pairs to find more examples of first conditional sentences in the conversation in Exercise 1. Check answers with the class.

### Suggested answers

If you don't put anti-virus software on your computer, you'll get a virus sooner or later.

If I install all your software for you, you'll never learn.

What will happen if I click on this?

If you do that, the computer will crash!

No, of course the computer won't crash if you click on that link.

If someone sends you a virus now, you'll be OK.

But if you do me a favour, you won't have to pay me anything.

Refer students to the Grammar Reference section on page 71 for more information.

## PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 5. Go through the example with the class and elicit how we form first conditional sentences. Students work individually to complete the sentences, using the Grammar box and *Watch Out!* to help them, then compare their answers in pairs. Play the recording for students to check their answers.

### Answers

2 'll buy, laugh

3 will your sister think, go

4 won't help, don't listen

5 don't stop, 'll get



## Audioscript 8.9



**A** = Amani    **F** = Faten

**A:** OK, I'm ready.

**F:** Fine, come on out.

**A:** One minute.

**F:** Good, I can't wait.

**A:** Faten?

**F:** Yeah?

**A:** If you laugh at me, I won't be happy.

**F:** OK, I won't laugh.

**A:** Promise?

**F:** Yes, I promise. I'll buy you dinner if I laugh at you.

**A:** Faten!

**F:** I'm sorry, Amani, but what will your sister think if you go to her graduation party like that?

**A:** OK.

**A:** OK, what do you think?

**F:** Oh no! It's worse! Look, Amani. I won't help you any more if you don't listen to me.

**A:** OK! OK!

**A:** OK, Faten. If you don't like this, I won't go to the graduation party.

**F:** Wow!

**A:** You don't like it, do you?

**F:** No, I don't like it, I love it! You look fantastic.

**A:** Faten, if you don't stop kidding, I'll get angry. I really will.

**F:** I'm not kidding. You look absolutely amazing.

**A:** Oh! Well, thank you.

## WRAP-UP (5 minutes)

Students complete the following sentence in as many different ways as possible in a given time limit: *If I don't pass my English test, ...* In pairs, students compare their answers.

## HOMEWORK

Ask students to make brief notes about their favourite video game: What's it called? How is it played? Why do they like it? Start Lesson 6A by eliciting ideas from different students in open class.

## CONTINGENCY PLAN

There is a downloadable photocopiable resource number 35 to use.

## OVERVIEW

## Objectives: Grammar

- Use the first conditional to match two parts of a sentence (GSE 51–58 – B1+).
- Find the correct forms of verbs to complete a sentence (GSE 43–50 – B1).

## Resources:

- SB: page 32
- WB: page 23

## WRAP-UP (10 minutes)

(S–S, S–T) Exercise 5. Give students time to brainstorm some ideas in pairs or small groups, then write their sentences. Ask students to share sentences with the class.

## Answers

Students' own answers

## HOMEWORK

Give students the beginning of a first conditional sentence, e.g. *If I have the chance to go on holiday, ...*. Students write as many endings as they can think of. At the beginning of the next lesson, they share their ideas with the class.

## WARM-UP (10 minutes)

(T–S, S–T) Ask students to share the first conditional sentences they completed for homework (*If I get a new mobile phone, the first thing I'll do is ...*). Elicit from students how to form the first conditional (*If* + Present Simple + *will*).

## PRACTICE (20 minutes)

- 1** (S–S, S–T) Exercise 1. Students work individually to match the two parts of the sentence, then compare their answers in pairs. Check answers with the class.

## Answers

**1** b   **2** d   **3** a   **4** c

- 2** (T–S, S–S, S–T) Exercise 2. Point out that students need to choose two correct forms in each sentence, for each verb in the first conditional sentence (i.e. Present Simple + *will*). Students work individually to choose the correct forms, then compare their answers in pairs. Check answers with the class. Fast finishers can think of alternative endings for the sentences, e.g. *If I hear more details about the competition, I will enter. There will be a school trip if at least ten students are interested.*

## Answers

- 1** hear, will let  
**2** will be, want  
**3** doesn't arrive, will go  
**4** will you do, don't know

- 3** (T–S, S–S, S–T) Exercise 3. Go through the example with the class and elicit students' answers to the question, which will hopefully be in the first conditional. Students work individually to complete the sentences, then compare their answers in pairs. Check answers with the class.

## Answers

**2** don't listen   **3** will we do   **4** won't have

## PRODUCTION (5 minutes)

(T–S, S–S, S–T) Exercise 4. Go through the example with the class. Ask students whether they ever help older members of their family with technology. Students work individually to complete the conversation, then compare their answers in pairs. To check answers, ask one or two pairs to model the conversation for the class.

## Answers

**2** won't see   **3** will see   **4** don't get

## OVERVIEW

### Objectives: Listening

- Understand people talking about games, including costs, descriptions and working (GSE 43–50 – B1).

### Vocabulary:

- Types of game: *platform, puzzle, racing, sandbox, sports*
- Words linked to video games: *consoles, educational, gamer, genres, handheld*

### Resources:

- SB: page 33; Word List page 66
- Online Resources: Photocopiable Resource 36

## WARM-UP (5 minutes)

(T-S, S-T) Ask *Do you ever play video games? Why/Why not? What do you like/dislike about them?*

## PRESENTATION (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Ask students to speculate about what kinds of video games they can see in the pictures. You may want to pre-teach *virtual, opponents, solve clues* and *obstacles*. Go through the words in the box and explain that these are *genres*, or *types*, of video games. Tell students to work in pairs to match the genres with the definitions. Check answers with the class. As an extension, students work in groups to list different games for each genre which they have tried. Did they like them? Why/Why not? Is there a favourite/least favourite game in the group?

### Answers

- 2** sports (picture A)  
**3** puzzle (picture D)  
**4** platform (picture C)  
**5** racing (picture B)

- 2** (S-S, S-T) Exercise 2. Students work in pairs to discuss the questions. Ask students to share their ideas with the class.

### Answers

Students' own answers

## PRACTICE (15 minutes)

(T-S, S-S, S-T) Exercise 3. Go through the images with the class and elicit what they show. Elicit vocabulary students might expect to hear in relation to the pictures. Play the recording for students to choose their answers. To check answers, play the recording again, stopping after each answer.

### Answers

- 1** B **2** C **3** A



## Audioscript 8.10

**1**

**SD** = Samia's Dad **S** = Samia

**SD:** Hi, Samia. Cup of tea?

**S:** Thanks, Dad. I got your coffee. Two for nine ninety-five.

**SD:** Thanks. What's that?

**S:** A video game for Jameel.

**SD:** Another video game! Thirty-nine dinars ninety-five! He never stops playing those stupid games. He needs to get out more. If he doesn't, he'll never make friends.

**S:** You're right, Dad. Jameel does need to get out more but actually, he's made a lot of friends from playing online. Video games can teach you a lot, you know. How to be a good winner or loser, and ...

**SD:** Yes, but forty dinars is expensive.

**S:** It was ten dinars off so I only paid twenty-nine ninety-five! It's a good game, it's educational. Anyway, I enjoy playing games with the kids. It lets us spend time together. Why don't you play with us? If you try it, you'll probably like it.

**2**

**T** = Teacher **J** = Jawad

**T:** So *mgh* means 'Mass times Gravity times' ... Jawad! If you don't listen, you won't understand. Physics isn't easy!

**J:** Sorry, Miss.

**T:** What are you doing, anyway? What is that? Show me! A video game! You won't get to university if you spend your time playing silly games, you know.

**J:** It's not silly, Miss. A lot of games are educational. You can learn physics or chemistry or geography or art ...

**T:** And what does this one teach you?

**J:** It teaches you about history and ...

**T:** Alright. You can sit down now. And I'll give you the game back at the end of the class ... if you promise to pay attention.

**J:** Thanks, Miss ... I'm sorry, Miss.

**3**

**O** = Omar

**O:** There is less crime today than there used to be. And one reason for that is video games. No, really! Young people, especially young men, love playing video games so much they don't go out so often. So the streets are safer. When I was younger, I worked as a police officer and I remember on Saturday nights the police station was always really busy. But not now. Video games can also help you to find a good job in an office or a laboratory or ... No, really. When you play games, you learn to be creative, to think quickly, to find answers to problems and to lead others. Surgeons in hospitals, for example, say video games help them improve their hand-eye coordination.

**PRODUCTION (5 minutes)**

(S-S, S-T) Exercise 4. Students work individually to complete the questions, then compare their answers in pairs. Students then ask and answer the questions in pairs.

**Answers**

2 genres   3 educational   4 gamer

**WRAP-UP (5 minutes)**

(T-S, S-T) Play a game of *What am I?* based on the topic of the lesson. For example, *I am a game where you jump over walls, I am a genre of game that teaches.*

**HOMEWORK**

Students should research a famous or favourite video game and prepare presentations. At the beginning of the next class, groups give their presentations to the class.

**CONTINGENCY PLAN**

There is a downloadable photocopiable resources number 36 to use.

## OVERVIEW

### Objectives:

- Understand vocabulary linked with being online: IT, social media, games (GSE 51–58 – B1+).
- Use vowel sounds correctly and understanding if syllables are stressed or unstressed (GSE 43–50 – B1).

### Resources:

- SB: page 33
- WB: page 24

## WARM-UP (5 minutes)

(T-S, S-T) Tell students to look at the pictures in Exercise 1. What can they see in the photos? What vocabulary can they think of to describe the pictures?

## PRACTICE (10 minutes)

- (T-S, S-S, S-T) Exercise 1. You may want to pre-teach *spend the evening* and *win a prize*. Go through the example with class and elicit why this is a correct match A (a photo) and B (a video clip) could be posted on social media. C (an alert) is something you commonly see on social media. Students work in pairs to match the questions with the sets of pictures. Check answers with the class. Ask students what helped them to choose the correct answers.

### Answers

- 2 What is the girl using to check her social media?
- 3 How old was the speaker when he started doing IT at school?
- 4 How did the boy spend the evening?
- 5 How many prizes has the girl won?

- (T-S, S-S, S-T) Exercise 2. Go through the example with the class. Students work in pairs to complete the sentences. Check answers with the class.

### Answers

- 2 slipped 3 aware 4 jump 5 message

## PRODUCTION (10 minutes)

- (T-S, S-S, S-T) Exercise 3. Go through the sentences with the class and draw students' attention to the underlined words. Play the recording and ask students to listen to the pronunciation. What do they notice about the pronunciation of the final sound? Point out that all these vowel sounds have the same pronunciation, although they are spelled in different ways. Go through the *Active Pronunciation* box with the class and ask students to practise saying *brother* and *about* with an unstressed /ə/ sound.

### Answers

The final vowel sound is pronounced /ə/. It is unstressed.

- (T-S, S-S, S-T) Exercise 4. Play the recording for students to listen and repeat what they hear. Repeat the recording several times in order to drill pronunciation and for students to become more confident.

### Answers

Students' own answers

## Audioscript 8.12

- 1 Malaga
- 2 idea
- 3 brother
- 4 younger
- 5 computer
- 6 remember
- 7 another



## WRAP-UP (10 minutes)

(S-S, S-T) Write the following on the board: *A time when ... I had no idea about something; something completely slipped my mind; I became more aware of something; I jumped to conclusions; I got the message about something.* Students work in pairs or small group to discuss when they experienced these things.

## HOMEWORK

Students write a short paragraph based on their discussion in the Wrap-up, using the vocabulary from Exercise 2.

## CONTINGENCY PLAN

Ask students to go through the reading text in the Student's Book on page 34 and find any other words with an unstressed /ə/ sound. Tell them to make a list of the words they find, then invite students to write their words on the board. Model the pronunciation for students to check their answers.

## OVERVIEW

## Objectives: Writing

- Write an opinion essay: introduction, give opinions, disagree with arguments, summarise (GSE 59–66 – B2).

## Vocabulary:

- Connecting sentences in an essay: *after all, basically, but, first of all, firstly/secondly/finally, however, I believe/think, I don't believe, I'm not suggesting, in addition, in conclusion, in many ways, in my opinion, it seems to be, nowadays, on the other hand, some people say, today, to sum up, what's more, when you think about it*

## Resources:

- SB: pages 34–35; Word List page 66
- Graphic Organiser for this unit

## Answers

a2 b3 c4 d1

- 3** (S–S, S–T) Exercise 4. Students work in pairs to find phrases from the Writing box in the text. Check answers with the class. Ask students how these phrases make it easier for the reader to understand the text.

## Suggested answers

Nowadays, In my opinion, I'm not suggesting, After all, Firstly, Secondly, Finally, However, It seems to me, In addition, To sum up, In many ways, But, I believe

- 4** (T–S, S–S, S–T) Exercise 5. You may want to pre-teach *destroy* and *essential*. Go through the example with the class. Students then work in pairs to complete the text. Remind them to refer to the Writing box. Check answers with the class. Ask *Do you agree with the writer of this text? Why/Why not?*

## Answers

**2** people say **3** However **4** In many **5** First of **6** Secondly **7** more **8** In conclusion **9** After **10** seems to

## WARM-UP (5 minutes)

(T–S, S–T) Have a class brainstorm. Ask *What items of technology do you own? What other items of technology do you know?* Write students' answers on the board.

## Answers

Students' own answers

## PRESENTATION (5 minutes)

(S–S, S–T) Exercise 1. Students work in small groups and discuss the items of technology they need the most. Elicit feedback from the class. You could hold a class vote to find out which three items are most popular with students.

## Answers

Students' own answers

## PRACTICE (20 minutes)

- 1** (T–S, S–T) Exercise 2. Draw students' attention to the title of the essay. Elicit different ways of rephrasing the essay title. Then ask students to read the first paragraph. Elicit the sentence which paraphrases the essay question. Point out that it is always good practise to rephrase the essay question, rather than repeating it word for word.

## Answer

Technology is everywhere nowadays, but are we too dependent on it?

- 2** (S–S, S–T) Exercise 3. Students work in pairs to match the paragraphs with their functions. Check answers with the class, encouraging students to justify their answers. Then go through the Writing box with the class. Ask students whether the essay on page 34 follows the structure in the Writing box (yes).

## PRODUCTION (10 minutes)

- 1** (T–S, S–S, S–T) Exercise 6. If your students need support, have a class brainstorming sessions before they begin their discussions. Write *agree* and *disagree* on the board and add students' ideas under the relevant heading. Students can then refer to this list when they discuss in groups. Monitor students' discussions and offer support as necessary. Ask one or two groups to share their ideas with the class.

## Answers

Students' own answers

- 2** (S–T) Exercise 7. Using their ideas from Exercise 6 students work individually to write their opinion essay to answer the question in Exercise 6. Advise them to use the Graphic Organiser for this unit.

## Answers

Students' own answers

## WRAP-UP (5 minutes)

(T–S, S–S, S–T) If there is time, students can swap their essays with a partner, who gives feedback on what they like about it, as well as what can be improved.

## HOMEWORK

Ask students to study and translate the word list for this lesson.

## CONTINGENCY PLAN

Students could rewrite their essay from Exercise 7, taking into consideration their partner's feedback.



## OVERVIEW

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

### Objectives:

- All language-related objectives from Unit 8.

### Resources:

- SB: Word List page 66; Grammar Reference page 71
- WB: pages 26-27; Self-Assessment 8 page 25
- Assessment: Unit 8 Language Test (Vocabulary, Grammar, Use of English)

## VOCABULARY AND GRAMMAR

### Exercise 1.

#### Answers

Students tick: cable, disk, headphones, keyboard, laptop, printer, speakers, touchscreen

### Exercise 2.

#### Answers

2 discover 3 tap 4 expand 5 follow 6 go 7 paste  
8 store 9 click 10 crash

### Exercise 3.

#### Answers

2 educational 3 upload 4 Mathematicians

### Exercise 4.

#### Answers

2 lend, 'll call 3 will you pay, give 4 play, won't win

### Exercise 5.

#### Answers

2 It'll crash if you do that.  
3 We'll get wet if we don't take an umbrella.  
4 What will you do if it rains this weekend?

## USE OF ENGLISH

### Exercise 6.

#### Answers

2 all 3 on 4 how 5 up 6 make 7 on 8 mind 9 out  
10 for 11 in 12 up

## LISTENING

### Exercise 7.

#### Answers

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



### Audioscript 8.13

1

G = Girl

**G:** It's Saturday 10 a.m. I've just woken up. Usually, the first thing I do is find my phone and read my messages but today is no-phone day, so I'm going to stay in bed with a book until mum tells me to come down for breakfast.

2

**W** = Woman **B** = Boy

**W:** What do you want to do when you leave school?

**B:** I want to study Science at university. I'd love to do Astrophysics but the thing is I'm not the best mathematician in the world. My dad says I should study Medicine.

3

**G** = Grandma **Z** = Zeina

**G:** What'll happen if I click on this?

**Z:** It'll save the document without closing it.

**G:** Good. Now, I click here to print it, right?

**Z:** Yeah, that's right.

**G:** Oh! It's not working. What's wrong with the printer?

**Z:** I think it'll work better if you switch it on.

4

**S** = Speaker

**S:** What's interesting is the amount of time people spend online while they're mobile. Five years ago, a typical adult spent only half an hour per week online when they were away from home or the workplace but now it's almost three hours a week. That's five or six times longer.

5

**B** = Boy **G** = Girl

**B:** Oh!

**G:** What's up?

**B:** It's my phone.

**G:** What's wrong with it? I'd love to have a phone with a screen like that.

**B:** The screen's alright and it takes great photos but I have to charge it every day now. The batteries only last an hour or two.

6

**S** = Speaker

**S:** I was playing an online multiplayer game one day with people from all over the world. We played for hours and in the end, there was only one other player left, so we started chatting. It was my brother. He was in the next room.

### Exercise 8.



### Answer and audioscript 8.14

In Jordan almost seventy percent of teenagers between the ages of thirteen and seventeen have one or more profiles on social media. Most of them spend two hours a day or more on social networking sites.

## SPEAKING

### Exercise 9.

#### Answers

Students' own answers

## WRITING

### Exercise 10.

#### Answers

Students' own answers

## OVERVIEW

### Objectives:

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

### Resources:

- SB: pages 36–37

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Refer students to the rubric. Discuss what jobs they think are shown in photos A-E. Students should tick the things that people in the photos do. Allow time for students to complete the task. Check answers with the whole class and discuss what jobs the students would like to do and why.

### Answers

Students should tick: work on your own, work in a team, wear a uniform, work in an office, work outdoors, work part-time, work full-time, work with children, work with animals, manage people, do physical work (the cyclist)

## PRESENTATION (10 minutes)

- (T-S, S-T) Exercise 2. Read the rubric and Life Skills box to the students. Play the recording. Allow students time to answer the questions and play the recording again if needed. Check answers as a class.

### Answers

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



### Audioscript 8.15

S = Sami MQ = Mr Alqadi

- S:** With me today is careers adviser, Mr Alqadi, and he's here to give us some tips on choosing careers. Welcome, Mr Alqadi.
- MQ:** Hi Sami.
- S:** Tell us, what's a good first step?
- MQ:** Well, first I always advise students to try and get to know themselves better. Keep asking yourself the questions: what kind of person am I, what things do I enjoy doing, what really interests me. For example, people who are imaginative, original in their thinking and like solving problems often work in education or the media. Those who are good at multi-tasking, like complex ideas and enjoy working with people often find careers in health care or human resources.
- S:** That makes sense. But what if you really don't have any idea?
- MQ:** The best thing to do then is to speak to a professional and ask to take a specialised personality test. There are also some online personality tests which may help you learn a little more about yourself and may even suggest possible professions for you. But if there's still a few

years before you leave school, it's enough to just start thinking about this for now.

- S:** Right. So, it's not about choosing a career early and following that path?
- MQ:** Definitely not. The jobs today are completely different than ten years ago. There might not be a future for the job you have in mind now.
- S:** Ah ha.
- MQ:** Use this time instead to research jobs you are interested in. Speak to people that do those jobs, try to get some work experience, for example, working part time or just offering to help out in a job related to your interests. This will help you become more confident and meet professionals in that field. Then you can see if a job is really what you believe it to be.
- S:** That all sounds sensible. And then, when you've got some idea? What next?
- MQ:** Well, then you can start planning for the future. What skills or qualifications will you need? Look at some courses and think about which ones would be the best for you. And think about how you like to learn – this will help you choose between a practical college course or an academic course at university. Also, remember it's good to have a plan B in case things don't work out the way you'd hoped. This may be a different career choice or a different way leading to your dream job.
- S:** Choosing your future career is a big decision. What advice can you give to someone worried about making this choice?
- MQ:** Take your time, be open to new ideas and experiences. It's much better to make a good decision later than a bad decision now! Also, make your own choices. Doing only what your friends want you to do can result in a lifetime of unhappiness ...
- (T-S, S-S) Exercise 3. Students work in pairs. Refer students to the rubric. Students should use the list from Exercise 1 to help them think of at least three jobs that would be a good choice for their partner and give reasons. Allow students time to discuss.

### Answers

Students' own answers

## PRACTICE (10 minutes)

(T-S, S-T) Exercise 4. Allow students time to read the three biographies. Read the five questions to the class. Explain that each question may apply to more than one of the biographies. Allow students time to complete the task and check answers as a class.

### Answers

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

## PRODUCTION (15 minutes)

(T-S, S-S, S-T) Exercise 5. Read through the Life Skills project box with the class. Students should choose one of the jobs their partner suggested for them in Exercise 3 and complete the diagram. They may need access to the Internet to find more information. Then ask students to work in small groups. They should share their diagrams with each other and explain why the job is suitable. The group should feed back with their thoughts.

### Answers

Students' own answers

## WRAP-UP (5 minutes)

(T-S, S-T) Ask students to share their suggested job from Exercise 5 and to describe, aided by their diagram, why they think that job might be suitable for them.

## HOMEWORK

If more time is needed, the Internet research for Exercise 5 could be completed at home. Alternatively, students could repeat the diagram for an alternative job.

## CONTINGENCY PLAN

Look back at the list on things that people do in their work in Exercise 1. Take a class vote to find out which is the most, and which is the least important thing that people are looking for in their future job. Hold a class discussion to find out why these opinions are held.

# 09 UNIT 9 MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 9 Art lovers	Theme 2: CULTURE	<p><b>Listening:</b> analysing main ideas and supporting details; summarising main points in announcements, information texts, narratives and short presentations; predicting content from context; identifying purpose and mood of the speaker based on verbal and non-verbal cues</p> <p><b>Speaking:</b> uttering groups of words with rising and falling intonation; summarising texts; retelling stories using reported speech; expressing opinions and points of view; paraphrasing clearly and fluently what other students have said in class; discussing desires and plans; practising debate in fun activities and games; debating regularly in a deliberative discussion as an innovative teaching strategy; using conversation management techniques, such as interrupting and "turn-taking"</p> <p><b>Reading:</b> analysing unfamiliar words into their components to guess their meanings; capitalising on discourse markers to relate ideas within and among sentences; using note-taking strategies to record key ideas and specific details; providing a summary distinct from personal opinions or judgements; identifying the author's point of view or purpose and explaining how it is conveyed</p> <p><b>Writing:</b> applying knowledge of the conventions of English (spelling, punctuation, word choice, grammar); reviewing written texts for clarity, correctness, and coherence; evaluate their writing using the agreed writing rubric</p> <p><b>Viewing and Presenting:</b> understanding visual information by asking relevant questions and discussing intended meaning; discussing personal experiences that connect with visual images; making inferences from explicit and implicit information; orally presenting and developing ideas and opinions on a variety of topics; responding to open-ended questions related to the visual texts</p>	<p><b>Listening:</b> respond to critical thinking questions before, during, and after listening; summarise main points in announcements, information texts, narratives and short presentations; use intonation to help identify meaning; use tone to help identify speakers' purpose (warnings, advice) or mood (surprise, disappointment); summing up orally key points of table topic discussions; use resources (dictionaries, online search engines) to help construct meaning; begin to distinguish literal and figurative meaning of words and phrases; identify signal words and use them to understand the sequence of and relationship between ideas</p> <p><b>Speaking:</b> talk about events in the present, past and future using a variety of tenses; speak at length to express opinions, give explanations, recount events and stories, describe pictures, processes and plans and summarise main ideas in texts; debating regularly in a deliberative discussion as an innovative teaching strategy</p> <p><b>Reading:</b> analyse unfamiliar words into their components (root, suffix, prefix) to guess their meanings; discuss, with a classmate, the meaning of an unfamiliar word and seek confirmation from teacher; capitalise on discourse markers (temporal, additive, causal) that tie ideas together within and among sentences; assess their reading comprehension using different reading strategies such as monitoring; determine the meaning of words and phrases as they are used in a reading text; identify the author's point of view or purpose and explain how it is conveyed; accurately document what they quote from the text; identify, analyse and interpret themes, ideas and information in different texts</p> <p><b>Writing:</b> practise writing different paragraphs (narrative, descriptive, persuasive); revise written texts with a peer to enhance precision, clarity and correctness; begin to summarise, quote, rephrase or paraphrase other people's ideas and words</p> <p><b>Viewing and Presenting:</b> realise that visual presentations have been created to reach out to a particular audience and influence the audience in some way; describe posters and media images and how they may affect people; discuss personal experiences that connect with visual images; develop ideas and opinions on a variety of topics and orally present them; respond to questions related to the visual texts with examples and justification; clearly project voice when speaking, using intonation and pauses</p>



## OVERVIEW

### Objectives: Grammar

- Use of the Past Perfect with linkers: *after, already, as soon as, before, by, by the time, once, until* (GSE 54 – B1+).
- Use the Past Perfect in a range of common situations (GSE 54 – B1+).

### Vocabulary:

- Describing a work of art: *bright, cheerful, colourful, depressing, gloomy, imaginative, irritating, original, scary, thought-provoking, unsophisticated*

### Resources:

- SB pages 38-39; Grammar Reference page 72; Word List page 67
- TB: Culture Notes page 113
- Online resources: Photocopiable Resource 37

## WARM-UP (10 minutes)

(T-S, S-S, S-T) Exercise 1. Go through the adjectives in the box. Ask students if they can think of any other adjectives to describe paintings. Write their ideas on the board. Students work in pairs to describe the paintings and answer the questions. Ask students to share their ideas with the class. You can refer to page 113 of the Teacher's Book for more information about thrift shops and yard sales.

### Answers

Students' own answers

## PRESENTATION (10 minutes)

- (T-S, S-S, S-T) Exercise 2. Write two sentences using the Past simple and Past perfect on the board, e.g. *I drove to college at 8 a.m. I had already got dressed*. Ask students which action happened first (I had already got dressed). Elicit which tense this is (Past Perfect). Draw students' attention to the text and give them time to read it. Tell students they need to think carefully about the order events happened, as they are not necessarily in chronological order in the text. Students work in pairs to tick the correct sentences. Check answers with the class.

### Answers

1 b 2 b 3 a

- (T-S, S-S, S-T) Exercise 3. Go through the Grammar box with students. Students work in pairs to find more examples of the Past Perfect in the text. Check answers with the class.

### Answers

had never bought, had asked, had bought, hadn't managed, Had a world-famous abstract artist painted, had never heard, 'd worked, had died, had signed, had found

Refer students to the Grammar Reference on page 72 for more information.

## PRACTICE (10 minutes)

- (T-S, S-S, S-T) Exercise 4. Tell students to look at the photo and, in pairs, discuss ways Kieron might have made £150,000. Ask students to share their ideas with the class.

### Answers

Students' own answers

- (T-S, S-S, S-T) Exercise 5. Students work individually to complete the text with the Past Perfect of the verbs in brackets. They compare their answers in pairs. Play the recording for students to check their answers.

### Answers

2 had sold 3 had he made 4 had come 5 had gone  
6 had made 7 hadn't expected

## Audioscript 9.1

R = Reporter

R: In July 2010, seven-year-old Kieron Williamson had an art exhibition. Kieron had painted thirty-three watercolours of landscapes for the exhibition in Holt, Norfolk. At his previous exhibition in 2009, Kieron had sold sixteen paintings. How much money had he made? £18,200. This time people had come from countries all around the world to buy his paintings. By the time the exhibition finished, all thirty-three paintings had gone and Kieron had made £150,000! The Williamsons were delighted. They hadn't expected the paintings to sell so well.

- (S-S, S-T) Exercise 6. Students work individually to complete the sentences with the Past Perfect of the verbs in brackets. They compare their answers in pairs. Check answers with the class. After or while checking the answers, ask students to say which action happened first in each sentence (e.g. 1 Picasso created tens of thousands of works of art).

### Answers

1 had created 2 had had, apologised  
3 was, had already decided 4 spent, had had

## PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 7. Go through the example with the class. Point out that if students can't think of an example from their own life, they can make something up. Monitor as students are doing the activity and offer support as necessary. You may want to make a note of any errors in the use of the Past Perfect for a feedback session later. Ask volunteers to share their ideas with the class.

### Answers

Students' own answers

## WRAP-UP (5 minutes)

(T-S, S-T) Write the following sentence stem on the board: *By the time I was ten, I had ...*. Students work in pairs to complete the sentence in as many different ways as they can think of. Ask volunteers to share their ideas with the class.

## HOMEWORK

Ask students to make a list of all the creative jobs they can think of. Start the next lesson by eliciting their ideas on the board.

## CONTINGENCY PLAN

There is a downloadable photocopiable resource number 37 to use.

## OVERVIEW

## Objectives: Grammar

- Extract key information from a linguistically complex text, if guided by questions (GSE 70 – B2+).
- Guess the meaning of an unfamiliar word from context in a linguistically complex text (GSE 72 – B2+).

## Resources:

- SB: pages 38-39
- WB: pages 28-29

## WARM-UP (10 minutes)

(T-S, S-S, S-T) Ask students what they can remember about when to use the Past Perfect and how to form it. They can discuss their ideas in groups or pairs. Ask students to share their ideas with the class and give a couple of examples of sentences in the Past Perfect.

## Answers

Students' own answers

## PRACTICE (10 minutes)

- 1** (T-S, S-T) Exercise 1. Go through the example with the class and point out that the forms in the box are already in the Past Perfect. Students work individually to complete the sentences. Check answers as a class.

## Answers

**2** had already left   **3** had forgotten   **4** had spent  
**5** had run out of   **6** had seen

- 2** (T-S, S-T) Exercise 2. Point out that the questions are about the text in the shaded box. Tell students to focus on the key words in the questions in order to choose the correct answers. Students work individually to match the questions with the answers. Check answers as a class.

## Answers

**1** b   **2** c   **3** a

- 3** (T-S, S-T) Exercise 3. Go through the example with the class. Point out the sentences are all continuations of the first sentence. Remind students to think about how we form the Past Perfect. Students work individually to choose the correct forms. Check answers as a class.

## Answers

**2** had forgotten   **3** hadn't said   **4** had asked  
**5** hadn't taken   **6** had arranged

## PRODUCTION (15 minutes)

- 1** (S-S, S-T) Exercise 4. Go through the example with the class and elicit how the verbs in the first sentence (*had breakfast, listened*) are different in the second sentence (*had had breakfast, had listened*). Students work individually to rewrite the sentences. Check answers as a class, encouraging students to explain their answers.

## Answers

- 2** I had run six kilometres and swum two kilometres.  
**3** we had got up and had tidied our rooms.  
**4** had taken a phone from a student and thrown two students out for talking.

- 2** (T-S, S-S, S-T) Exercise 5. Go through the example with the class. Students work in pairs to complete the text. To check answers, ask one or two pairs to read the text aloud.

## Answers

**2** had seen   **3** had taken   **4** had uploaded  
**5** had spent   **6** had started   **7** had seen  
**8** had offered   **9** had phoned   **10** had heard

- 3** (T-S, S-S, S-T) Exercise 6. Go through the example with the class. Ask what form the verb is in (Past Perfect). Point out that students should not change the form of the word in capitals and that the second sentence should have the same meaning as the first. Students work in pairs to complete the sentences. Check answers with the class.

## Answers

**2** hadn't enjoyed   **3** had seen   **4** had left Amman

## WRAP-UP (10 minutes)

(T-S, S-T) Ask students to think about what they did last weekend. They talk about their weekends in pairs beginning with *By the end of Sunday, I had ...*

## HOMEWORK

Ask students to write a short paragraph about their weekends, using their ideas from the Wrap-up.



## OVERVIEW

### Objectives:

- Talk about artistic professions and different types of art (GSE 41 – B1+).
- Use the Past Perfect in reported speech (GSE 54 – B1+).

### Vocabulary

- Creative jobs: *camera operator, composer, conductor, director, extra, lighting technician, playwright, screenwriter, songwriter, sound engineer, stage manager, stunt performer*
- Words and phrases associated with creative jobs: *album, audience, band, curtain, film, instrument, lines, live performance, play a good part, plays, stage, theatre*

### Resources:

- SB page 40; Word List page 87
- Online resources: Photocopiable Resource 38
- Assessment: Vocabulary Quiz 9

## WARM-UP (5 minutes)

(S-S, S-T) Exercise 1. Students work in pairs to describe the photo. Remind them to speculate about what they think might be happening. Ask students to share their ideas with the class. Then ask students what creative jobs they know. Write their ideas on the board, along with any famous people they can think of who have those jobs.

### Answers

Students' own answers

## PRESENTATION (10 minutes)

(T-S, S-S, S-T) Exercise 2. Draw students' attention to the jobs in the box. Are any of the jobs already on the board from the Warm-up? You may want to pre-teach *composer, conductor, extra, stage manager* and *stunt performer*. Students work in pairs to match the jobs with the categories. Check answers with the class, then ask students which job is the easiest and which is the most difficult. Encourage them to justify their answers. If there is time, students could also match the jobs you wrote on the board in the Warm-up with the three categories.

### Answers

**c** composer   **c** conductor   **a** director   **a** extra  
**a** lighting technician   **b** playwright   **a** screenwriter  
**c** songwriter   **c** sound engineer   **b** stage manager  
**a** stunt performer

## PRACTICE (10 minutes)

(T-S, S-S, S-T) Exercise 3. Tell students to close their books. Read the example and ask the class to guess the correct job. Students then work in pairs to guess the jobs. Check answers with the class. If there is time, students can work in pairs to write more clues about some of the other words in the box. They swap their clues with another pair, who have to try to guess the correct job.

### Answers

**2** musician   **3** theatre actor

## PRODUCTION (15 minutes)

**1** (T-S, S-S, S-T) Exercise 4. Go through the phrases in the box, then go through *Watch Out!* Students work in pairs to make true sentences and say them aloud. Monitor as students are working and offer support as necessary. You may want to make a note of any common mistakes with the use of *be good/bad at ...* for a feedback session later on. Ask students to share their ideas with the class.

### Answers

Students' own answers

**2** (T-S, S-S) Exercise 5. Students prepare and give a presentation to the class using the information they learnt about their partner from Exercise 4.

## WRAP-UP (5 minutes)

(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 have found interesting, new, easy or challenging.

## HOMEWORK

Students write between three and five sentences from an episode of their favourite TV programmes. Next to each sentence, they write who said it and, if appropriate, who they said it to (e.g. 'I'll never forget you.' Jo to Ken).

## CONTINGENCY PLAN

There is a downloadable photocopiable resource number 38 to use.

# 09 LESSON 2B VOCABULARY (WB)

## OVERVIEW

### Objectives:

- Talk about artistic professions and different types of art (GSE 41 – B1+).
- Use the Past Perfect in reported speech (GSE 54 – B1+).

### Vocabulary:

- Words to do with the Arts: *concert hall, orchestra, performance, rehearse, soloist, stared, talented, original, provoking, irritating, colourful, cheerful, sophisticated, opening line, paragraph, act, Art, draw, explain, paint, a play, composer, director, extra, stunt, playwright, technician, songwriter, manager*

### Resources:

- SB: pages 38-39
- WB: page 30

## WRAP-UP (10 minutes)

(S-S, S-T) Exercise 5. Students imagine they are a dancer, musician or actor. What might be rewarding/challenging about the job? Give students some time to brainstorm ideas before they write their paragraph.

## HOMEWORK

Students could write their paragraphs from the Wrap-up for homework.

## WARM-UP (10 minutes)

(T-S, S-T) Ask students how many creative jobs they can remember. Write their ideas on the board to refer to during this lesson.

### Answers

Students' own answers

## PRACTICE (15 minutes)

- 1** (T-S, S-T) Exercise 1. Students work individually to choose the correct words. Check the answer as a class, encouraging students to justify their answers.

### Answers

1 b 2 b 3 c 4 a

- 2** (T-S, S-S, S-T) Exercise 2. Go through the example with the class. Students work in pairs to match the jobs with the sentences. Check answers with the class. Ask students which job they would most like to do.

### Answers

2 composer 3 stunt 4 extra

## PRODUCTION (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 3. Go through the example with the class. Point out that students may need to change the form of the words in the box. Students work in pairs to complete the texts. To check answers, ask one or two pairs to read out the completed texts for the class.

### Answers

2 remembering 3 playing 4 singing 5 Art 6 painting  
7 drawing 8 explaining 9 taking 10 telling

- 2** (T-S, S-S, S-T) Exercise 4. Tell students to read through the sentences and the example. Point out that the first letter of each word is provided. Ask *What kind of word will fit in the gaps?* (a noun). Students work in pairs to complete the sentences. Check answers with the class.

### Answers

1 film 2 concerts, live 3 actor, theatre

## OVERVIEW

### Objectives: Grammar

- Practise of direct speech to reported speech (GSE 54 – B1+).
- Extract key details from an informational interview, if delivered in clear standard speech (GSE 67 – B2+).
- Practise pronunciation of *say, tell* and *ask* to report conversations (GSE 61 – B2).

### Vocabulary:

- Types of TV programme: *cartoon, chat show, documentary, drama series, game show, quiz show, reality TV, sitcom, sketch show, soap, the news*
- Time expressions in reported speech: *the day after, the day before, the last time, the time before, tomorrow*

### Resources:

- SB: page 41; Grammar Reference page 72; Word List page 67
- Online resources: Photocopiable Resource 39
- Assessment: Grammar Quiz Lesson 9

## WARM-UP (5 minutes)

- (T-S, S-S, S-T) Exercise 1. Go through the types of TV programmes in the box and check students understand *sitcom, sketch show* and *soap*. Students then work in pairs to discuss their favourite types of TV programmes. Ask students to share their answers with the class and encourage them to justify their answers.

### Answers

Students' own answers

- (S-S, S-T) Exercise 2. Students work in pairs to say what they can see in the photo and to speculate about what might be happening. You could hold a class vote on which kind of programme students think *The South* is.

### Suggested answer

It is probably a drama series/soap.

## PRESENTATION (10 minutes)

(T-S, S-S, S-T) Exercise 3. Go through the Grammar box and point out that in reported speech, the verbs usually moves back one tense. Other words such as locations may also change, e.g. *here > there*. Students read the two sentences and answer the questions.

### Answers

- Sentence 1 is a quote and Sentence 2 is a report
- The verb form in the quote is Present Simple and the verb form in the report is Past Simple.

Refer students to the Grammar Reference section on page 72 for more information.

## PRACTICE (15 minutes)

(T-S, S-S, S-T) Exercise 4. Go through the *Watch Out!* box with the class and point out that the verb *tell* is always followed by an object. Students work in pairs to read the quotes from *The South* and rewrite them using reported speech. Check answers with the class. If there is time, put students in pairs and refer them to the sentences they wrote at home. They swap sentences and rewrite them in reported speech.

### Answers

- Sawsan told Ziad that she was his mother, he was her son and they were family.
- Khaled said he couldn't take it anymore.
- Muneer told Raed that Malak was looking for him.
- Sami said that he had made a decision.
- Fadia said that they would keep on trying, that they wouldn't give up.
- Noura told Lama that Jaber had taken out the recycling and then he left.
- Laila told Hussein that he had no idea what he was talking about.
- Amina told Nadia that she didn't like talking about other people but that she had heard some news.

## PRODUCTION (10 minutes)

(S-S, S-T) Exercise 5. In pairs, students think of a conversation they want to report. It may help them to write the conversation in direct speech first, then change it to reported speech. To check answers, ask pairs to model their conversations for the class.

### Answers

Students' own answers

## WRAP-UP (5 minutes)

(S-S, S-T) Students think of an actor they like and go online to find a quote from them. They rewrite the quote in reported speech and share it with the class.

## HOMEWORK

Ask students to read about Sheku Kanneh-Mason online and note down three or four facts about him. Use students' sentences to lead in to the reading text.

## CONTINGENCY PLAN

There is a downloadable photocopiable resource number 39 to use.

## OVERVIEW

## Objectives:

- Can use *say*, *tell* and *ask* to report conversations (GSE 61 – B2).
- Express feelings (e.g. sympathy, surprise, interest) with confidence, using a range of expressions (GSE 61 – B2).
- Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex (GSE 66 – B2).

## Resources:

- SB: page 41; Grammar Reference page 72
- WB: page 31

## WARM-UP (5 minutes)

(T-S, S-T) Briefly recap when/why we use reported speech and ask students how we form reported speech. Can they remember which words change in reported speech? If necessary, refer students back to the Grammar Reference on page 72 of the Student's Book.

## Answers

Students' own answers

## PRACTICE (20 minutes)

- 1** (S-S, S-T) Exercise 1. Students work individually to choose the correct forms. Check answers with the class. Ask students if they remember what the difference is between *say* and *tell* (*tell* is always followed by an object).

## Answers

**1** would   **2** had   **3** were   **4** was   **5** couldn't   **6** watched

- 2** (T-S, S-S, S-T) Exercise 2. Go through the example with the class and point out that the quote is direct speech and the text in the shaded box is reported speech. Students work individually to complete the text, then compare their answers in pairs. Check answers with the class.

## Answers

**2** had got   **3** was   **4** didn't   **5** hadn't   **6** was

- 3** (T-S, S-S, S-T) Exercise 3. Go through the example with the class and elicit what changes were made in order to rewrite it in reported speech (*I* changes to *Faten/she*, *am not* changes to *wasn't*, *said that* is added). Students work individually to rewrite the sentences, then compare their answers in pairs. Check answers with the class.

## Answers

**2** he hadn't gone out at all the day before/the previous day.  
**3** she hadn't seen the film yet.

## PRODUCTION (10 minutes)

(S-S, S-T) Exercise 4. Students work in pairs to rewrite the conversation. To check answers, ask one or two pairs to read the conversation aloud to the class.

## Answers

Rola said 'Hi' to Sawsan and told her that Jordan women's national football team were playing Egypt. She said she would help her with her homework when it finished.  
 Sawsan said that was OK. She said she loved football and she had seen Jordan play the previous year.  
 Rola said 'Really? Wow.' She told Sawsan that she often went to watch their local team play, but she had never seen a big match.  
 Sawsan said that she could get them tickets if she wanted.  
 Rola said 'Wow! Yes, please.'

## WRAP-UP (10 minutes)

(S-S, S-T) Exercise 5. Students work individually to write down five things people have told them in direct speech, then rewrite them in reported speech. Ask students to share their ideas with the class.

## HOMEWORK

Students do some online research into the character from the Student's Book page 43.

## OVERVIEW

### Objectives: Reading

- Read and understand a factual text about a singer-songwriter (GSE 51–58 – B1+).

### Vocabulary:

- Words related to musicians: *audience, bands, classical music, club, concert hall, fans, hit songs, orchestra, perform, pop groups, soloist, theatre*

### Resources:

- SB: pages 42–43; Word List page 67

## WARM-UP (5 minutes)

(S–S, S–T) Exercise 1. Students work in pairs to discuss the questions. Ask students to share something they learnt about their partner with the class.

### Answers

Students' own answers

## PRESENTATION (5 minutes)

(T–S, S–S, S–T) If students did some research for homework in Lesson 3A, ask them what they found out about Sheku Kanneh-Mason.

## PRACTICE (20 minutes)



- 1** (T–S, S–T) Exercise 2. Tell students to skim the article quickly to get the gist: they won't need to read every word in order to answer this question. Check answers with the class.

### Answer

b

- 2** (T–S, S–S, S–T) Exercise 3. Tell students to read the article more carefully. They may also want to underline key words in the questions to help them identify the part of the article that answers the question. Students work individually to choose the correct answers, then compare their answers in pairs. Check answers with the class and encourage students to say which part of the article gave them the correct answer.

### Answers

**1** d **2** b **3** c **4** a

- 3** (T–S, S–S, S–T) Exercise 4. Tell students to pay attention to the highlighted words in the questions and also in the article. Can they see any links or themes that connect the words? Students work in pairs to complete the sentences. Check answers with the class. If there is time, students could write similar sentences for the two extra words (*performance, case*).

### Answers

**1** perform **2** audience **3** soloist **4** rehearse  
**5** performance

- 4** (T–S, S–S, S–T) Exercise 5. Go through the example with the class and remind them to refer back to Lesson 2A. Students work in pairs to talk about 1–3. Monitor as students are working and offer support as necessary. You may want to make note of any common mistakes with vocabulary or pronunciation for a feedback session later. Ask one or two pairs to share their ideas with the class. If your students need an extra challenge, tell them to choose one of the ideas in the Student's Book and write a short paragraph about it.

### Answers

Students' own answers

## PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 6. Go through the box with the class. Students can work in pairs or small groups to brainstorm ideas. They then work individually to make notes. Students could tell their stories to the class or to their group. Encourage the other students to ask follow-up questions to find out more.

### Answers

Students' own answers

## WRAP-UP (5 minutes)

(T–S, S–T) Refer students to the *Can-do* statement at the bottom of page 43 and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.

## HOMEWORK

Students write between two and four true/false sentences about the article, e.g. *Sheku was just 7 years old when he won the BBC Young Musician of the Year.* (F) *When he was 12, he was diagnosed with diabetes.* (T). Then, in pairs, they swap sentences, complete the exercise and check their answers with their partner.

## CONTINGENCY PLAN

Ask students to find out more about Sheku Mason's family. Ask *Who are they? What do they do? Are they famous too? if so, why?*

# 09 LESSON 5A SPEAKING (SB)

## OVERVIEW

### Objectives: Speaking

- Create informal invitations: make, accept and turn down invitations, turning down invitations; give reasons (GSE 59–66 – B2).
- Use rising and falling intonations for *yes/ no* questions (GSE 67–75 – B2+).

### Resources:

- SB: page 44; Word List page 67

## WARM-UP (5 minutes)

(T-S, S-T) Ask: *When was the last time someone invited you to do something? What was the invitation? Did you accept? Why/Why not?* Elicit answers from the class.

## PRESENTATION (15 minutes)

- (T-S, S-T) Exercise 1. Point out that students might want to write the message in direct speech first, then rewrite it in reported speech. Play the recording a couple of times for students to make notes and write the message.

### Answers

Talal called Suleiman and left a message. He said 'Hello' and introduced himself. He reminded Suleiman of how they met. He suggested they could meet up and said goodbye.'



## Audioscript 9.3

T = Talal S = Suleiman

- T:** Come on!
- S:** Hi, this is Suleiman. I can't talk right now but leave a message and I'll get back to you as soon as I can.
- T:** Hi, Suleiman. This is Talal. We met at Habib's house. I don't know if you remember me but I enjoyed talking to you. Hopefully we can meet up. OK? Bye.
- (T-S, S-T) Exercise 2. You may want to pre-teach *turn someone down*. Play part 2 of the recording once for gist, then a second time for students to choose their answers. Check answers with the class, pausing the recording after each answer. If there is time, students can work in groups of four and practise acting out the conversations.

### Answers

- Muneer invited him to go to the theatre.
  - Mum invited him to go to a book fair.
  - Laith invited him to go to the art gallery.
- Talal said that the theatre wasn't his cup of tea and he didn't feel like going out;
  - he couldn't because he had other plans;
  - he would love to but he had to visit his parents.

## Audioscript 9.4



M = Muneer T = Talal Mu = Mum L = Laith

- T:** Hi. What's up?
- M:** Hi. I've got a spare ticket for the theatre tonight. Do you want to come?
- T:** Thanks, Muneer, but I don't really fancy it, to be honest. It's not my cup of tea. Anyway, I don't feel like going out tonight ... Oh! I've got another call. See you. Hi.
- Mu:** Hello. How are you?
- T:** Fine, thank you. What is it?
- Mu:** Would you like to go to a book fair with us this evening?
- T:** No, I'm sorry, Mum. I can't.
- Mu:** There's a good author there. Your dad says he writes adventure books.
- T:** That sounds great but I've got other plans.
- Mu:** Is it a new friend?
- T:** Sorry! I've got to go. See you on Sunday, yeah?
- Mu:** OK, Talal. Be good.

- T:** Hey, Laith.
- L:** Hey, Talal. Do you fancy coming to the art gallery tonight?
- T:** Thanks Laith, I'd love to, but I've got to visit my parents tonight.
- L:** No problem. See you.
- T:** Bye.

- (T-S, S-T) Exercise 3. Go through the Speaking box with the class. Ask students if they can remember any of the phrases that were used in the conversations (it may be simpler for them to tick the phrases that are in the conversations and then select those that are not by process of elimination). Play the recording again for students to choose their answers. Check answers with the class, pausing the recording after each phrase used.

### Answers

Where shall we meet?  
What a great idea! What time?  
That's very kind of you, thanks.  
No, thanks.  
I'm not really into ...  
Maybe some other time.  
Sure, that sounds good/like a good idea.

- (S-S, S-T) Exercise 4. Students work in pairs to discuss their ideas and make predictions about what will happen next. Ask students to share their ideas with the class and make a note of their suggestions on the board. Play part 3 of the recording. Tell students to look at the ideas on the board. Did anyone guess correctly?

### Answers

Students' own answers





## Audioscript 9.5

T = Talal S = Suleiman

- T: It's Suleiman ... Hi! Hi, Suleiman. Did you get my message?  
Yes, of course, you did.
- S: Yes. Thanks for calling, Talal. It was a surprise but it was nice.
- T: Do you want to go to the cinema this evening?
- S: I'd love to but I'm sorry, I can't. I'm going out with my mum.  
Maybe some other time?
- T: Yeah, sure ...
- S: There's an exhibition at the Art Gallery. Do you fancy going  
on Sunday?
- T: That sounds like a great idea. I'd love to.
- S: Cool. Where do you want to meet?
- T: Em ...
- S: How about outside the Art Gallery at ten thirty?
- T: Yes, great, fantastic.
- S: Great. See you on Sunday.
- T: OK, looking forward to it. Bye.
- S: Bye.

## PRACTICE (10 minutes)

(S-S, S-T) Exercise 5. Go through the example with the class. Students work in pairs to try to remember what the speakers said and complete the sentences with reference to the Speaking box. To check answers, play the recording, pausing after each answer. If there is time, students can practise the conversation in their pairs.

### Answers

- 2 I'd love to; I'm sorry
- 3 some other time
- 4 Do you fancy
- 5 sounds like
- 6 love to



## Audioscript 9.6

T = Talal S = Suleiman

- T: Do you want to go to the cinema this evening?
- S: I'd love to but sorry, I can't. I'm going out with my mum.  
Maybe some other time.
- T: Yeah, sure...
- S: There's an exhibition at the Art Gallery. Do you fancy going  
on Sunday?
- T: That sounds like a great idea. I'd love to.

## PRODUCTION (5 minutes)

(S-S, S-T) Exercise 6. Write some questions on the board and model the intonation, e.g. *Are you free this weekend?* (rising intonation); *What time shall we meet?* (falling intonation). Ask students if they can hear any difference in the way the questions are pronounced. Go through the pronunciation rules with the class, then play the recording a few times for students to listen and repeat.

### Answers

Students' own answers

## Audioscript 9.7



- 1 What's up?
- 2 Do you want to come?
- 3 How are you?
- 4 Would you like to go to a book fair with us this evening?
- 5 What is it?
- 6 Is it a new friend?
- 7 How about it?
- 8 Did you get my message?
- 9 Do you want to go to the cinema this evening?
- 10 Do you fancy going there on Sunday?
- 11 Where do you want to meet?
- 12 How about outside the gallery at ten thirty?

## WRAP-UP (5 minutes)

(T-S, S-S, S-T) Students think of something they would like to invite their partner to do. They invite their partner, using phrases from the Speaking box. Their partner should accept or turn down the invitation. Ask students to share with the class what the invitation was and whether they said yes or no, and why.

## HOMEWORK

Tell students they're going to do a Show and Tell on books in the next lesson. Ask them to bring their favourite book to class.

## CONTINGENCY PLAN

Students could write an invitation from the Wrap-Up exercise, taking into consideration their partner's feedback.

## OVERVIEW

## Objectives: Listening

- Recognise words related to literature including opinions on books (GSE 51–58 – B1+).

## Vocabulary:

- Literature: *author, beginning, chapter, cover, hero, main character, novel, opening line, paragraph, plot, title, trilogy, writing style*

## Resources:

- SB: page 45; Word List page 67
- TB: Culture Notes page 113
- Online resources: Photocopiable Resource 40

## WARM-UP (10 minutes)

(T-S, S-T) If students have brought their favourite books into class, ask them to show the class the book and to say a little bit about the book and why they like it.

## Answers

Students' own answers

## PRESENTATION (10 minutes)

(T-S, S-S, S-T) Exercise 1. Tell students to read the descriptions of the books. Have they read any of them? In pairs, students decide on a category for each book. Check answers with the class. You could have a class vote to see which category is most popular with students. You can refer to page 113 of the Teacher's Book for more information about the authors.

## Answers

*The Adventures of Sherlock Holmes*: short stories/fiction/crime  
*Shakespeare in Autumn*: classics and poetry  
 Students' own answers

## PRACTICE (15 minutes)

- 1 (S-S, S-T) Exercise 2. Students work in pairs to describe the photo and speculate about what they think the people are talking about. Elicit ideas from the class and write them on the board. Then play the recording for students to check the answer. Were any of the ideas on the board correct?

## Answers

Students' own answers



## Audioscript 9.8

M = Muna N = Nada

- M: Hi Nada. Mum told me you were here.  
 N: Mmm.  
 M: What are you doing?  
 N: I'm reading a book.  
 M: Is it for school?  
 N: No, eh ... what?  
 M: Is it for your English class?  
 N: Yes, I've got to do a report on it next month.  
 M: So, why are you reading it now? It's a lovely day for cycling.

N: I'm reading it because I enjoy reading. Do you mind?

M: Is it good?

N: It's brilliant.

M: What is it?

N: It's a Rowan Parker novel.

- 2 (S-S, S-T) Exercise 3. Play the recording once for students to get the gist, then again for them to tick the words they hear. Students work in pairs to compare their answers. Check answers with the class, pausing after each word if necessary.

## Answers

Students tick all the words except *plot* and *trilogy*.

## Audioscript 9.9



M = Muna N = Nada

M: Is it good?

N: It's brilliant.

M: What is it?

N: It's a Rowan Parker novel.

M: Rowan Parker? Oh yeah! He's a great writer, isn't he?

N: Rowan Parker isn't a writer, he's a character. The author's name is Riley Cooper and Rowan Parker is the main character.

M: Oh, like the hero?

N: Yeah.

M: What's the title?

N: The Secret Library.

M: The Secret Library? Can I see it? I don't like the cover much – the picture's boring ... Let's see the opening line ... 'Using imagination, the building mimics the effects of time.' It's not so easy to understand, is it?

N: Yes, he writes in a very poetic style. You should ...

M: What kind of book is it?

N: Historical fiction.

M: A historical novel?

N: Yeah.

M: What's it about?

N: I've read this paragraph three times already because you keep on talking.

M: Sorry, but Mum said it was a good idea for us to go out. It's sunny.

N: I thought Laila had invited you to go to the shops.

M: Yes, she had but then she called back and said she had homework to do. Anyway, I haven't got any money.

N: You told me you had to study. Why don't you do that instead of talking to me?

M: Because it's a lovely sunny day and I want to go out. You promised you'd go cycling with me this weekend. I want to go to the park. Come with me. Please!

N: OK, just let me finish this chapter.

M: But you've just started it! You're right at the beginning!

N: Yes, and if you don't let me read it, I'll never get to the end and you won't get to the park.

M: OK.

- 3** (S-S, S-T) Exercise 4. Students can try to answer the questions from memory. Play the recording for them to confirm their answers. Check answers with the class, pausing after each answer.

## Answers

1 b 2 c 3 c 4 b

## Audioscript 9.10



**M** = Muna **N** = Nada

**M:** Hi, Nada. Mum told me you were here.

**N:** Mmm.

**M:** What are you doing?

**N:** I'm reading a book.

**M:** Is it for school?

**N:** No, eh ... what?

**M:** Is it for your English class?

**N:** Yes, I've got to do a report on it next month.

**M:** So, why are you reading it now? It's a lovely day for cycling.

**N:** I'm reading it because I enjoy reading. Do you mind?

**M:** Is it good?

**N:** It's brilliant.

**M:** What is it?

**N:** It's a Rowan Parker novel.

**M:** Rowan Parker? Oh yeah! He's a great writer, isn't he?

**N:** Rowan Parker isn't a writer, he's a character. The author's name is Riley Cooper and Rowan Parker is the main character.

**M:** Oh, like the hero?

**N:** Yeah.

**M:** What's the title?

**N:** *The Secret Library*.

**M:** *The Secret Library*? Can I see it? I don't like the cover much – the picture's boring ... Let's see the opening line ... 'Using imagination, the building mimics the effects of time.' It's not so easy to understand, is it?

**N:** Yes, he writes in a very poetic style. You should ...

**M:** What kind of book is it?

**N:** Historical fiction.

**M:** A historical novel?

**N:** Yeah.

**M:** What's it about?

**N:** I've read this paragraph three times already because you keep on talking.

**M:** Sorry, but Mum said it was a good idea for us to go out. It's sunny.

**N:** I thought Laila had invited you to go to the shops.

**M:** Yes, she had but then she called back and said she had homework to do. Anyway, I haven't got any money.

**N:** You told me you had to study. Why don't you do that instead of talking to me?

**M:** Because it's a lovely sunny day and I want to go out. You promised you'd go cycling with me this weekend. I want to go to the park. Come with me. Please!

**N:** OK, just let me finish this chapter.

**M:** But you've just started it! You're right at the beginning!

**N:** Yes, and if you don't let me read it, I'll never get to the end and you won't get to the park.

**M:** OK.

## PRODUCTION (5 minutes)

(S-S, S-T) Pick another one of the categories from the top of the page. Students work in pairs or small groups and try to think of the names of as many books as possible that fit the category. You could set a time limit, and the pair/group with most matching book titles at the end of time allowed is the winner.

## Answers

Students' own answers

## WRAP-UP (5 minutes)

(S-S, S-T) Students write a short description like those at the top of the page about their favourite book which they shared with the class at the beginning of the lesson. Students share their descriptions with a partner, then with the class.

## HOMEWORK

Students find a review about a book/film and bring into the next class.

## CONTINGENCY PLAN

There is a downloadable photocopyable resource number 40 to use.

# 09 LESSON 6B VOCABULARY (WB)

## OVERVIEW

### Objectives: Listening

- Think about an interview with a writer to find words and phrases related to literature (GSE 51–58 – B1+).
- Understand intonation in different types of questions (GSE 67–75 – B2+).

### Resources:

- SB: page 45
- WB: page 32

## WARM-UP (10 minutes)

(T-S, S-S, S-T) If students did the research about their favourite author for homework, ask them to give a brief presentation about what they learnt. They can give their presentations in small groups or to the class. Ask students *Have you ever heard or seen an interview with an author? What did they talk about?* As a class, brainstorm vocabulary they might expect to hear in the interview. Write any useful ideas and vocabulary on the board.

## PRACTICE (10 minutes)

- 1 (S-S, S-T) Exercise 1. Students work in pairs to choose the correct words and phrases. Check answers as a class.

### Answers

1 first 2 the author's life 3 great novels and poetry 4 idea

- 2 (S-T, S) Exercise 2. Ask students to write a short paragraph about a book they have read and enjoyed.

### Answers

Students' own answers

## PRODUCTION (15 minutes)

- 1 (T-S, S-T) Exercise 3. Ask students if they can remember the difference in intonation for *yes/no* questions and *Wh-* questions. Go through the *Active Pronunciation* box with the class and play the recording for students to listen and repeat what they hear.

### Answers

Students' own answers

## TIP

Sometimes it is helpful to overexaggerate intonation when modelling it for students, so they can hear the difference in rising/falling intonation clearly.



### Audioscript 9.11

- 1 What is the book called and what's it about?  
2 Is it autobiographical?  
3 When did you decide you wanted to become an author?  
4 Was it difficult to find time for writing?

- 2 (S-S, S-T) Exercise 4. Play the recording again. Students work individually to choose the correct intonation pattern, then compare their answers in pairs. To check answers, play the recording again, stopping after each answer.

### Answers

1 down 2 up 3 down 4 up

- 3 (T-S, S-S, S-T) Exercise 5. Elicit from students which intonation pattern we use when we know the answer to a question and just want to confirm it (falling) rather than when we are asking a true question (rising). Go through the *Active Pronunciation* box with students. Write the following on the board: *There is no school tomorrow, is there?* Elicit how students would say this if they know the answer, versus if they do not. Play the recording once or twice. Students work individually to choose their answer, then compare their answers in pairs. Check the answer with the class.

### Answer

2

## Audioscript 9.12

- 1 And this meeting is in your novel, isn't it?  
2 And this meeting is in your novel, isn't it?



- 4 (S-S, S-T) Exercise 6. Students work in pairs and practise saying the questions to each other using the correct intonation. Play the recording once or twice for students to choose their answers. Check answers with the class and ask one or two students to read the questions out to the class, using the correct intonation.

### Answers

1 a 2 b

## Audioscript 9.13

- 1 a You're starting a new novel soon, aren't you?  
b You're starting a new novel soon, aren't you?  
2 a You left school a year ago, didn't you?  
b You left school a year ago, didn't you?



## WRAP-UP (5 minutes)

(S-S, S-T) Students think about the favourite author they researched for homework. What questions would they ask the author if they could interview them? Students work in pairs to brainstorm ideas. They write five questions to ask their favourite author.

## HOMEWORK

In preparation for the next lesson, tell students to think of an event they have been to recently. They can make notes on what they liked/disliked about it.

## OVERVIEW

### Objectives: Writing

- Write a short review using headings, personal comments, factual details, giving and justifying your opinion, recommendation (GSE 43–50 – B1).

### Resources:

- SB: pages 46–47; Word List page 67
- Graphic Organiser for this unit

## WARM-UP (5 minutes)

- (T–S, S–T) If students did the homework at the end of the last lesson, they can discuss the review they brought into class.
- (S–S, S–T) Exercise 1. Students discuss the question in pairs. Elicit ideas from the class. Ask: *Do you trust what you read in a review? Why/Why not?*

### Answers

Students' own answers

## PRESENTATION (10 minutes)

- (T–S, S–S, S–T) Exercise 2. Point out that students do not need to read the whole text at this stage: they can just look at the posters. Elicit what the posters are for. Students work in pairs to say which event they would/wouldn't like to go to, and why. Monitor as students are talking and offer support as necessary. You could hold a class vote to find out which event is most popular with students.

### Answers

Students' own answers

- (T–S, S–S, S–T) Exercise 3. Tell students to read the reviews in detail. Students work individually to decide which review matches which star-rating, then compare their answers in pairs. Check answers with the class. Ask students to identify the parts in each review which helped them choose the matching star-rating.

### Suggested answers

- \* Oliver Twist
- \*\*\*\* Nabati Poetry
- \*\*\*\*\* Aqua Kaleidoscope

## PRACTICE (10 minutes)

- (T–S, S–S, S–T) Exercise 4. Go through the Writing box with the class. Point out that they will not find all the phrases in the reviews: only some of them. Students work in pairs to read the reviews again and find phrases from the Writing box. Check answers with the class. If there is time, you could ask students if they can think of any other phrases that would fit in the Writing box.

### Answers

A friend told me  
really interesting  
quite good  
I recommend it  
It was really bad

- (T–S, S–S, S–T) Exercise 5. Write *good* and *brilliant* on the board. Elicit what they mean (the same thing) and what the difference is between them (*brilliant* has a stronger meaning than *good*). Go through the *Watch Out!* box with the class. Elicit the adverb that can be used with both kinds of adjectives. If your students need an extra challenge, ask them to write sentences containing both normal and strong adjectives, e.g. *The comedian wasn't just funny, he was absolutely hilarious.*

### Answers

really

## PRODUCTION (15 minutes)

- (S–S, S–T) Exercise 6. Students work in pairs to discuss an artist/group/TV programme, etc. If they did the homework at the end of the last lesson, they can also discuss the review they brought into class. Monitor as students are discussing and offer support as necessary. You may want to make a note of any common errors relating to the use of normal/strong adjectives for a feedback session at the end. Ask one or two pairs to share their ideas with the class.

### Answers

Students' own answers

- (S–S, S–T) Exercise 7. Students work individually to write their reviews. Advise them to use the Graphic Organiser for this unit. If there is time, students can swap their reviews with a partner, who gives feedback on what they like about the review, as well as what can be improved.

### Answers

Students' own answers

## WRAP-UP (5 minutes)

(T–S, S–S, S–T) Write the list of normal adjectives from *Watch Out!* on the board. With books closed, students in pairs test each other on strong adjectives. They take it in turns to say a normal adjective from the board for their partner to give the strong adjective.

## HOMEWORK

Ask students to study and translate the word list for this lesson.

## CONTINGENCY PLAN

Students could rewrite their review from Exercise 7, taking into consideration their partner's feedback.

## OVERVIEW

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

### Objectives:

- All language-related objectives from Unit 9.

### Resources:

- SB: Word List page 67; Grammar Reference pages 71–72
- WB: pages 34–35; Self-Assessment 9 page 33.
- Assessment: Unit 9 Language Test (Vocabulary, Grammar, Use of English)

## VOCABULARY AND GRAMMAR

Exercise 1.

### Answers

1 bestseller 2 style 3 character 4 line

Exercise 2.

### Answers

2 paint 3 performed 4 is 5 reads 6 buys 7 goes  
8 see 9 visit 10 waste 11 watches

Exercise 3.

### Suggested answers

2 The plot is absolutely ridiculous.  
3 The actors are totally brilliant.  
4 Some of the dialogues are really hilarious.  
5 The ending is totally astonishing/amazing.  
6 The bad guy is really terrifying.  
7 The film is totally fascinating.

Exercise 4.

### Answers

1 took up 2 left, had already won 3 woke, had finished

Exercise 5.

### Answers

1 Ali said he could see them and they were playing in the street.  
2 Nour told Farid that they had got a problem and they didn't know what to do.  
3 Abeer denied seeing her/said that she hadn't seen her, she hadn't been there the day before/the previous day.  
4 Fatima told Suha that she couldn't go shopping with her (at the moment).

## USE OF ENGLISH

Exercise 6.

### Answers

2 in 3 on 4 writer/author 5 takes 6 stars  
7 part/role 8 had 9 was 10 on

## READING

Exercise 7.

### Answers

2 the audience was very small  
3 three: Ryan, Finley and Ted  
4 everyone had paid for a ticket and you never knew who might be in the audience

Exercise 8.

### Answers

2 a large 3 spoke to 4 years ago

## SPEAKING

Exercise 9.

### Answers

Students' own answers

## WRITING

Exercise 10.

### Answers

Students' own answers



[illegible]

# 10 UNIT 10 MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 10 Helping others	Theme 1: SOCIETY  Theme 7: NATIONAL IDENTITY AND WORLD AFFINITIES	<p><b>Listening:</b> analysing main ideas and supporting details; summarising main points in announcements, information texts, narratives and short presentations; utilising tools of content analysis; identifying basic rhetorical structures and using them to help understand meaning</p> <p><b>Speaking:</b> summarising texts; expressing opinions and points of view; paraphrasing clearly and fluently what other students have said in class; practising debate in fun activities and games; using non-verbal clues (e.g. gestures, facial expressions, and eye contact) to clarify one's ideas; debating regularly in a deliberative discussion as an innovative teaching strategy; using conversation management techniques, such as interrupting and turntaking</p> <p><b>Reading:</b> analysing unfamiliar words into their components to guess their meanings; using note-taking strategies to record key ideas and specific details; providing a summary distinct from personal opinions or judgements; using text-to-world connections to develop literacy and multicultural consciousness</p> <p><b>Writing:</b> collecting information and ideas from print and electronic sources to write a coherent; writing a coherent text of three or more connected paragraphs for a variety of purposes and audiences; applying knowledge of the conventions of English (spelling, punctuation, word choice, grammar); reviewing written texts for clarity, correctness, and coherence; evaluating their writing using the agreed writing rubric</p> <p><b>Viewing and Presenting:</b> understanding visual information by asking relevant questions and discussing intended meaning; discussing personal experiences that connect with visual images; making inferences from explicit and implicit information; orally presenting and developing ideas and opinions on a variety of topics; identifying stylistic choices behind the selection and composition of visual presentations; presenting ideas using visual aids such as student-made posters, mind maps or charts; using PowerPoint, Google Slides and Keynote to create presentation; presenting information, conveying a clear perspective; make connections to more than one of the six course themes; using posing questions, problem-solving practices, and scenarios to conduct a small-scale investigations and projects</p>	<p><b>Listening:</b> respond to critical thinking questions before, during and after listening; summarise main points in announcements, information texts, narratives, and short presentations; summing up orally key points of table topic discussions; use resources (dictionaries, online search engines) to help construct meaning; identify signal words and use them to understand the sequence of and relationship between ideas</p> <p><b>Speaking:</b> talk about events in the present, past and future using a variety of tenses; discuss desires and plans using the first and second conditionals with if, unless, could and might; speak at length to express opinions, give explanations, recount events and stories, describe pictures, processes and plans and summarise main ideas in texts; debating regularly in a deliberative discussion as an innovative teaching strategy</p> <p><b>Reading:</b> analyse unfamiliar words into their components (root, suffix, prefix) to guess their meanings; discuss, with a classmate, the meaning of an unfamiliar word and seek confirmation from teacher; assess their reading comprehension using different reading strategies such as monitoring; identify a central idea of a text and how it is conveyed through particular details; determine the meaning of words and phrases as they are used in a reading text; provide a summary of a text distinct from personal opinions or judgements</p> <p><b>Writing:</b> use reference materials found in school; use the Internet for locating specific information and taking notes for writing; practise writing different paragraphs (narrative, descriptive, persuasive); revise written texts with a peer to enhance precision, clarity and correctness; edit the final draft; collect information and ideas from print and electronic sources; conduct a small-scale investigations and inquiry-based projects</p> <p><b>Viewing and Presenting:</b> demonstrate understanding of visual information by asking relevant questions and discussing intended meaning; explain why some of the features of the visual text have been chosen for a particular purpose and audience; make inferences from the text and give examples to support these inferences; examine text and illustrations identifying the relationship between visual and written information; develop ideas and opinions on a variety of topics and orally present them; identify stylistic choices describing the selection and composition of visual presentations; present ideas using visual aids such as student-made posters, mind maps or charts; use appropriate body language when presenting; clearly project voice when speaking, using intonation and pauses; give high-tech and visually well-rounded presentations</p>



## OVERVIEW

### Objectives: Grammar

- Tell when to use the passive (Present Simple, Past Simple and Present Perfect) (GSE 44 – B1).
- Distinguish between a passive tense and an active tense (GSE 47 – B1).
- Use the past perfect in a range of common situations (GSE 54 – B1+).

### Vocabulary:

- Fictional detectives: *crime, deduction, detective, publish, to solve*

### Resources:

- SB pages 48–49; Grammar Reference page 73; Word List page 68
- TB: Culture Notes page 113
- Online resources: Photocopiable Resource 41
- Assessment: Grammar Quiz Unit 10

## WARM-UP (5 minutes)

(T-S, S-T) Ask students if they have heard of Sherlock Holmes. Who is he? What does he do? Have they ever read any Sherlock Holmes books or seen any Sherlock Holmes films?

## PRESENTATION (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Read the questions aloud to the class. Take answers and share knowledge. Students may skim read the text if required.

### Answers

**a** British **b** London **c** Doctor Watson

- 2** (T-S, S-S, S-T) Exercise 2. Draw students' attention to the text. You may want to pre-teach *detective, deduction*. Students work in pairs to read the text and answer the questions. Check answers with the class. You can refer to page 113 of the Teacher's Book for more information about the characters mentioned in the text.

### Answers

**1** Sir Arthur Conan Doyle  
**2** when someone makes a brilliant deduction  
**3** C. Auguste Dupin **4** They are both brilliant private detectives; they both use science and logic to find clues and solve crimes; adventures were narrated by a doctor

- 3** (S-S, S-T) Exercise 3. Students work in pairs to read the sentences and answer the questions. This is a good opportunity for students to work out the grammar rules independently, by analysing the sentences. Elicit answers from the class and ask students to justify their answers.

### Answers

**a** yes **b** who does it **c** what someone does

- 4** (S-S, S-T) Exercise 4. Students work in pairs to find more examples of the passive in the text and try to work out how we form the passive for each example they find. Go through the Grammar box with the class. Check answers with the class.

### Answers

**a** *am/is/are* + past participle  
**b** *was/were* + past participle  
**c** *have/has been* + past participle

Refer students to the Grammar Reference section on page 73 for more information.

## PRACTICE (10 minutes)

- 1** (S-S, S-T) Exercise 5. Students work in pairs to complete the sentences. Check answers with the class. Then play the recording. Elicit answers from the class. To check answers, play the recording again, stopping after each answer.

### Answers

**2** are the novels set – (in Botswana)  
**3** have been published – (17)  
**4** hasn't been made, has been adapted  
**5** was the TV series produced – (2008)  
**6** was planned, was never filmed

## Audioscript 10.1

**H** = Hani **A** = Abbas

**H:** So, Abbas, you're going to tell us about a very popular series of novels, is that right?

**A:** Yes, that's right, Hani. *The Grandparent's Detective Group* is a series of novels by Scottish author Austin Brown. The novels are written in a clear, easy-to-read style and are very funny. The main character is a kind and clever woman.

**H:** Where are the novels set?

**A:** In Botswana, Africa.

**H:** How many novels have been published so far?

**A:** Seventeen.

**H:** How successful are the books?

**A:** Very. More than 25 million copies have been sold. The series hasn't been made into a film but it has been adapted for television.

**H:** When was the TV series produced?

**A:** In 2008. Seven episodes were made for the first season. A second season was planned but it was never filmed.

- 2** (T-S, S-S, S-T) Exercise 6. Go through the example with the class and elicit what changes have been made to the second sentence (The object in the first sentence becomes the subject in the second sentence; the Present Perfect in the first sentence becomes *have been* + past participle, the subject in the first sentence is omitted because it is obvious who does the action.) Students work in pairs to rewrite the sentences. Check answers with the class and ask students to describe the differences between the first and second sentences.



# 10 LESSON 1A VOCABULARY AND GRAMMAR (SB)

## Answers

2 fascinated by detective stories.

3 was borrowed.

4 aren't published enough.

## PRODUCTION (5 minutes)

(T-S, S-S, S-T) Exercise 7. Go through the example with the class. Students work in pairs to ask and answer questions. Monitor as students are working and offer support as necessary. You may want to make note of any common errors in the use of the passive, for a feedback session later on. Ask students to share with the class something they learned about their partner.

## Answers

Students' own answers

## WRAP-UP (10 minutes)

(S-S, S-T) Students work individually to write true/false sentences about the text using the passive, e.g. *Sherlock Holmes stories have been written by more than 120 authors.* (T) *Auguste Dupin was created after Sherlock Holmes.* (F). Then, in pairs, they swap sentences and decide whether the sentences are true or false. They check their answers with their partner.

## HOMEWORK

In preparation for Lesson 2A, ask students to bring a newspaper with them.

## CONTINGENCY PLAN

There is a downloadable photocopiable resource number 41 to use.

## OVERVIEW

### Objectives: Grammar

- Extract key information from a linguistically complex text, if guided by questions (GSE 70 – B2+).
- Guess the meaning of an unfamiliar word from context in a linguistically complex text (GSE 72 – B2+).

### Resources:

- SB: pages 48-49
- WB: pages 36-37

## WARM-UP (10 minutes)

(T-S, S-S, S-T) Ask students what they can remember about when to use the passive and how to form it. They can discuss their ideas in groups or pairs. Ask students to share their ideas with the class and give a couple of examples of sentences in the passive.

## PRACTICE (10 minutes)

- (T-S, S-T) Exercise 1. Go through the example with the class and point out that all the words they need to make the questions are provided, but they are in the wrong order. Students work individually to make the questions. Check answers as a class.

### Answers

- 2 When was it first shown on TV?
- 3 Who was the main character played by?
- 4 Was it based on a book?
- 5 How many episodes were shown?
- 6 Has the series been made into a film?
- 7 Was the TV series watched by a lot of people?

- (T-S, S-T) Exercise 2. Students work individually to match the questions with the answers. Check answers as a class.

### Answers

- 1 d 2 g 3 b 4 e 5 a 6 f 7 c

- (T-S, S-T) Exercise 3. Go through the example with the class and elicit how the passive is formed in this instance (*was* + past participle). Remind students to think about how we form the passive. Students work individually to complete the sentences. Check answers as a class.

### Answers

- 2 has Hassan been recognised 3 was left
- 4 are/were committed 5 were broken

- (T-S, S-T) Exercise 4. Go through the example with the class and elicit how the passive is formed in this instance (*have been* + past participle). Students work individually to complete the text. Check answers as a class.

### Answers

- 2 was written 3 are still (being) shown 4 are committed
- 5 are solved

## PRODUCTION (15 minutes)

- (T-S, S-T) Exercise 5. Go through the example with the class and elicit how the second sentence is different to the first (*the subject of the first sentence is not used in the second sentence, the object of the first sentence is the subject of the second sentence and the active verb have found is changed to passive has been found*). Students work individually to rewrite the sentences. Check answers as a class.

### Answers

- 2 is arrested 3 is kept 4 were

- (T-S, S-T) Exercise 6. Go through the example with the class. Students work individually to complete the sentences. Check answers as a class.

### Answers

- 2 was composed 3 was played 4 are based 5 were sold

- (T-S, S-T) Exercise 7. Go through the example with the class. Students work individually to complete the text. Check answers as a class. Ask students whether they have ever read *Our Last Best Chance* by King Abdullah II. Encourage them to do so if they haven't read it.

### Answers

- 2 is working 3 is crowned 4 talks 5 writes 6 works
- 7 care

## WRAP-UP (10 minutes)

(S-S, S-T) Students work in pairs to talk about their favourite book. If your students need extra support, write some prompt on the board, e.g. *What kind of book is it? Who is the author? When was it written? What happens? Who is the main character? Why do you like it?* Ask students to report back to the class what they learnt about their partner's favourite book.

## HOMEWORK

Ask students to write a short paragraph about their favourite book, using their ideas from the Wrap-up.

# 10 LESSON 2A VOCABULARY (SB)

## OVERVIEW

### Objectives:

- Use a range of passive tenses (GSE 50 – B1).
- Talk about doing good and helping others (GSE 54 – B1+).

### Vocabulary:

- Helping others: *give away food, give directions, help with homework, return lost property, work for a charity*

### Resources:

- SB page 50; Word List page 68
- Online resources: Photocopiable Resource 42
- Assessment: Vocabulary Quiz 10

## WRAP-UP (5 minutes)

(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 have found interesting, new, easy or challenging.

## HOMEWORK

In preparation for Lesson 3A, tell students to think about superheroes and make notes. Write some prompts on the board, e.g. *What superheroes do you know? What superpowers do they have? What is your favourite superhero film?*

## CONTINGENCY PLAN

There is a downloadable photocopiable resource number 42 to use.

## WARM-UP (10 minutes)

(S–S, S–T) Exercise 1. Students work in groups to discuss the questions. Ask students to share their ideas with the class, justifying their answers where possible.

### Answers

Students' own answers

## PRESENTATION (5 minutes)

(T–S, S–S, S–T) Exercise 2. Draw students' attention to the acts of kindness and the photos. Students work in pairs to match the acts of kindness with the photos. Check answers with the class.

### Answers

- A** return lost property
- B** help with homework
- C** work for charity
- D** give directions
- E** give away food

## PRACTICE (10 minutes)

(T–S, S–S, S–T) Exercise 3. Go through the example with the students. Students complete the sentences using the acts of kindness from Exercise 2. Check answers with the class.

### Answers

- 2** gave directions/gave me directions    **3** gave away food
- 4** working for a charity    **5** returning lost property

## PRODUCTION (15 minutes)

(S–S, S–T) In pairs or small groups, students look through the newspapers they have brought for stories about crime. They name (and, if time allows, briefly describe) the different crimes reported using vocabulary from the page.



## OVERVIEW

### Objectives:

- Use a range of passive tenses (GSE 50 – B1).
- Talk about doing good and helping others (GSE 54 – B1+).

### Resources:

- SB: page 50
- WB: page 38

## WARM-UP (5 minutes)

(T-S, S-T) Ask students how many words related to helping others they can remember. Write their ideas on the board, under the headings *Noun* and *Verb*, for students to refer to during this lesson.

### Answers

Students' own answers

## PRACTICE (15 minutes)

- 1 (T-S, S-T) Exercise 1. Go through the example with the class and elicit why charity worker is the odd one out (*charity worker is a noun*). Students work individually to find the odd one out in each group. Check the answer as a class, encouraging students to justify their answers.

### Answers

2 solving mysteries 3 police officer 4 fire brigade  
5 hacker

- 2 (T-S, S-T) Exercise 2. Go through the example with the class. Point out that students need to use the context to decide whether they need a noun or a verb, and whether the noun is a crime or a criminal. Students work individually to complete the sentences. Check answers with the class.

### Answers

2 returned 3 worker 4 gave 5 hacker

## PRODUCTION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 3. Go through the example with the class and elicit the difference between *have* and *has*. Students work in pairs to complete the texts. To check answers, ask one or two pairs to read out the completed texts for the class.

### Answers

2 have 3 has 4 have been 5 haven't 6 have been

- 2 (T-S, S-S, S-T) Exercise 4. Go through the example with the class and point out that some of the letters are given. Students work in pairs to complete the words. Check answers with the class.

### Answers

2 disagree 3 charities 4 something 5 away

## WRAP-UP (10 minutes)

(S-S, S-T) Exercise 5. Students work in pairs to discuss the question and make notes. They write a short paragraph.

### Answers

Students' own answers

## HOMEWORK

Students could write their paragraphs from the Wrap-up for homework.

## OVERVIEW

## Objectives:

- Understand a radio interview in standard speech (GSE 64 – B2).
- Extract key details from an informational interview, if delivered in clear standard speech (GSE 67 – B2+).
- Practise pronunciation of question tags (GSE 59–66 – B2).

## Vocabulary:

- Heroes: *crime fighters, fictional, innocent, justice, real, save, superhero, superpowers, villains*

## Resources:

- SB: page 51; Word List page 68
- Online resources: Photocopiable Resource 43

## WARM-UP (5 minutes)

(T-S, S-T) Exercise 1. If students did some research into superheroes at the end of Lesson 2A, ask them to share their ideas now. Go through the questions with the class and have a class discussion.

## Answers

Students' own answers

## PRESENTATION (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 2. Go through the example and the words in the box. If your students need extra support, pre-teach *justice system* and *innocent*. Students work in pairs to complete the sentences, using a dictionary to help them if necessary. Check answers with the class.

## Answers

**2** crime fighters   **3** villains   **4** justice system   **5** others  
**6** save

- 2** (T-S, S-S, S-T) Exercise 3. Go through the questions with the class and tell students to underline key information. You may want to pre-teach *take the law into your own hands*. Play the recording once for students to listen for gist, then play it again for students to choose their answers. Students compare their answers in pairs. Check answers with the class.

## Answers

**1** c   **2** a   **3** a



## Audioscript 10.2

**P** = Presenter   **W** = Woman   **V1** = Villain 1  
**V2** = Villain 2   **S** = Superhero   **DA** = Dalia Amin  
**MM** = Mazen Musa   **RW** = Rola Wakil

**P:** You're listening to Radio 9 and next up is Justice Time with Dalia Amin, which today is taking a look at superheroes.

---

**W:** Help! My car's been stolen and my baby's in the back!  
**V1:** What ...?

**V2:** There's a little kid in the back seat!

**V1:** I'm not stopping.

**S:** Yes, you are!

---

**DA:** Superheroes! Lots of comics have been sold and lots of films and TV shows have been made about men and women, but mainly men, who save us from burning buildings and fight crime while wearing ridiculous costumes. And with me today to talk about why comic book crime-fighters are so popular is journalist Mazen Musa and writer Rola Wakil. Hi.

**MM:** Hello.

**RW:** Hi.

**DA:** Mazen, how popular are superheroes today?

**MM:** I think they're more popular than ever, Dalia. In recent years the sales of both print and digital comics have gone up. And superhero movies are incredibly popular.

**DA:** Why are they so popular?

**MM:** I think one reason is because we live in difficult times. People want someone to protect them and give them hope. Superheroes started out being really popular in the 1930s when the world economy was in a bad way and I think it might be a similar story today.

**DA:** Right.

**MM:** Superheroes also have positive human qualities that we'd all love to have. They are honest, responsible, clever and strong ...

**DA:** And they're all super fit!

**MM:** Yes, and people do like the idea of having superpowers; of being able to fly, etc.

**DA:** Definitely.

**MM:** And one reason superhero movies are so popular is because of computer graphics, special effects that allow superheroes to do the most amazing things and on the screen, it looks totally real.

**DA:** That's true. Rola, what do you think?

**RW:** I don't like superhero stories.

**DA:** Oh! Why's that?

**RW:** Because they get to decide who the bad guys are. But who gives them that right? In our society we have the police and a justice system to decide if someone is innocent or guilty.

**MM:** Did you know that some people dress as superheroes?

**RW:** Really?

**MM:** Yes. There was an example in the news the other day about a young man. He dressed in a blue-and-black costume and ...

**RW:** Like a superhero?

**MM:** Yeah, he called himself the Night Warrior and he went round the streets at night, watching out for anything suspicious.

**RW:** Pff!

## PRACTICE (10 minutes)

- 1 (S-S, S-T) Exercise 4. Students work in pairs to discuss the questions. Ask students to share their ideas with the class, justifying their answers.

### Answers

Students' own answers

- 2 (S-S, S-T) Exercise 5. Students work in groups to discuss the question. Ask students to share their ideas with the class, justifying their answers.

### Answers

Students' own answers

## PRODUCTION (10 minutes)

(S-S, S-T) Exercise 6. Students work in pairs to discuss a time when they have done something brave. Ask students to share their ideas with the class.

### Answers

Students' own answers

## WRAP-UP (10 minutes)

(S-S, S-T) Students work in pairs or small groups to create their own superhero. They agree on the details (name, superpower(s), costume, etc.) and make a simple fact file for the superhero.

## HOMEWORK

Write the following question on the board: *How can you be the best person you can be?* Tell students to think about their answer and be prepared to give reasons at the beginning of Lesson 4A.

## CONTINGENCY PLAN

There is a downloadable photocopiable resource number 43 to use.

# 10 LESSON 3B VOCABULARY (WB)

## OVERVIEW

### Objectives:

- Practise pronunciation of the letter /r/ (GSE 59–66 – B2).
- Contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex (GSE 66 – B2).

### Resources:

- SB: page 51
- WB: page 39

## WARM-UP (10 minutes)

(T-S, S-T) Ask *How do we stop crime in our country? Who stops crime and criminals? Do you think this is the best way to keep us safe?* Elicit ideas from the class.

## PRACTICE (5 minutes)



**1** (T-S, S-S, S-T) Exercise 1. Write the word *crime* on the board and elicit how it is pronounced. Go through the *Active Pronunciation* box. You may want to point out that these rules relate to British English pronunciation, and in American English the /r/ sound is more pronounced. Go through the sentences with the class, then play the recording for students to listen. Play once or twice more for students to listen and repeat, paying particular attention to the /r/ sound.

## PRODUCTION (15 minutes)

**1** (T-S, S-S, S-T) Exercise 2. Refer students back to the second part of the *Active Pronunciation* box and point out the example in Exercise 1 (*popular*). Students work in pairs to find the words with a silent /r/. Encourage them to say the sentences aloud in order to hear the difference in the /r/ sounds. Check answers with the class. You could play the recording again for students to focus on the silent /r/.

### Answers

ever, another

**2** (T-S, S-S, S-T) Exercise 3. Go through the *Active Pronunciation* box with the class. Point out that it is very common in spoken English to run words together. Students work in pairs to practise saying the underlined words. Monitor and offer support as necessary. You may want to make a note of any common errors in the pronunciation of the /r/ sound for a feedback session later on. Play the recording again as necessary.



## Audioscript 10.4

superhero  
true  
fire

premiere  
large  
crowd  
gathered

**3** (S-T, S) Exercise 4. Ask students to write a short paragraph about a real-life hero they know or have heard about. Ask them to finish their writing task by answering the question: *Do you think you could be a real-life hero?*

### Answers

Students' own answers

## WRAP-UP (5 minutes)

(T-S, S-T) Ask *Do you think it is a good idea to be a hero? Why/Why not?* Discuss as a class.

### Answers

Students' own answers

## HOMEWORK

Write the following sentence stem in the board: *If I had a lot of money, I would ...*. Tell students to think about how they would finish the sentence, in preparation for the next lesson.

## OVERVIEW

### Objectives: Grammar

- Understand and use the second conditional to write unreal situations in the present tense (GSE 43–50 – B1).
- Understand when to use *were* and *was* (GSE 43–50 – B1).

### Resources:

- SB: page 52; Grammar Reference page 73; Word List page 68
- Online resources: Photocopiable Resource 44
- Assessment: Grammar Quiz 00

## WARM-UP (5 minutes)

(T-S, S-T) Exercise 1. Draw students' attention to the photo and tell them to work individually to read the question at the top of the page (but not answer it yet). Elicit which situation the photo corresponds to.

### Answer

2

## PRESENTATION (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 2. Play the recording once for students to listen for gist, then again to choose their answers. Students compare their answers in pairs. To check answers, play the recording again, pausing after each answer.

### Answers

**Ali:** 1 c (buy the bread for the woman) 2 b

3 a (get the other passengers to help him stop the man)

4 a (take it to the police)

**Hassan:** 1 c (buy the bread for the woman) 2 a 3 a (plus call the police) 4 a

## Audioscript 10.5



H = Hassan A = Ali

**H:** Hey, Ali, do you want to do this questionnaire?

**A:** Yeah, OK.

**H:** Alright, question one. What would you do if you saw an old woman taking some bread from a shop without paying for it? Would you: a) inform the store detective? b) look away and not do anything? Or c) do something else?

**A:** I wouldn't inform the store detective, that's cruel. But I wouldn't look away either. She might have just forgotten to pay. So, I'd buy the bread for the woman if she didn't have any money.

**H:** I agree. Good idea. Number two. What would you do if a thief tried to rob you? Would you: a) hand over your money and then call the police? b) shout for help and run away? Or c) do something else?

**A:** I'd run away and shout for help. I'm really fast. He'd never catch me.

**H:** I'd hand over the money and then go to the police and describe the thief. It's only money. It's not as important as your life.

**A:** Hmm, yeah, you're probably right.

**H:** OK, question three. What would you do if you saw a man shouting at someone on a train? Would you: a) talk to the man to convince him to stop? b) look away and not do anything? Or c) do something else?

**A:** If it was just one man, I'd try to talk to him first, then get the other passengers to help me stop him if that didn't work.

**H:** Even if you had to call security too?

**A:** Yeah, I think so.

**H:** I wouldn't do that. It's too dangerous. I'd call the police.

**A:** That could be the right thing to do too.

**H:** Yeah, you can't just look away, can you?

**A:** No.

**H:** Question four. What would you do if you found a case with 500,000 JOD in it? Would you: a) take it to the police? b) start spending it immediately? Or c) do something else?

**A:** 500,000 JOD! Wow! I think I'd take it to the police the next day.

**H:** Really? Not me! If I found a case with 500,000 JOD in it, I would take it to the police straight away ...

- 2** (T-S, S-S, S-T) Exercise 3. Play the recording again for students to listen to the questions. Ask students if they agree with the answers Ali and Hassan give, and to justify their answers. Tell them to write down their own answers in pairs. Ask pairs to share their answers with the class.

### Answer

Students' own answers

## PRACTICE (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 4. Write a second conditional sentence on the board, e.g. *If I were older, I'd stop working.* Ask *Is this sentence describing a real situation?* (No) *What is the tense of the verb in the first part of the sentence?* (Past Simple) *What is the tense of the verb in the second part of the sentence?* (would + infinitive). Go through the Grammar box with the class.

### Answers

Students' own answers

Refer students to the Grammar Reference section on page 73 for more information and practice exercises.

- 2** (T-S, S-S, S-T) Exercise 5. Go through the *Watch Out!* box, then go through the example with the class. Students work individually to complete the sentences, then compare their answers in pairs. Check answers with the class.

### Answers

1 would buy, bought, would feel, felt

2, 3, 4 Students' own answers

# 10 LESSON 4A GRAMMAR (SB)

## PRODUCTION (10 minutes)

(T-S, S-S, S-T) Dictate the *if* clause of two or three second conditional sentences (e.g. *If someone attacked me, ...*). Students complete each sentence in as many different ways as possible.

## 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 of two or three problems/situations they would welcome advice on and make notes.

## CONTINGENCY PLAN

There is a downloadable photocopiable resource number 44 to use.



## OVERVIEW

### Objectives:

- Use the second conditional (GSE 43–50 – B1).

### Resources:

- SB: page 52
- WB: page 40

## WARM-UP (10 minutes)

(T-S, S-T) If students did the homework at the end of the last lesson, write the following sentence stem on the board: *If I had a lot of money, I would ...*. Elicit endings to the sentences. Ask *Does this sentence describe a real situation?* (No) *Is it about a past or present situation?* (present).

### Answers

Students' own answer

## PRACTICE (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Point out that students need to choose the option with the same meaning as the first sentence (all the options are grammatically correct, but they differ in meaning). Students work in pairs to choose the correct forms. Check answers with the class.

### Answers

**1** hasn't got **2** isn't **3** is **4** isn't **5** is

- 2** (T-S, S-S, S-T) Exercise 2. Point out that they can choose both options for one of the sentences. Students work individually to choose the correct forms, then compare their answers in pairs. Check answers with the class, encouraging students to justify their answers.

### Answers

**1** would **2** would you **3** studied **4** didn't

## PRODUCTION (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 3. Go through the example with the class. Point out that the prompts are already in the correct order. Students work individually to complete the notes, then compare their answers in pairs. Check answers with the class.

### Answers

- 2** I would ask them to stop, but if they wouldn't, I would call the police.  
**3** Would you buy from a shop if you didn't like their products?  
**4** No, I wouldn't. I would try to visit another shop.

- 2** (T-S, S-S, S-T) Exercise 4. Go through the example with the class. Point out that the two sentences need to have the same meaning, and they should use the second conditional. Students work individually to complete the sentence, then compare with answers in pairs. Check answers with the class.

### Answers

- 2** were some CCTV cameras here, there wouldn't be  
**3** locked your back door, you wouldn't get burgled  
**4** were enough detectives in this film, criminals wouldn't get away  
**5** weren't unrealistic, they wouldn't be

## WRAP-UP (10 minutes)

(T-S, S-T) Exercise 5. Students work in pairs to brainstorm ideas, then work individually write their sentences. Encourage them to use the second conditional and vocabulary related to crime and justice. Students swap their sentences with a partner and take it in turn to give feedback on what they like about the sentences, as well as what can be improved.

### Answers

Students' own answers

## HOMEWORK

In preparation for the next lesson, tell students to think about the last time someone asked them for advice, and what they said.

# 10 LESSON 5A SPEAKING (SB)

## OVERVIEW

### Objectives: Speaking

- Ask for and give advice (GSE 59–66 – B2).
- Pronunciation of words with silent letters (GSE 59–66 – B2).

### Vocabulary:

- Ask for and give advice: *could you give me some advice, have you got any ideas on how to, have you got any tips on what I could do, I don't think you should, if I were you, it's better to, what should I do, why don't you, you should*

### Resources:

- SB: page 53; Word List page 68

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Draw students' attention to the photo and ask what they can see. Encourage them to speculate on what might be happening, not just provide a description. Students work in pairs to discuss the question. Ask students to share their ideas with the class.

### Answers

Students' own answers

## PRESENTATION (5 minutes)

(T-S, S-T) Exercise 2. Play the recording once for students to get the gist, then again for students to choose their answers. To check answers, play the recording again, stopping after each answer.

### Answers

1 F 2 F 3 T 4 T



## Audioscript 10.6

Z = Zeinab Albawab F = Faten Allabban

- Z:** This is Zeinab Albawab and this is my project on how to prevent accidents. I'm interviewing Faten Allabban, a police officer.
- F:** Hi.
- Z:** First question. Sometimes, it's dark when I walk home from being out, the street lights aren't bright and I don't always feel safe. A friend recently fell and broke her leg! Have you got any tips?
- F:** Well, it's better not to walk at night on your own. I'd walk home with a friend or get a lift from an adult. But honestly, the key is to be vigilant, keep your eyes open.
- Z:** Could you give me some advice? Recently, I put my bag down in a shop and when I went back it was gone. Have you got any ideas on how to stop that happening again?
- F:** Always keep an eye on your things, you shouldn't leave them unattended. Pay attention! For example, I don't think it was a good idea to leave your bag alone.
- Z:** Thanks for the advice.

## PRACTICE (20 minutes)

- 1** (T-S, S-S, S-T) Exercise 3. Go through the Speaking box with the class, then go through the example. Students work in pairs to complete the sentences. To check, play the recording again and pause after each answer.



### Answers

2 better 3 some advice 4 on

- 2** (T-S, S-S, S-T) Exercise 4. Write some of the words from the box and circle the letters in red. Ask *What do all these words have in common?* (The letter in red is not pronounced). Play the recording once for students just to listen, then once or twice more for students to listen and repeat. Ask students if they can think of any other words that have silent letters.



- 3** (S-S, S-T) Exercise 5. Students work in pairs to practise saying the sentences. Elicit from students which words have silent letters (*calm, unconscious, fasten, write, sign*). Play the recording for students to listen, check and repeat.



## PRODUCTION (10 minutes)

(S-S, S-T) Exercise 6. Students work in groups to give advice for each of the situations. Monitor students' discussions and offer support as necessary. You may want to make a note of any errors in the use of the second conditional or pronunciation of words with silent letters, for a feedback session later on. Ask groups to share their ideas with the class.

### Answers

Students' own answers

## WRAP-UP (5 minutes)

(S-S, S-T) Put students in new groups and refer them to the notes they made at home. They take it in turns to ask for and give advice for each situation.

## HOMEWORK

Ask students to write a description of (or make notes about) the photos on Student's Book pages 62–63.

## CONTINGENCY PLAN

Students imagine they are an agony aunt/uncle and write a reply offering advice for one of the problems in Exercise 6.

## OVERVIEW

### Objectives:

- Read a text to find specific information (GSE 59–66 – B2).

### Vocabulary:

- tips, think we should, caring for our environment, litter problem, matter, everyone does it, look after, advice, ignore, rubbish, adds up, act of kindness, nature, careless, pick up, small actions can lead to big changes, every little bit helps*

### Resources:

- SB: pages 54–55; Word List page 68
- Online resources: Photocopiable Resource 45

## WARM-UP (5 minutes)

(T-S, S-T) Exercise 1. Draw students' attention to the photo on page 55 but tell them not to read the story yet. Use the descriptions students wrote at home to lead in to the reading text and extend Exercise 1. Ask *Where do you think the man is? How might the photo be related to the story?*

### Answers

Students' own answers

## PRESENTATION (5 minutes)

(T-S, S-S, S-T) Exercise 2. Students work in pairs and discuss their answer to the question. Ask students to share their answers with the class.

### Answer

Students' own answers

## PRACTICE (10 minutes)



- 1** (T-S, S-S, S-T) Exercise 3. Point out that students do not need to read every word in order to answer the question: they can skim-read for gist. Students work in pairs to discuss the story. Ask students to explain what the story is about and whether they found the ending surprising. Encourage students to justify their answers. You may wish to play the recorded version of the text at this point, if necessary.

### Answers

It's about keeping the environment clean and helping others to do the same.

- 2** (T-S, S-S, S-T) Exercise 4. Go through the *Active Reading* box with the class. Point out that the questions will not use the same words as the text, but they should look for parts of the text that have the same meaning. Students work individually to choose the correct answer, then compare their answers in pairs. Check answers with the class, asking students to explain which underlined words helped them choose their answer.

### Answer

1 b

## PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 5. Tell students to read the text more carefully this time. Students work individually to choose the correct answer, then compare their answers in pairs. Check answers with the class, asking students to explain which words in the questions and part of the text helped them choose their answers.

### Answers

2 c 3 b 4 a

## WRAP-UP (15 minutes)

(S-S, S-T) Exercise 6. Students work in groups of three to discuss the questions. Monitor as students are discussing and offer support as necessary. You may want to make a note of any common errors in the use of the target vocabulary, for a feedback session later on. Ask groups to share their ideas with the class and to give justifications for their answers. You could have a class vote to see whether most students agree or disagree with the questions.

### Answers

Students' own answers

## HOMEWORK

Ask students to look online for a story about an 'everyday hero' – an everyday person who helped to do something good.

## CONTINGENCY PLAN

Ask students to find out about environmental activities in their area. Ask *What types of things can be done? Where to do them? What would you like to do to help the environment?* There is a downloadable photocopiable resource number 45 to use.

# 10 LESSON 7A WRITING (SB)

## OVERVIEW

### Objectives: Writing

- Write a short story: when and where it happened, use the Past Perfect and Past Continuous to give background, say what happened, express feelings, connect sentences (GSE 67–75 – B2+).

### Vocabulary:

- Writing a story: *although, a few days before, as soon as, at first, because, but then, he felt, he said, I'd decided to, I was in, I was waiting to, it was about, later, right after that, she seemed, so (that), someone did, the day before, this happened, we were at, when, while*

### Resources:

- SB: pages 56-57; Word List page 68
- Graphic Organiser for this unit

## WARM-UP (5 minutes)

(T-S, S-T) Exercise 1. Draw students' attention to the photo. Ask *What can you see? What do you think is happening?* Then tell students to read the title and introduction only, and elicit what kind of story they expect it to be.

### Answers

Students' own answers

## PRESENTATION (10 minutes)

(T-S, S-S, S-T) Exercise 2. Students work individually to read the first paragraph and decide what kind of story it tells (the story of an everyday hero). Students then read the rest of the text about the teenager and work in pairs to answer the questions. Check answers with the class.

### Answers

- 1 He couldn't believe it.
- 2 He asked his dad for help.
- 3 He/They returned it to its owner.
- 4 The head of the national radio station.

## PRACTICE (10 minutes)

(T-S, S-S, S-T) Exercise 3. Go through the Writing box with the class. Point out that this is a useful guide to structuring a story which students can refer to later. Students work in pairs to find examples of the advice in the story. Check answers with the class.

### Answers

**When it happened:** December 2015

**Where it happened:** a market in the town of Salt

**Background:** had decided (Past Perfect), was walking (Past Continuous)

**What happened:** discovered a bag containing 12,000 Jordanian dinars (Past Simple), The head of the radio station said that the young man represented the true spirit of Jordan. (Reported Speech)

**How people felt:** the teenager couldn't believe it, his father was very proud

**Connecting sentences:** Then

## PRODUCTION (15 minutes)

- 1 (T-S, S-S, S-T) Before Exercise 4, put students in groups of three and get them to check each other's understanding of the story on Student's Book page 56. Get them to write questions about it (e.g. *Was the young man rich? How long did it take him to find the bag's owner?*). In their groups, students ask and answer their questions.

### Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 4. Refer students to the notes they made at home and get them to work in pairs and share their stories. They can use their notes as their basis for the writing task. Students work individually to write their stories, then swap their work with a partner, who gives feedback on what they like about the story, as well as what can be improved. When giving feedback, students can use the points in the Writing box as a checklist.

### Answers

Students' own answers

## WRAP-UP (5 minutes)

- 1 (S-S, S-T) Exercise 5. Students work in pairs to discuss their answers to the questions. If there is time, students can do some research online to find out the answers to the questions. Ask pairs to share their ideas with the class.

### Answers

Students' own answers

- 2 (S-S, S-T) Exercise 6. Students work in new groups. They can either discuss the everyday heroes they wrote about in Exercise 4, or discuss new people. Monitor as students are working and offer support as necessary. Ask groups to share their ideas with the class.

### Answers

Students' own answers

## HOMEWORK

Ask students to study and translate the word list for this lesson.

## CONTINGENCY PLAN

Students could rewrite their story from Exercise 4, taking into consideration their partner's feedback.

## OVERVIEW

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

### Objectives:

- All language-related objectives from Unit 10.

### Resources:

- SB: Word List page 68; Grammar Reference page 73
- WB: pages 42-43; Self-Assessment 10 page 41
- Assessment: Unit 10 Language Test (Vocabulary, Grammar, Use of English)

## VOCABULARY AND GRAMMAR

Exercise 1.

### Answers

2 officer 3 hero 4 detective 5 judge 6 victim  
7 environment

Exercise 2.

### Answers

2 break 3 report 4 broke 5 Hand 6 made 7 lost  
8 take

Exercise 3.

### Answers

2 was it formed 3 was 4 was replaced  
5 are investigated 6 are employed

Exercise 4.

### Answers

2 If he had looked where he was walking, he wouldn't be in hospital.  
3 If the world was perfect, we wouldn't need the police.  
4 I'd be anxious if that happened to me.

Exercise 5.

### Answers

2 knew who found your phone, I'd tell you.  
3 were at school, he'd have homework.  
4 didn't write great detective stories, people wouldn't like you.

## USE OF ENGLISH

Exercise 6.

### Answers

1 d 2 d 3 d 4 c 5 b 6 b 7 a 8 d 9 b 10 d

## LISTENING

Exercise 7.

### Answers

1 c 2 b 3 c

## Audioscript 10.11



1

M = Man W = Woman

M: How are you?

W: I'm well. Very busy! Have I told you I'm training for a new job?

M: No! You're not a teacher anymore? What's the new job? Don't tell me ... a writer?

W: Well, I'm training to become a paramedic.

M: Wow! That's amazing. What made you decide to do that?

W: I have always enjoyed helping people ...

M: ... and soon you will be able to save lives.

W: That's the plan!

2

W1 = Woman 1 W2 = Woman 2

W1: I called the police this morning.

W2: Why?

W1: I saw a strange man in a building across the street. He was there for hours, staring at me. I thought he looked suspicious.

W2: Did the police come?

W1: Yeah. It wasn't a man. It was a big photo of an actor. I was so embarrassed, you know, that I'd wasted the police's time, but fortunately, they saw the funny side.

3

M = Mum J = Jaber

M: Jaber, did you know that twenty-five percent of people illegally download TV, films and music?

J: Yeah, Mum, it happens all the time.

M: Not all the time. Some people buy their music. Me, for example.

J: Yeah, whatever.

M: It isn't right. It's not fair on the artists.

J: I don't know if it's right or wrong but it's not easy to stop people doing it.

M: Hmm, you're probably right.

## SPEAKING

Exercise 8.

### Answers

Students' own answers

## WRITING

Exercise 9.

### Answers

Students' own answers



## OVERVIEW

### Objectives:

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

### Resources:

- SB: pages 58-59

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Refer students to the rubric. In pairs, students read the definition of *copyright* from the Student's Book. Allow students time to discuss their thoughts and share answers with the class.

### Answers

Students' own answers

## PRESENTATION (10 minutes)

- (T-S, S-T) Exercise 2. Read the rubric to the students and ensure they are clear of the task. Play the recording. Allow students time to match the artists and statements. Point out that one of the statements is mentioned by two of the artists. Play the recording again if needed. Check answers as a class.

### Answers

A 3 C 1 D 2

B is the extra statement



## Audioscript 10.12

- I don't think it's a problem that other people use my work. As a professional musician, part of what I hope to do is to inspire other people. What is important, though, is that they ask me for permission when they want to use a piece of music I wrote and mention my name. I never ask for money for something small or personal like using my song in an amateur film or college presentation but I think it's only fair that people know that what they hear is the result of my hard work.
- I work as a travel journalist and blogger. For me, writing is not just about earning money, but a way to be creative and to share my ideas with other people. As a writer, I'm often inspired by something I've read or seen. I might read an article and want to write about the same topic, or write what I think about that article. But taking parts of someone's text word-for-word, or pretending the ideas from that are your own is something very different. That's just copying! It's actually illegal and something I would never allow.
- I'm a film maker and I make documentaries. When I make something original, I am proud of it and I feel that I own it, so it's important I get paid for my films. This is not a hobby for me but a career. Many people just don't seem to understand that when they share my work or copy it without paying, they are actually stealing from me. When you use something created by an artist, you should actually pay for it.

- (T-S, S-S) Exercise 3. Students work in pairs. Refer students to the rubric. Read the four situations to the class. Allow students time to discuss which things they think are OK and which are not OK, giving reasons for their opinions. Take feedback as a class.

### Answers

Students' own answers

## PRACTICE (10 minutes)

(T-S, S-T) Exercise 4. Allow students time to read the text on page 69. Monitor the class, offering support and explaining language where necessary. Then, go through the Life Skills box and ensure students know what to do. Allow students time to complete the task and then check answers as a class.

### Answers

2 school 3 resources 4 copyright 5 licence 6 sources

## PRODUCTION (5 minutes)

(T-S, S-S, S-T) Exercise 5. Students should work in the same pairs as for Exercise 3. They look back at the four statements and consider if their opinions have changed after completing the Life Skills box in Exercise 4. Take thoughts from the class and discuss.

### Answers

Students' own answers

## WRAP-UP (15 minutes)

(T-S, S-S, S-T) Exercise 6. Students should work in groups for this exercise. Read the two questions to the class. Explain that there are two opposing views: for copyright and against copyright. They should use these arguments to help them to hold their group discussion. Monitor discussions, modelling sentence structure and use of language as appropriate.

### Answers

Students' own answers

## HOMEWORK

Students should write a short essay to express their views about copyright as discussed in Exercise 6.

## CONTINGENCY PLAN

You could take a class vote and hold a whole class discussion about the pros and cons of copyright to develop the ideas from Exercise 6.



[illegible]

# CULTURE SPOT

## MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
CULTURE SPOT Very British things to say	Theme 2: CULTURE	<p><b>Listening:</b> analysing main ideas and supporting details; identifying purpose and mood of the speaker based on verbal and non-verbal cues</p> <p><b>Speaking:</b> summarising texts; expressing opinions and points of view; discussing desires and plans; debating regularly in a deliberative discussion as an innovative teaching strategy</p> <p><b>Reading:</b> using note-taking strategies to record key ideas and specific details; providing a summary distinct from personal opinions or judgements; using text-to-world connections to develop literacy skills and multicultural consciousness</p> <p><b>Viewing and Presenting:</b> discussing personal experiences that connect with visual images; orally presenting and developing ideas and opinions on a variety of topics</p>	<p><b>Listening:</b> analyse the main ideas and supporting details in an oral text and explain how they add to the topic; summarise main points in announcements, information texts, narratives, and short presentations; distinguish facts from opinions and make inferences</p> <p><b>Speaking:</b> debating regularly in a deliberative discussion as an innovative teaching strategy</p> <p><b>Reading:</b> discuss, with a classmate, the meaning of an unfamiliar word and seek confirmation from teacher; assess their reading comprehension using different reading strategies such as monitoring; provide a summary of a text distinct from personal opinions or judgements; use strategies that connect writing to the reading of literary and information texts as an enhancement of reading comprehension</p> <p><b>Viewing and Presenting:</b> discuss personal experiences that connect with visual images; clearly project voice when speaking, using intonation and pauses</p>

### OVERVIEW

#### Objectives:

- To develop students' awareness of colloquial language and its usage in other countries.

#### Resources:

- SB: pages 60–61

### WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Students should work in pairs. Read the dictionary definition of *colloquial* to the class, followed by the two questions. Monitor students talk as you move around the class, helping structure conversations appropriately and resolving any queries. Take feedback and discuss as a class.

#### Answers

Students' own answers

### PRESENTATION (10 minutes)



(T-S, S-T) Exercise 2. Read the rubric to the students and ensure they are clear of the task. Students could share with the class if they already know the meanings of any of the words. Tell students to skim read the article, looking for the words in the box. Check answers as a class.

#### Answers

Yo! – Hi!  
a bit – very  
mate – friend

### PRACTICE (10 minutes)

(T-S, S-S) Exercise 3. Allow students time to read the article again. Read the five statements aloud to the class. Students should write *T* for true or *F* for false next to each statement. Check answers as a class.

#### Answers

1 F 2 T 3 T 4 F 5 T

### PRODUCTION (5 minutes)

(T-S, S-T) Exercise 4. Students should work in pairs. Refer students to the rubric. Read the six words in the box aloud. Allow students time to talk about which words they think best describe the British. Encourage students to use the reading text to help them explain reasons for their choices. Take feedback as a class.

#### Answers

Students' own answers

# CULTURE SPOT

## WRAP-UP (15 minutes)

(T-S, S-S, S-T) Exercise 5. Refer students to the rubric. Explain that they are going to listen to a recording and should listen to see which words replace those underlined in the Student's Book. Play the recording. Allow students time to record their answers. Check answers as a class.

### Answers

2 I'm a bit cold.

3 All right, Dan!



## Audioscript CS1.2

1

G = Girl B = Boy

G: Sorry, I think you're sitting in my seat. Look, I've got this reservation. Seat 17A.

B: Oh, I'm so sorry. I didn't realise.

2

B = Boy S = Sam

B: Are you warm enough, Sam?

S: Actually, I'm a bit cold.

B: Sorry! I'll just close the window.

3

M = Man D = Dan

M: All right, Dan!

D: All right, mate!

## HOMEWORK

Students should write a guide for four words or phrases of their choice, using the text on pages 70-71 to help them.

## CONTINGENCY PLAN

Students could work in pairs to create and perform a simple script of a conversation between two British people, using their learning from the lesson.

# LITERATURE SPOT

## MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
LITERATURE David Copperfield	Theme 2: CULTURE	<p><b>Listening:</b> analysing main ideas and supporting details</p> <p><b>Speaking:</b> retelling stories using reported speech; expressing opinions and points of view; debating regularly in a deliberative discussion as an innovative teaching strategy</p> <p><b>Reading:</b> reading literary texts representing a variety of genres, cultures and perspectives and exhibiting level-appropriate; capitalising on discourse markers to relate ideas within and among sentences</p> <p><b>Writing:</b> writing a coherent text of three or more connected paragraphs for a variety of purposes and audiences; applying knowledge of the conventions of English (spelling, punctuation, word choice, grammar)</p> <p><b>Viewing and Presenting:</b> discussing personal experiences that connect with visual images; orally presenting and developing ideas and opinions on a variety of topics</p>	<p><b>Listening:</b> analyse the main ideas and supporting details in an oral text and explain how they add to the topic</p> <p><b>Speaking:</b> speak at length to express opinions, give explanations, recount events and stories, describe pictures, processes and plans and summarise main ideas in texts; debating regularly in a deliberative discussion as an innovative teaching strategy</p> <p><b>Reading:</b> capitalise on discourse markers (temporal, additive, causal) that tie ideas together within and among sentences; use note-taking strategies to record key ideas and specific details in abridged literary classics ; identify figures of speech in literary texts; summarise literary texts of classics ; identify, analyse, and interpret themes, ideas and information in different texts; use strategies that connect writing to the reading of literary and information texts as an enhancement of reading comprehension</p> <p><b>Writing:</b> practice writing different paragraphs (narrative, descriptive, persuasive); begin to summarise, quote, rephrase or paraphrase other people's ideas and words</p> <p><b>Viewing and Presenting:</b> discuss personal experiences that connect with visual images; clearly project voice when speaking, using intonation and pauses</p>

### OVERVIEW

#### Objectives:

- To familiarise students with well-known literary works, develop students' reading skills and expand their vocabulary.

#### Resources:

- SB: pages 62–63

### WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Students should work in pairs. Read the questions in the Student's Book to the class. Allow students time to look at the images and to discuss their answers. Share answers and thoughts with the class.

#### Answers

- 1 They are all written by Charles Dickens.
- 2 Students' own answers

### PRESENTATION (10 minutes)

- 1 (T-S, S-T) Exercise 2. Read the rubric and the Fact box aloud to the class. Allow students time to read the text. Monitor the class as they read, helping with queries as necessary. Allow students time to formulate their answer. Share ideas as a class.

#### Suggested answers

They were both poor as children. David Copperfield stays on a boat on holiday instead of in a hotel. They were both writers.

- 2 (T-S, S-S) Exercise 3. Refer students to the rubric. Read the six statements. Allow students time to reread the text and to mark each statement as *T* (true) or *F* (false). Check answers as a class.

#### Answers

- 1 F - David went to Yarmouth with Peggotty
- 2 T
- 3 T
- 4 F - Ham's house is a boat
- 5 F - He sometimes felt like he was on a boat because he could hear the wind and the sea outside
- 6 F - Emily is Mr Peggotty's niece

# LITERATURE SPOT

## PRACTICE (10 minutes)

(T-S, S-T) Exercise 4. Students should work in pairs. Refer students to the rubric. Students should circle the correct adverb for each sentence. They should then discuss with their partner if each sentence is true for them. Share answers as a class.

### Answers

1 cheerfully 2 incredibly 3 quietly  
4 nervously, quickly 5 patiently 6 excitedly

## PRODUCTION (5 minutes)

- 1 (T-S, S-S, S-T) Exercise 5. Refer students to the rubric. Explain that they are going to listen to a recording of Issa and Jaber discussing the story. Point out the information that needs matching in the Student's Book. Play the recording. Allow students time to record their answers, playing the recording a second time if necessary. Check answers as a class.

### Answers

1 c 2 a 3 b



### Audioscript LS1.1

I = Issa J = Jaber

- I: Do you want to watch a film tonight?  
J: OK. Have you got any ideas?  
I: Yes. David Copperfield. I just read the book and I loved it so now I want to see the film.  
J: Hmm. I'm not sure. The last film we watched was also about the past, with lots of sad scenes and unhappy people. I'd rather watch a comedy, or something with a happy ending.  
I: Just because it's about the past doesn't mean it's going to be sad. The main character, David Copperfield, has a really interesting life. It's true he has some really difficult moments, for example, when he gets sent to London to work. He works really hard but he doesn't earn much money. The family he's staying with, the Micawbers, have their own money problems so he has to move again. But even though his life is difficult, he meets good people, and he understands the importance of being kind, generous and honest. I think we all need to remember that.  
J: That's true. But it all sounds so sad.  
I: It's not all sad. After David leaves London he starts to have some luck. He goes to find his Aunt Betsy who he hasn't seen since the day he was born, and she arranges for him to go to a good school. And later in life he finds success as a lawyer, gets married to a girl called Dora and even starts to write stories. That's why some people say that the story is based on the real life of the author, Charles Dickens. That's another reason why I find the story so fascinating.

J: Hmm. It sounds quite interesting. But does it have a happy ending?

I: I'm not going to tell you that! You have to watch the film to find out!

- 2 (T-S, S-S, S-T) Exercise 6. Refer students to the rubric and go through the example. Play the recording again as students complete their answers. Check answers as a class.

### Answers

2 sad 3 money 4 kind 5 author 6 ending

- 3 (T-S, S-S, S-T) Exercise 7. Students should work in pairs. Read the two questions from the Student's Book to the class. Allow students time to discuss their thoughts and answers. Open the task up to a class discussion.

### Answers

Students' own answers

- 4 (T-S, S-S, S-T) Exercise 8. Students should start the exercise working independently. Read the rubric and read the list of qualities to the class. Ask students to add at least two more qualities of their own. Then ask students to work in groups to discuss their lists and to decide which they think are the most important qualities in a person.

### Answers

Students' own answers

## WRAP-UP (15 minutes)

(T-S, S-T) Exercise 9. Refer students to the rubric. Ask students to imagine they are David, and that they are on holiday at Yarmouth with Peggotty. They should write a postcard to a friend describing their time and how they feel. Monitor the class as they read, helping with queries as necessary. Allow students time to write their postcard.

## HOMEWORK

Ask students to carry out some Internet research into Charles Dickens' life. Alternatively, they could research the stories of Great Expectations or Oliver Twist, as mentioned in Exercise 1.

## CONTINGENCY PLAN

You could take a class vote of the most important qualities from the students' work in Exercise 8. Students should argue why they think the order is correct or not, using examples from their own experience or people they admire.

## CULTURE NOTES

### Unit 6

#### 1A VOCABULARY AND GRAMMAR

**Spring cleaning** is a term used to refer to the act of cleaning a house thoroughly, usually once a year. Some researchers trace the origin of spring cleaning in the 1800s' USA and northern Europe, where the biggest annual housecleaning took place in the spring. This was because the winter used to leave houses dirty with soot from coal furnaces and fireplaces used to heat homes, and proper cleaning could only take place in spring, when the weather was warm enough to open doors and windows. The tradition continues today, with the annual deep-cleaning of homes taking place in the spring.

### Unit 7

#### 3A LISTENING AND VOCABULARY

**The nine most dangerous jobs in the UK** are (from least to most dangerous): 9 waste collection: operating heavy machinery and vehicles, as well as the risks posed by hazardous materials and heavy traffic make this one of the most dangerous jobs in the UK; 8 civil engineering: collapsed excavations, being hit by vehicles and coming into contact with electricity are some of the job-related risks; 7 electrical, plumbing and other installations: health and safety hazards include exposure to toxic materials, falls and electric shock; 6 vehicle maintenance and repair: handling vehicles poses a number of health and safety hazards; 5 joining and painting: most injuries and fatalities occur from falls, but other risks include handling hazardous chemicals, paint fumes and injuries from sharp tools; 4 lorry driving: lorry drivers are at increased risk of road accidents due to lengthy driving periods; 3 roofing and scaffolding: the majority of workplace deaths and injuries in this profession are due to falls; 2 construction: again, the majority of deaths occur from falls but falling objects are also a risk; 1 farming: occupational hazards for farmers include operating heavy machinery, exposure to hazardous materials such as pesticides and fertilisers, working in extreme temperatures and injuries inflicted by farm animals.

#### 6A READING AND VOCABULARY

**International Volunteer Day (IVD)** is held on 5 December each year. It was mandated by the UN General Assembly in 1985 and is regarded as an opportunity for volunteers and organisations to promote their work at local, national and international levels, share their values and celebrate their efforts. IVD aims to set targets to try to fight poverty, hunger, disease and environmental issues.

### Unit 8

#### 1A VOCABULARY AND GRAMMAR

**Ali Moustafa Attia Mosharrafa** (1898-1950) was an Egyptian theoretical physicist. He was a Professor of Applied Mathematics at Cairo University and also served as the University's first dean. He contributed to the development of Quantum theory as well as the Theory of relativity. Mosharrafa published 25 original papers in distinguished scientific journals about quantum theory, the theory of relativity, and the relation between radiation and matter. He published 12 scientific books about relativity and mathematics. His books about the theory of relativity were translated into English, French, German and Polish. He had also translated 10 books of astronomy and mathematics into Arabic.

**Al-Jazari** was born in the area of Upper Mesopotamia in 1136. He is best known for writing *The Book of Knowledge of Ingenious Mechanical Devices*, also known as *Automata* in 1206, where he described 50 mechanical devices, along with instructions on how to construct them and the theory behind them. He has been described as the 'father of robotics and modern day engineering' by the National Geographic Society and many modern scientists.

**Galileo** (1564-1642) was an Italian astronomer, physicist and mathematician who made fundamental contributions to the sciences of astronomy, motion and strength of materials, as well as to the development of the scientific method. He studied Philosophy and Mathematics at Pisa, then became a professor at the University of Padua. On hearing about the invention of the telescope in Holland in 1609, he set out to construct one himself and by trial and error he managed to build a superior version, with which he made discoveries and observations that revolutionised astronomy. In 1614 he was convicted of heresy for claiming that the sun orbits the earth and spent his remaining years under house arrest.

**Louis Pasteur** (1822-1895) was a French chemist, biologist and microbiologist, known today as one of the most important scientists in history. He is famous for his remarkable breakthroughs in the causes and prevention of diseases. His work included the discovery that diseases are spread by living organisms – bacteria and viruses, the development of vaccines for serious diseases such as rabies and anthrax, and the development of the process of pasteurisation, where bacteria in certain foods and beverages is destroyed by heating them and then allowing them to cool. Pasteur's discoveries led to an understanding of microbes and diseases that has helped save millions of lives. He is regarded as one of the most important founders of medical microbiology.



**Marie Skłodowska Curie** (1867–1934) was a Polish-born French physicist and chemist, famous for her research on radioactivity and the discovery of two radioactive elements, polonium and radium. In 1891 Curie left Poland for Paris, to study at the Sorbonne, where she continued her scientific work and became the first woman to teach at the university. She was also the first woman to win a Nobel Prize and she is the only woman to win the award in two different fields – Physics (in 1903) and Chemistry (in 1911). She was awarded the 1903 Nobel Prize together with her husband, Pierre Curie, and Henri Becquerel.

**Rachel Carson** (1907–1964) was an American marine biologist, environmentalist and writer, famous for her writings on environmental pollution. She began her career as a marine biologist but later became a full-time writer. She wrote several books about marine life, among them *Under the Sea Wind* (1941) and *The Sea Around Us* (1951). Her 1962 book *Silent Spring*, in which she outlined the environmental impact of fertilisers and pesticides, was very popular and is credited with advancing the global environmental movement. In 1980, Carson was posthumously awarded the Presidential Medal of Freedom by US president Jimmy Carter.

## Unit 9

### 1A VOCABULARY AND GRAMMAR

A **thrift shop** in the US, known as a second-hand shop or charity shop in the UK, is a shop that sells second-hand or 'preloved' items such as clothes, sports equipment, household objects and furniture. Usually, people donate old items they no longer want to the shop, to save them being thrown away. Thrift shops are often run by charities and a proportion of the earnings goes to that charity.

A **yard sale** in the US, known as a garage sale in the UK, is an informal event where people sell things they no longer want, often outside their house, in their garage or even inside their house if they are moving and have large objects to sell. People often use the sale to raise money for a specific purpose. In the UK, people also have carboot sales – events in public, open spaces where people sell their unwanted possessions, usually from the back of their car.

### 6A VOCABULARY AND GRAMMAR

**Sir Arthur Conan Doyle** (22 May 1859 – 7 July 1930) was a Scottish writer and physician. He created the character Sherlock Holmes in 1887 for *A Study in Scarlet*, the first of four novels and fifty-six short stories about the fictitious detectives, Holmes and Dr. Watson. The Sherlock Holmes stories are world-famous in the field of crime fiction.

**James Fenimore Cooper** (1789–1851) was an American novelist, best-known for his series *The Leatherstocking Tales*, which include *The Pioneers* (1823), *The Last of the Mohicans* (1826), *The Prairie* (1827), *The Pathfinder* (1840) and *The Deerslayer* (1841). The books were hugely popular and by the time of his death, he was considered 'America's national novelist'.

## Unit 10

### 1A VOCABULARY AND GRAMMAR

**Sherlock Holmes** is a fictional book character created by Sir Arthur Conan Doyle, a British writer. Holmes is a detective who solves crimes in sixty books, written between 1887 and 1927. In a series of detective stories, he works with Dr Watson, his devoted friend, assistant and sometimes flatmate. Sherlock Holmes has the world record for being on TV and in films more times than any other book character. Actor Basil Rathbone first played Holmes in the 1939 film *The Hound of the Baskervilles*.

**C. Auguste Dupin** is a fictional book character created by Edgar Allan Poe, an American writer. He first appeared in Poe's detective story *The Murders In the Rue Morgue*, in 1841. He then featured in two more stories, *The Mystery of Marie Rogêt* (1842) and *The Purloined Letter* (1844). Dupin lives in Paris with his close friend and companion, the anonymous narrator of all three stories. He is not a professional detective but is noted for his powers of logic and deduction. He is generally acknowledged as the first detective in fiction and is said to have been the inspiration for many detective characters that were created later, including *Sherlock Holmes*.

**Maximilien Heller** is a fictional book character created by French detective writer Henry Cauvain in 1871. He is a private detective who solves crimes using his powers of observation and deduction, and his knowledge of the forensic science of the day. He is assisted by his good friend, a doctor, and is often consulted by the police. Like fictional detective C. August Dupin, Heller is thought by many to have inspired the creation of *Sherlock Holmes* by Sir Arthur Conan Doyle.

# CLASS DEBATES

## TEACHER'S NOTES

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 two to three 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
1	Each team has a turn to present their arguments.
2	Both teams have 2 minutes to prepare the rebuttal of their opponents' arguments.
3	Each team present their rebuttal for 2 minutes.
4	Both teams have 2 minutes to prepare a summary of their position.
5	Each team summarises their view and makes final comments for 1 minute.

- 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 with the useful language for debating on the next page, for them to refer to during the school year.

## DEBATE TOPICS

- Unit 6** Physical appearance affects people's success in life.
- Unit 7** Money is the most important factor in choosing a career.
- Unit 8** The Internet should be banned from schools.
- Unit 9** Art shouldn't be taught in schools.
- Unit 10** You should drop everything to help somebody else.

### PRESENTING THE MOTION

We are going to speak in favour of/against the statement that ...  
I am going to try to explain why we think/don't think that ...  
Today I hope to persuade you to agree that ...

### INTRODUCING THE SPEAKERS

As the first speaker, I will talk about ...  
The next speakers will then explain why/discuss ...  
[Maha] will then talk about ...

### PRESENTING THE MOST IMPORTANT POINT

The main thing/point is ...  
The most important thing/point is ...  
Most importantly, ...

### PRESENTING A LIST OF ARGUMENTS

First of all, ...  
Firstly, ...  
To begin with, ...  
Secondly, ...  
Also, ...  
We also need to think about ...  
Something else to think about is ...  
Another important point is ...

### GIVING YOUR OPINION

I think/believe that ...  
In my view, ...  
In my opinion, ...  
The way I see it, ...  
If you ask me, ...

### EXPRESSING CERTAINTY

Clearly, ...  
Obviously, ...  
There is not doubt that ...  
In fact, ...  
(Studies) show that ...

### CLARIFYING/REITERATING

I'm talking about ...  
What I'm trying to say is ...  
What I mean (by that) is ...  
I'm saying that ...

### SUPPORTING YOUR VIEW WITH EXAMPLES

For example, ...  
For instance, ...  
Let me give you an example: ...  
Take, for example, ...  
An example of this is ...

### CONCLUDING/SUMMARISING

So, ...  
So, finally, ...  
So, in short, ...  
To sum up, ...



**Jordan**

# **High Note**

**Grade 9**

**Semester 2**

**PHOTOCOPIABLE RESOURCES**

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<b>26 Optimist or pessimist?</b>	Vocabulary: useful language from the unit	After <b>UNIT 6, LESSON 4 LISTENING AND VOCABULARY</b>	15
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# PHOTOCOPIABLE RESOURCES

## TEACHER'S NOTES

### Unit 6

#### 23 Are you free?

##### (Lesson 1 Vocabulary and Grammar)

**Aim:** to practise the Present Continuous for future plans and arrangements, and *going to* for intentions and unfinalised plans

**Interaction:** pairs, groups of four

**Type of activity:** information gap

**Time:** 10 minutes

**Materials:** one worksheet per pair, cut in half (A and B)

**In class: (1)** Put students in pairs and give each student their half of the worksheet (A or B). Tell them that they should not show their worksheet to their partner. **(2)** Explain that students are camp leaders at a summer camp and they want to plan some activities together for the children. They need to find a time when they are both free. Student A asks a question using the Present Continuous to find out what Student B is doing at the different times on their schedules. Student B tells Student A about their plans and then suggests a different day/time. Demonstrate with a strong student: *A: Are you doing anything on Friday morning? B: Yes, I'm welcoming the new children to the camp. How about Friday afternoon? Are you free?* Students take turns to ask questions until they find a time they are both free to plan an activity. Students can plan more than one activity if time permits (they are both free on Saturday afternoon and Sunday evening). **(3)** Monitor and check students are using the correct tense. Allow 3–4 minutes for this part of the activity. **(4)** Students now join another pair. They take turns with the other pair, and use *going to* to ask and answer about what they have decided to do. Again, monitor and check they are using *going to* correctly.

#### 24 Study time

##### (Lesson 2 Reading and Vocabulary)

**Aim:** to practise the skill of working out the meaning of new words

**Interaction:** individual, pairs, whole class

**Type of activity:** reading text and activities

**Time:** 15 minutes

**Materials:** one worksheet per student

**In class: (1)** Do Exercise 1 as a quick whole-class activity. Give students a minute to read the title and first paragraph, then discuss the questions with the class. **(2)** Exercise 2 could be done in pairs or with the whole class. If students work in pairs, do some brief class feedback afterwards. **(3)** For Exercises 3 and 4, get students to work individually first, then compare answers in pairs before class feedback. Encourage them to use the context to help them work out the meanings in Exercise 4 and, if time allows, let them use their dictionaries to check their ideas. Check answers with the class. During feedback, encourage students to say which words in the text helped them work out the meanings.

**Answers:**

**3** 2 A **3** N **4** N **5** V **6** PV **7** PV **8** N **9** V **10** A  
**4** **2** i **3** h **4** g **5** d **6** b **7** f **8** c **9** j **10** a

#### 25 No, they won't!

##### (Lesson 3 Grammar and Vocabulary)

**Aim:** to practise *will* and *going to* for predictions

**Interaction:** pairs or small groups

**Type of activity:** a sentence formation game with word cards

**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 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. The cards show things that might happen in the near or far future. Each student takes it in turns to pick up a card and decide whether to make a prediction about the near future or a long time in the future. The student makes a prediction and their partner (or, if they are working in groups, the student to their right) must disagree with the prediction giving a reason. Students get one point each for using *going to* or *will* correctly. The winner is the student with the most points. **(4)** Start the game and continue until all the cards have been used up or as long as time permits.

#### 26 Optimist or pessimist?

##### (Lesson 4 Listening and Vocabulary)

**Aim:** to practise useful language from the main listening of the unit

**Interaction:** individual, pairs

**Type of activity:** multiple choice

**Time:** 15 minutes

**Materials:** one worksheet per student

**In class: (1)** Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 6.3 for them to check/complete their answers. Alternatively, check answers by going through the text 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 and how they say them in their language. They can then write their example sentences or mini-conversations individually, in class or as homework.

**Answers:**

**1** 1 upset **2** delighted **3** miserable **4** feels **5** adores  
**6** to **7** can't **8** self-confident **9** insecure **10** calm  
**11** affectionate

#### 27 I'm boring, you're bored

##### (Lesson 5 Vocabulary)

**Aim:** to practise adjectives to express feelings and emotions; to practise *-ed* and *-ing* adjective endings

**Interaction:** groups of three or four

**Type of activity:** a board game

**Time:** 15 minutes

**Materials:** one worksheet per group. Spinner and counters. (Alternatively, prepare small pieces of paper labelled 1–6 in small boxes/bags as substitutes for a spinner, and use coins for counters.)

**In class: (1)** Put students in groups of three or four and give each group a copy of the board game, a spinner and a counter for each student. (See Materials above for alternatives to a spinner and counters.) **(2)** Explain that students need to use the correct *-ing* or *-ed* form of the adjectives to make a sentence and move around the board. Point out the squares with instructions and check students understand them. **(3)** Students take it in turns to spin the spinner and move their counter to the correct square on the board. If a student lands on a square with a verb, they must change it to an *-ing* or *-ed* adjective and make a sentence with it. The other students in the group must decide if the sentence makes sense and the adjective is used correctly. Monitor and offer help if students are unable to agree on a sentence. **(4)** If a student's sentence is correct, the next student takes their turn. If the sentence is incorrect, the student must move their counter back to the 'Start' square and start again. The first student to reach the 'Finish' square wins the game.

**Alternative approach:** For a longer activity, do not use the spinner. Instead, have students move their counter one square at a time.

## Unit 7

### 28 Have you ...?

#### (Lesson 1 Vocabulary and Grammar)

**Aim:** to practise the Present Perfect for news and recent activities

**Interaction:** individual, whole class

**Type of activity:** a questionnaire

**Time:** 10 minutes

**Materials:** one worksheet per student

**In class: (1)** Hand out the worksheet and give each student a copy of the questionnaire. Tell them that they are going to survey their classmates to find out what they have done recently. **(2)** Students first form Present Perfect questions to ask their classmates using the prompts on the questionnaire, then add two questions of their own. Explain that they need to use *ever* or *yet* in their questions – they must decide which adverb to use each time. **(3)** Check the questions with the class. **(4)** Explain that students will now mingle and ask their classmates the questions. When they find someone who answers yes to a question, they write their name in the table. Depending on the size of your class, you could ask them to write a different person's name for each answer, to encourage them to talk to different classmates. Explain that they should answer using the Present Perfect and *already*, *just*, *never* or *yet*. **(5)** Start the activity and monitor to check students are using the Present Perfect correctly. Avoid interrupting students to correct until the activity is finished. **(6)** When all students have one name for each answer (fast finishers can add more than one name for each question), ask students to sit down, then invite class feedback on what the class learnt about each other.

**Answers:**

- 1 2** Have you read the news today yet? **3** Have you checked your email yet? **4** Have you eaten lunch yet? **5** Have you ever been in an ambulance? **6** Have you ever had a job? **7** Have you planned your summer holiday yet? **8** Have you ever eaten sushi?

### 29 How long have you ...?

#### (Lesson 2 Grammar)

**Aim:** to practise the Present Perfect for states/situations continuing into the present

**Interaction:** pairs

**Type of activity:** role play

**Time:** 15 minutes

**Materials:** one worksheet per pair, cut in half (A and B)

**In class: (1)** Put students in pairs and give each student their half of the worksheet (A or B). Ask students to fold it over the dotted line. **(2)** Give students time to read their role cards and check their understanding. Make sure they are clear on their roles as interviewers and interviewees. For weaker classes, you might like to elicit the question and answer for the first prompt. **(3)** Start the activity. Monitor and check students are using the Present Perfect correctly but do not correct them until they have finished their turn. **(4)** When they have finished, they unfold their worksheets, swap roles and role play another interview. **(5)** When both students have taken a turn in both roles, elicit feedback from the class: ask interviewers if they would give their interviewee the job. Why/Why not?

**Answers:**

- How long have you lived in [country]?
- How long have you been a shop assistant / life guard?
- How long have you had your current job?
- Have you applied for any other jobs recently?
- Have you done any training recently?

### 30 On the road

#### (Lesson 3 Listening and Vocabulary)

**Aim:** to practise useful language from the main listening of the unit

**Interaction:** individual, pairs

**Type of activity:** gap-fill

**Time:** 15 minutes

**Materials:** one worksheet per student

**In class: (1)** Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 7.4 for them to check/complete their answers. Alternatively, check answers by going through the conversation with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions and how they say them in their language. They can then write their example sentences or mini-conversations individually, in class or as homework.

**Answers:**

- 1 2** Have you always wanted **3** 've always loved  
**4** have you driven **5** 've never counted **6** 've been  
**7** 've ever made **8** Have you ever had **9** 've been  
**10** haven't had **11** haven't had

## 31 Sorted!

### (Lesson 4 Vocabulary)

**Aim:** to practise vocabulary related to industries, workplaces and jobs

**Interaction:** small groups

**Type of activity:** sorting activity, sentence building

**Time:** 15 minutes

**Materials:** one worksheet per group

**In class: (1)** Put students in small groups and hand out the worksheet. **(2)** Explain the activity: students will have 5 minutes to sort the words into three categories (*Industries*, *Workplaces* and *Jobs*) by writing the words in the circles. They will then need to write as many sentences as they can using words from the three categories. The group with the most correct sentences at the end of the activity wins. **(3)** Start the activity and time students. When the 5 minutes are up, check answers with the class. If time allows, recreate the circles on the board and ask students from different groups to come up and write the words in the correct circle. **(4)** Give students 5 minutes to write their sentences. **(5)** Ask groups to count their sentences and get the group with the most sentences to read them to the class. If the sentences are correct and make sense, congratulate them as the winners. If they have fewer correct sentences than the next group's total, ask the next group to read theirs and so on until you find the winning group. During this feedback stage, encourage the class to say if they think the sentences are correct and if not, to correct them.

**Answers:**

- 1** Industries: construction, education, finance, fishing, forestry, health care, IT, manufacturing, mining, sales  
Workplaces: ambulance, building site, doctor's surgery, factory, farm, food processing plant, laboratory, mine, nursery, oil platform, sawmill  
Jobs: building engineer, car mechanic, estate agent, flight attendant, lawyer, paramedic, personal secretary, receptionist, sales manager, social worker, surgeon

## Unit 8

### 32 Verb pattern pairs

#### (Lesson 1 Vocabulary and Grammar)

**Aim:** to practise verbs followed by the *-ing* form or the infinitive

**Interaction:** pairs or groups of three

**Type of activity:** a matching game

**Time:** 10 minutes

**Materials:** one set of white cards and one set of grey cards per group

**In class: (1)** Copy the worksheet and cut out the cards as indicated. **(2)** Put students in pairs or groups of three and hand out the two sets of cards to each group. They should shuffle them and put them in two piles face down on the table. **(3)** Explain the activity: students take it in turns to match the verbs on the white cards with the verb forms which follow them (*-ing*, *to* + infinitive, infinitive without *to*, *to* + infinitive or *-ing*) and then use each verb in an example sentence. For weaker classes, do one example for each pattern with the class: elicit the form used after *enjoy* (*-ing*), *want* (*to* + infinitive), *can* (infinitive without *to*) and *begin* (*to* + infinitive or *-ing*). Ask students to provide an example

sentence for each. **(4)** Students get one point for matching the cards correctly and another point if they can produce a correct sentence using each verb. Demonstrate the activity with a strong student: turn over a card from each pile. If they match, tell the class you keep the cards and mark a point on the board; then make a sentence and mark another point on the board; if they don't match, return the cards to the bottom of the pile. **(5)** Start the activity. Students play until all the cards are matched or for as long as time allows, then count up their scores. Congratulate the student(s) with the highest score.

**Answers:** See worksheet: the white cards match the grey cards left to right.

### 33 Show it or draw it

#### (Lesson 2 Vocabulary)

**Aim:** to practise vocabulary related to computers

**Interaction:** groups, whole class

**Type of activity:** charades and picture dictionary

**Time:** 10 minutes

**Materials:** one worksheet for the whole class, cut in half (A and B)

**In class: (1)** Divide the class into two teams and give each team their list of words (A or B). **(2)** Players from each team take it in turns to choose a word from their list, come to the front of the class and mime or draw the word on the board. Their team has to guess the word. The student drawing/ miming is not allowed to speak. Explain to students that they might find it easier to mime the verbs and draw the nouns, but it is up to them to decide. Their team can call out guesses and if they guess correctly, the student sits down and crosses the word off the list. If the team can't guess the word within a given time limit, the student must sit down without crossing the word off the list. **(3)** The winning team is the one that crosses out all their words first or with the most words crossed out at the end of a given time limit.

### 34 Astronomy: it's a fact!

#### (Lesson 4 Reading and Vocabulary)

**Aim:** to practise the skill of telling fact from opinion in a reading text

**Interaction:** individual, pairs, whole class

**Type of activity:** reading text and activities

**Time:** 15 minutes

**Materials:** one worksheet per student

**In class: (1)** Do Exercise 1 as a quick whole-class activity. Elicit predictions from a few students, then give them 2–3 minutes to read the text. Check the answer with the class. **(2)** Put students in pairs for Exercise 2. Give them 1–2 minutes to discuss ideas, then check answers with the class. Encourage students to give reasons for their answers, saying which words helped them decide. **(3)** Get students to do Exercise 3 individually first, and then to compare and discuss their answers in pairs. Remind them to highlight the words in each sentence that help them decide. During class feedback, elicit both the answer and the words in each sentence that support the answer (see answer key below).

### Answers:

- 1 People probably used them to tell the days of the year (as they appear to show the way the sun moves during the year). Perhaps they used them to help plant and harvest food at the right time of year.
- 2 1 opinion (The writer uses the verb *think* to show that it is their opinion, it is what they believe. *Might* is also used to give the writer's own opinion: he thinks the reader might find the fact surprising.)  
2 fact (The writer uses a specific time reference and the Past Continuous (*were writing*) to talk about something which happened and was completed in the past and is therefore a fact.)
- 3 1 F (The writer states this as a fact. There is nothing in the sentence to show opinion.)  
2 O (The writer uses the verb *thought* to show that they were not sure; it was just their opinion.)  
3 O (The writer uses *Perhaps* to show an assumption, i.e. an opinion.)  
4 O (The writer uses the verb *think* to show that they are not certain.)  
5 F (The writer uses the Past Simple (*wrote*) for something which happened and was completed in the past and is therefore a fact.)  
6 F (The writer uses the Present Simple to talk about something that is generally true.)  
7 F (The writer uses the Present Perfect to talk about an action which continues into the present and therefore must be a fact.)  
8 O (The writer uses the opinion adjective *amazing*.)

## 35 If we watch a film, we'll order pizza too!

### (Lesson 5 Grammar)

**Aim:** to practise the first conditional

**Interaction:** pairs

**Type of activity:** gap-fill and role play

**Time:** 15 minutes

**Materials:** one worksheet per pair

**In class: (1)** Put students in pairs and hand out the worksheet. **(2)** Get students to work together to complete the first conditional sentences in the conversation using the verbs in the box. They should ignore the mood cards for now. Give pairs 2–4 minutes for this part of the activity. **(3)** Check answers with the class. **(4)** Refer students to the mood cards and ask them to choose one each. They now role play the conversation, bearing in mind the mood of their character. They then swap roles, choose a different mood card and repeat. **(5)** When students have taken a turn in both roles, elicit feedback from the class: which emotion did they find the most difficult to express? Why?

### Answers:

- 1 3 download 4 will be able 5 use 6 will give 7 will pay 8 have 9 turn on 10 will download 11 leave 12 won't miss

## 36 Video games do that

### (Lesson 6 Listening and Vocabulary)

**Aim:** to practise useful language from the main listening of the unit

**Interaction:** individual, pairs

**Type of activity:** multiple choice

**Time:** 15 minutes

**Materials:** one worksheet per student

**In class: (1)** Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 8.10 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 and how they say them in their language. They can then write their example sentences or mini-conversations individually, in class or as homework.

### Answers:

- 1 1 playing 2 to get out 3 doesn't 4 to get out  
5 playing 6 playing 7 try 8 won't 9 spend  
10 learn 11 to pay 12 playing 13 to find 14 to be  
15 to think 16 to find 17 to lead 18 improve

## Unit 9

### 37 True or false?

#### (Lesson 1 Vocabulary and Grammar)

**Aim:** to practise the Past Perfect

**Interaction:** pairs or small groups

**Type of activity:** sentence completion, guessing game

**Time:** 15 minutes

**Materials:** one worksheet per student

**In class: (1)** Hand out the worksheet and explain to students that they should write sentences about themselves using the Past Perfect or Past Simple and the prompts; four sentences should be true and four should be false – students circle T or F when they write each sentence (so they can't change their answers afterwards). They should then write two of their own sentences about themselves, one true sentence and one false sentence. Tell them that they shouldn't let anyone see their worksheet. Monitor and check that their sentences are correct. **(2)** Put students in pairs or small groups. They take it in turns to read their sentences to their partner/group, who decide if the sentences are true or false. Students get one point for each correct guess. **(3)** Elicit from the class who had the most points. Did any students fool everyone with their sentences? If so, ask them to read out their sentences for the class to guess if they are true.

### 38 Ten questions

#### (Lesson 2 Vocabulary)

**Aim:** to practise vocabulary for creative jobs

**Interaction:** groups of three or four

**Type of activity:** guessing game

**Time:** 15 minutes

**Materials:** one set of cards per group

**In class: (1)** Copy the worksheet and cut out the cards as indicated. **(2)** Put students in groups of three or four and hand out one set of cards to each group. They should shuffle them and put them in a pile face down on the table. **(3)** Tell students that *Ten questions* is a TV show where people guess someone's job by asking them *yes/no* questions. Explain that they are going to

play this game to guess creative jobs. **(4)** Students take it in turns to turn over a job card and pretend they have that job. The other students in the group take it in turns to ask the student up to ten questions about their job. The student with the card can only answer 'yes' or 'no'. If a student correctly guesses the job, he or she takes the card. If no one guesses the job after ten questions, no one wins that card and it is put in a separate file of 'burnt' cards. **(5)** The game continues until all the cards have been used up or for as long as time permits. The winner is the student with the most cards at the end of the activity.

**Optional follow-up:** Ask groups if there were any jobs which were not guessed and invite the students who had them to come to the front of the class. Students from other groups ask questions and try to guess the job.

### 39 Read all about it!

#### (Lesson 3 Grammar and Vocabulary)

**Aim:** to practise reported speech

**Interaction:** pairs

**Type of activity:** peer writing

**Time:** 10 minutes

**Materials:** one worksheet per pair

**In class: (1)** Put students in pairs and hand out the worksheets. Tell students that they are journalists and they are going to write a news story. They should work together to read their interview notes and write their news story using reported speech. Remind students to use *said* or *told* as reporting verbs and to change any time expressions. Tell them that as journalists, they can make additional changes to make their story more interesting, as long as they report the facts accurately and use reported speech correctly. **(2)** Start the activity. Monitor and help where necessary. Give pairs 8–10 minutes for this part of the activity, then get students to swap stories with another pair for peer checking.

**Optional follow-up:** If there is time, invite pairs to read their news stories to the rest of the class, who can then vote on the best/most interesting story.

#### Model answer

A two-metre snake has escaped from Essex Zoo! The zoo-keeper gave us a description of the missing snake. He said the boa constrictor snake, which is from South America, had escaped at around 7 p.m. the day before.

Lubna Tawalbeh lives on High Street near the zoo and she told us that she had seen the snake go into the woods behind her house and that it was huge. She said she had rung the police straight away! She gave us a picture that she had found on the Internet that morning and said that the snake looked just like it.

We spoke to the police, and Inspector Hayek said that the snake wasn't dangerous to people but that they were telling parents to keep their children away from the woods. He told us that they had put a picture up at the entrance to the woods, and that if anyone saw the snake, they should call 100 immediately and not approach it.

### 40 What kind of book is it?

#### (Lesson 6 Listening and Vocabulary)

**Aim:** to practise useful language from the main listening of the unit

**Interaction:** individual, pairs

**Type of activity:** open cloze

**Time:** 15 minutes

**Materials:** one worksheet per student

**In class: (1)** Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 9.10 for them to check/complete their answers. Alternatively, check answers by going through the conversation with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions and how they say them in their language. They can then write their example sentences or mini-conversations individually, in class or as homework.

#### Answers:

**1** 2 character **3** author **4** character **5** title **6** cover  
**7** line **8** style **9** fiction **10** chapter **11** beginning

## Unit 10

### 41 Fun facts

#### (Lesson 1 Vocabulary and Grammar)

**Aim:** to practise the passive

**Interaction:** pairs

**Type of activity:** gap-fill, quiz

**Time:** 10 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 do a quiz about fun Sherlock Holmes facts. **(2)** First, they need to complete the questions with the correct passive form of the verbs in brackets. Give pairs 3–4 minutes for this part of the activity. **(3)** Get them to compare answers with another pair if time allows, then check answers with the class. **(4)** Students now do the quiz in their pairs. Allow 5 minutes for them to discuss and decide on their answers. **(5)** Check answers with the class and share the extra information given in the answer key below. Find out which pair(s) had the most correct answers and congratulate them.

**Answers: 1** a (Arthur Conan Doyle was born in Edinburgh.)

**2** be read, a ('A Study in Scarlet' was published in *Beeton's Christmas Annual* for 1887.) **3** was written, c **4** were written, b **5** was made, a ('Sherlock Holmes Baffled' was a silent film made in 1900.) **6** have been made, c **7** was never described, b (It might surprise you to learn that Doyle never actually mentions Sherlock Holmes wearing a hat! **8** were shocked, c **9** is/was discovered, a **10** is celebrated, a

### 42 Acts of kindness

#### (Lesson 2 Vocabulary)

**Aim:** to practise 'doing the right thing' vocabulary

**Interaction:** pairs, groups, whole class

**Type of activity:** A matching game

**Time:** 10 minutes

**Materials:** one set of cards (A or B) per pair

**In class: (1)** Copy the worksheet and cut out the cards as indicated. **(2)** Put students in groups of two pairs and hand out one set of cards (A or B) to each pair. They should shuffle them and put them in a pile face down on the table. **(3)** Explain that the aim of the game is for each pair to guess as many of the

words on their cards as they can within a given time limit.

**(4)** Pair A starts. Student A has to describe each word for Student B to guess. Explain that for each word, they are not allowed to use the three words listed below it. One student from the opposing pair checks the use of the 'taboo words' and keeps score, while the other student times the pair playing. **(5)** At the end of the time limit, pair A counts up their score and pair B takes their turn. The pair with the most points wins.

### 43 Superheroes

#### (Lesson 3 Listening and Vocabulary)

**Aim:** to practise useful language from the main listening of the unit

**Interaction:** individual, pairs

**Type of activity:** word formation

**Time:** 15 minutes

**Materials:** one worksheet per student

**In class: (1)** Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 10.2 for them to check/complete their answers. Alternatively, check answers by going through the conversation with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions and how they say them in their language. They can then write their example sentences or mini-conversations individually, in class or as homework.

**Answers:**

- 1** **2** journalist **3** economy **4** honest **5** responsible  
**6** strong **7** real **8** true **9** innocent **10** guilty  
**11** suspicious

### 44 What would you do?

#### (Lesson 4 Grammar)

**Aim:** to practise the second conditional

**Interaction:** individual, pairs, whole class

**Type of activity:** a questionnaire

**Time:** 10 minutes

**Materials:** one worksheet per student

**In class: (1)** Put students in pairs and hand out the worksheet. Tell students that they are going to complete a 'What would you do?' questionnaire about themselves and their partner. **(2)** Individually, students read the scenarios, decide what they would do in each situation and note down their answers in the 'Me' column. Explain that they should write in note form, not in full sentences (e.g. for 1: *take it to the police station*). **(3)** In their pairs, students ask and answer about each scenario, using the second conditional (e.g. *A: What would you do if you found a purse in the street? B: I would take it to the police station. What about you? A: I would ...*). They should note down their partner's answers in the 'My partner' column. **(4)** Elicit feedback from different pairs: in which situations would they do the same thing? In which ones would they do something different? Did anyone find out anything surprising about their partner?

### 45 Backpacks of the future

#### (Lesson 6 Reading and Vocabulary)

**Aim:** to practise the skill of finding specific information in a text

**Interaction:** individual, pairs, whole class

**Type of activity:** reading text and activities

**Time:** 15 minutes

**Materials:** one worksheet per student

**In class: (1)** Do Exercise 1 as a quick whole-class activity. Elicit predictions from a few students, then give them 2–3 minutes to read the text. **(2)** Put students in pairs for Exercise 2. Before they begin, elicit why it is a good idea to highlight key words in the questions and options (because it will help them find the information in the text more quickly). Give students a few minutes to complete the task, then elicit ideas around the class. **(3)** In stronger classes, students could do Exercise 3 individually. In weaker classes, you could let them work in pairs and/or do the first question as an example with the class. Remind students that at this point, they just need to find the location of the answer, but not the answer itself. Explain that since multiple-choice questions are always given in the same order as the information in the text, once they have found an answer, they only need to look below it for the next one. Give students five minutes to complete the activity, then check answers with the class. **(4)** Ask students to complete Exercise 4 individually, then compare answers in pairs. Remind them to highlight the part of the text which gave them each answer, then elicit it during class feedback.

**Answers:**

**1** The article is about a new kind of backpack.

**2** (Suggested answers)

- 1** q: invent, a new backpack; a: mother, ill; b: walk to school; c: worried, pollution  
**2** q: idea, backpack; a: friends; b: mother; c: air filter  
**3** q: competition, designed a: study, science and technology; b: stop pollution; c: make better backpacks  
**4** q: backpack, invented; a: last forever; b: materials, disappear; c: cool

**3–4 1 C** (*walks to school ... along a busy road ... making her breathe a lot of polluted air*)

**2 C** (*invent a backpack ... to filter out the pollution like the air filter at home*)

**3 A** (*develop an interest in ... science, technology ...*)

**4 B** (*completely biodegradable ... if you left it in the ground, it would turn into soil*)



Are you free?

UNIT 6, LESSON 1 VOCABULARY AND GRAMMAR  
(Future arrangements and intentions)

Are you free? | Student A

Friday	Saturday	Sunday
Morning	Morning <i>cook breakfast for the whole camp</i>	Morning
Afternoon <i>go hiking</i>	Afternoon	Afternoon
Evening <i>teach children how to put up a tent</i>	Evening <i>tell campfire stories</i>	Evening



Are you free? | Student B

Friday	Saturday	Sunday
Morning <i>welcome new children to the camp</i>	Morning	Morning <i>cook breakfast for the whole camp</i>
Afternoon	Afternoon	Afternoon <i>go swimming</i>
Evening <i>have a singing competition</i>	Evening <i>play games</i>	Evening

- 1 Read the title and first paragraph of the article. How long do you think you should revise for a day before you take an exam? Why?
- 2 Read the whole article. Which of the advice do you think is most useful? Why?
- 3 Look at the words in bold in the article (1–10). Decide if they are nouns (N), verbs (V) or adjectives (A). There are two phrasal verbs (PV).
 

1 concentration <input checked="" type="checkbox"/> N	5 spread <input type="checkbox"/>	9 believe <input type="checkbox"/>
2 correct <input type="checkbox"/>	6 take in <input type="checkbox"/>	10 successful <input type="checkbox"/>
3 period <input type="checkbox"/>	7 stick to <input type="checkbox"/>	
4 session <input type="checkbox"/>	8 background noise <input type="checkbox"/>	
- 4 Match the words in Exercise 3 (1–10) with their meanings (a–j). Use the context to work out what each word means.
 

a having achieved a lot	<input type="checkbox"/>
b understand completely	<input type="checkbox"/>
c what can be heard while you are listening to or doing something else	<input type="checkbox"/>
d cause to happen in stages over time	<input type="checkbox"/>
e take someone's attention away from something	<input type="checkbox"/>
f do one thing and not change to anything else	<input type="checkbox"/>
g time spent doing an activity	<input type="checkbox"/>
h a length of time	<input type="checkbox"/>
i the ability to think carefully about something for a long time	<input checked="" type="checkbox"/> 1
j accept that something is true	<input type="checkbox"/>

## STUDY TIME

You have an exam coming up and it's time to revise. But how long should you revise for? An hour? Two hours? All day? According to the experts, you might need to think again.

A teacher recently told her students that they should revise for seven hours a day during the holidays. But experts agree that if you attempt to do too much revision all at once, it can lead to boredom and a lack of **concentration**.

So what is the **correct** amount? Student surveys report that the average time for university students was 15–20 hours revision a week, or three to four hours a day. Many experts, however, say that even this is quite a lot if you do it all at the same time. It may be better to divide your time into short revision **periods** – for example, five one-hour revision **sessions spread** throughout the week. This allows your brain to **take in** and store the information more easily.

Many students create a revision timetable. Write down the subjects you need to revise and the topics for each subject. Then write down how long you are going to spend revising for each topic, and the times you plan to revise for them. Try to **stick to** your timetable!

Don't forget to take lots of breaks, too, and you might find it is easier to revise with a friend than alone. Choose the best place to revise, where you won't be distracted by noise or other people. Some people find it easier to revise in silence, others prefer **background** noise such as music or radio.

The time you revise can also be important. Don't stay up all night: you won't remember much if you get tired or ill. But do try and do some revising just before you go to bed. Experts **believe** that revision followed by sleep can help you remember information better.

Don't leave revision until the last minute, either. Some students think they can get by on cramming: filling your head with information at the last possible minute before the exam. This is rarely **successful**. It is much better to do a little revision throughout the year. In fact, if you can, revise after each lesson. Make flash cards and posters or take notes about what you have learnt that day. This will really lodge that information in your brain!

## No, they won't!

UNIT 6 LESSON 3 GRAMMAR AND VOCABULARY  
(Future predictions)



snow	be sick	be late	pass an exam
be famous	rain	live to over 200	everyone work at home
lose phone	type words with our eyes	fly a helicopter	graduate
stop using social media	take an exam	have robots for friends	be happy
be a chef	destroy all the rainforests	buy a house	be late for school/college
miss the film	live abroad	slip on a banana	miss parents

## Optimist or pessimist?

### UNIT 6 LESSON 4 LISTENING AND VOCABULARY (Audioscript: extra activities)

#### 1 6.3 Choose the correct words to complete the extract from a talk about optimism and pessimism.

Thanks ... I'm going to start with a joke. Scientists did an experiment with two six-year-old twins. One was a pessimist and the other an optimist. They put the pessimist in a room full of wonderful toys. And the optimist in a room full of rubbish. Lots and lots of rubbish. When they checked on the pessimist, she was <sup>1</sup>*loving / upset*. She wasn't playing with the toys. 'I'm afraid I'll break them,' she said. When they checked on the optimist, she was <sup>2</sup>*anxious / delighted*. She was happily looking through the rubbish. 'I know I'll find a good toy in here somewhere,' she said. The joke shows that optimists see the good side of every situation.

Scientists often study identical twins to find out about personality differences. Sometimes one twin is cheerful while the other feels <sup>3</sup>*happy / miserable*. The optimist <sup>4</sup>*has / feels* positive about life, <sup>5</sup>*cares / adores* challenges and looks forward <sup>6</sup>*to / of* trying new things. The pessimist feels negative, is afraid of challenges and <sup>7</sup>*can't / doesn't* stand trying new things. But why are they so different? Why are some people optimists and others pessimists?

**Studies show that** people with more electrical activity in the left side of their brains **tend to be** <sup>8</sup>*self-confident / self-anxious* and optimistic. And people whose right brains are more active are more cautious, <sup>9</sup>*insecure / cheerful* and pessimistic.

**But we also know that** life experiences influence our personalities. That may explain, by the way, why older people are often more pessimistic than younger people.

We need love and affection when we're growing up. If a baby's parents are tense or anxious, it can cause changes in the brain. And those changes make it more likely the child will grow up to be negative and pessimistic. If the parents are <sup>10</sup>*calm / upset* and happy, loving and <sup>11</sup>*miserable / affectionate*, there's a better chance the baby will become a positive and optimistic adult.

Now, it's not all bad being a pessimist. There is at least one advantage. You won't feel disappointed so easily. If you never expect your football team to win, they'll never let you down.

**However**, pessimists suffer more from anxiety and that can cause bad health and stress. In one long-term study a group of young adults completed a questionnaire about their jobs, their health, their family and their attitudes to growing older. The study showed that the optimists lived about eleven and a half years longer than the pessimists.

**What's more**, pessimists aren't usually as successful as optimists. If you believe you'll succeed, you have a good chance of doing something important with your life. But if you believe you'll fail, you probably will fail.

**The good news is** you can change. Pessimists can learn to be less negative. How? Well, studies show that physical exercise or yoga can help people to ...

#### 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.

I'm boring, you're bored

UNIT 6, LESSON 5 VOCABULARY  
(Feelings and emotions)

START	1 disappoint	2 excite	3 beauty	4 Miss a turn.
15 relax	16 Go back to square 11.	17 please	18 bore	5 Go to square 15.
14 exhaust	23 Swap places on the board with the person to your left.	FINISH		19 Miss a turn.
13 delight	22 stress	21 interest	20 Have another turn.	6 frighten
12 Miss a turn.	11 surprise	10 Swap places on the board with the person to your left.	9 amaze	7 worry
				8 Have another turn.

## Have you ...?

### UNIT 7, LESSON 1 VOCABULARY AND GRAMMAR (Present Perfect 1)

#### 1 Make questions using the Present Perfect and *ever* or *yet*. Add two questions of your own.

Have you ...?	Name
<b>1</b> go on holiday abroad? <i>Have you ever been on holiday abroad?</i>	
<b>2</b> read the news today? _____	
<b>3</b> check your email? _____	
<b>4</b> eat lunch? _____	
<b>5</b> go in an ambulance? _____	
<b>6</b> have a job? _____	
<b>7</b> plan your summer holiday? _____	
<b>8</b> eat sushi? _____	
<b>9</b> my own question _____	
<b>10</b> my own question _____	

#### 2 Ask your questions to other students. Find someone who answers 'yes' and write their name in the table. When you answer other students' questions, use *already*, *just*, *never* or *yet*.



#### How long have you ...? | Student A

##### Interviewer

You are interviewing Student B for a job as a shop assistant. Ask them questions using these prompts and the Present Perfect.

- how long / live / in [country]?
- how long / be / a shop assistant?
- how long / have / current job?
- apply / for any other jobs recently?
- do / any training recently?

Thank the interviewee for coming and end the interview.

**FOLD**

##### Interviewee

You have applied for a job as a lifeguard. Answer the interviewer's questions using the Present Perfect. Add extra information if you like.

At the end of the interview, thank the interviewer.



#### How long have you ...? | Student B

##### Interviewee

You have applied for a job as a shop assistant. Answer the interviewer's questions using the Present Perfect. Add extra information if you like.

At the end of the interview, thank the interviewer.

**FOLD**

##### Interviewer

You are interviewing Student A for a job as a lifeguard. Ask them questions using these prompts and the Present Perfect.

- how long / live / in [country]?
- how long / be / a lifeguard?
- how long / have / current job?
- apply / for any other jobs recently?
- do / any training recently?

Thank the interviewee for coming and end the interview.

## On the road

### UNIT 7, LESSON 3 LISTENING AND VOCABULARY (Audioscript: extra activities)

#### 1 7.4 Complete the extract from a radio interview with Pat, a truck driver. Use the Present Perfect forms of the verbs in brackets.

- Presenter:** Welcome back. Pat Pratt is a long-distance truck driver. She lives in London but she drives thousands of miles every month all over Europe. Welcome to the show, Pat.
- Pat:** Thanks, Terri.
- Presenter:** How long <sup>1</sup> have you been (you/be) a truck driver?
- Pat:** For almost four years now but I only started driving long distances when I joined the company I work for now. That was about a year ago. Before that I just drove vans and trucks around London and the south east.
- Presenter:** <sup>2</sup> \_\_\_\_\_ (you/always/want) to be a truck driver?
- Pat:** No, when I left school, I worked part-time in an office as a secretary for a few months. The money was OK and I got on well with my boss but I soon realised it wasn't the career for me. It was really dull working inside all the time. I wanted to be free. I <sup>3</sup> \_\_\_\_\_ (always/love) driving, so I became a truck driver.
- Presenter:** How many countries <sup>4</sup> \_\_\_\_\_ (you/drive) in?
- Pat:** I don't know, really. I <sup>5</sup> \_\_\_\_\_ (never/count) but I think I <sup>6</sup> \_\_\_\_\_ (be) in almost every country in Europe.
- Presenter:** What's the longest journey you <sup>7</sup> \_\_\_\_\_ (ever/make)?
- Pat:** Last month I drove 2,200 miles from London to Murmansk in the north of Russia ...
- Presenter:** Murmansk? That's in the Arctic Circle, isn't it?
- Pat:** That's right. And from there I went to Frankfurt – that's three thousand miles – and then back to London, another two thousand miles. That's over 7,000 miles in total!
- Presenter:** Wow! **What's the worst thing about** your job?
- Pat:** It can be very lonely sometimes. You don't have any co-workers to talk to. But fortunately, **I'm crazy about** music, so when I feel lonely, I just play some music and sing to myself.
- Presenter:** Do you ever feel afraid?
- Pat:** Yes. It can be dangerous sometimes but **I can live with that**.
- Presenter:** <sup>8</sup> \_\_\_\_\_ (you/ever/have) any accidents?
- Pat:** Yes, of course. There are so many crazy drivers around! But **so far**, I <sup>9</sup> \_\_\_\_\_ (be) lucky. I <sup>10</sup> \_\_\_\_\_ (not have) any serious accidents. I'm a very careful driver and I really take care of my truck.
- Presenter:** What are the working conditions like?
- Pat:** **Not great**. The hours are long, it's physically hard and truckers don't earn a lot of money. I <sup>11</sup> \_\_\_\_\_ (not have) a pay rise for a long time. It used to be better but there's a lot of competition now, so the working hours are longer and the pay's not as good as it was.
- Presenter:** What do you most enjoy about your job?
- Pat:** It's great to wake up in the morning, look out of the window and see something new. And I enjoy meeting people, trying new food and speaking different languages too. But **above all**, I love travelling on the open road listening to my favourite songs. I'm going to France tomorrow.

#### 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.

## Sorted!

### UNIT 7, LESSON 4 VOCABULARY (Workplaces, industries, jobs)

#### 1 In groups, write the words from the box in the correct circle. You have five minutes!

agriculture ambulance building engineer building site car mechanic construction doctor's surgery  
education estate agent factory farm finance fishing flight attendant food processing plant  
forestry health care IT laboratory lawyer manufacturing mine mining nursery oil platform  
paramedic personal secretary receptionist sales sales manager sawmill social worker surgeon

#### Industries

agriculture

#### Jobs

#### Workplaces

#### 2 In your groups, write as many sentences as you can using the words. You have five minutes. You get one point for each correct sentence. The group with the most correct sentences wins!

## Verb pattern pairs

UNIT 8, LESSON 1 VOCABULARY AND GRAMMAR  
(Verb patterns: the infinitive and the *-ing* form)



finish	<i>-ing</i>	agree	<i>to + infinitive</i>
can't stand	<i>-ing</i>	hope	<i>to + infinitive</i>
avoid	<i>-ing</i>	promise	<i>to + infinitive</i>
practise	<i>-ing</i>	try	<i>to + infinitive</i>
could	infinitive without <i>to</i>	begin	<i>to + infinitive</i> or <i>-ing</i>
must	infinitive without <i>to</i>	hate	<i>to + infinitive</i> or <i>-ing</i>
might	infinitive without <i>to</i>	like	<i>to + infinitive</i> or <i>-ing</i>
should	infinitive without <i>to</i>	start	<i>to + infinitive</i> or <i>-ing</i>

**Show it or draw it | Team A**

Play in teams. Take turns to mime or draw one of these words for your team to guess.  
The team with the most correct guesses at the end wins!

copy

share

**CLICK**

photo

**document**

picture

cut

**fill**

drag

**CRASH**

expand

file

**Show it or draw it | Team B**

Play in teams. Take turns to mime or draw one of these words for your team to guess.  
The team with the most correct guesses at the end wins!

profile

folder

icon

**tap**

image

swipe

update

text

**information**

message

paste

store

- 1** Look at the photos and read the title of the article. How do you think these places relate to astronomy and the stars? Read the article quickly to find out.



Stonehenge



the Nazca Desert

- 2** Read these sentences from the article. Which one states a fact? Which gives an opinion? How do you know? Discuss in pairs.

- 1 People think that astronomy is a modern science, but you might be surprised!
- 2 We know that Babylonian astronomers were writing about the stars in 600 BCE.

- 3** Read the article again. Decide if sentences 1-8 are facts (F) or opinions (O). How do you know?

- |                            |                            |
|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 2 <input type="checkbox"/> | 6 <input type="checkbox"/> |
| 3 <input type="checkbox"/> | 7 <input type="checkbox"/> |
| 4 <input type="checkbox"/> | 8 <input type="checkbox"/> |

## ASTRONOMY: it's a fact!

★ People think that astronomy is a modern science, but you might be surprised! <sup>1</sup>People started studying the stars thousands of years ago.

We know that Babylonian astronomers were writing about the stars in 600 BCE, but people were watching the stars and giving them names even before that. Historians generally agree the first astronomers believed that the stars could tell them something. <sup>2</sup>They thought that they could see into the future by watching the stars. Researchers think that people probably used places like Stonehenge in the UK or the drawings in the Nazca Desert to tell the days of the year as they appear to show the way the sun moves during the year. <sup>3</sup>Perhaps they used them to help plant and harvest food at the right time of year. However, no one really knows for sure what they are for.

After hundreds of years of studying astronomy, there are some truly amazing facts that we do know about our universe. <sup>4</sup>A lot of people think that we didn't find out that the Earth is round until after the Dark Ages around 1500. The ancient Greeks, however, thought that the world was round in about the sixth century BCE. Not all that long after, in the third century BCE, it became a fact.

Edmond Halley is famous for Halley's Comet, but did you know that he didn't discover it? <sup>5</sup>Astronomers wrote about it as early as 240 BCE. There are two facts about Halley's Comet that you might not know. <sup>6</sup>Firstly, it is the only comet that you might see twice, because it appears every 74-79 years. Of course, it depends on when you were born; its next visit is in 2061! The other cool fact is that in 1986, Halley's Comet became the first comet people saw from a spaceship. And we have some beautiful photos of it too. <sup>7</sup>Since the nineteenth century, we have discovered over 1,000 planets outside our solar system! <sup>8</sup>Astronomy is amazing!

If we watch a film, we'll order pizza too!

UNIT 8, LESSON 5 GRAMMAR (The first conditional)

1 In pairs, complete the first conditional sentences in the conversation with the correct forms of the verbs from the box.

be able download (x2) give have leave look for not miss order pay turn on use



Omar

Shall we get a pizza and watch a film tonight? If you <sup>1</sup> order the pizza, I <sup>2</sup> will look for a film.

OK. If I <sup>3</sup> \_\_\_\_\_ the restaurant app, I <sup>4</sup> \_\_\_\_\_ to order it on my phone later.



Ali



Omar

If you <sup>5</sup> \_\_\_\_\_ your credit card, I <sup>6</sup> \_\_\_\_\_ you the money when you get here.

Don't worry, I <sup>7</sup> \_\_\_\_\_ if I <sup>8</sup> \_\_\_\_\_ enough money.



Ali



Omar

Really? Thanks!

No worries. Oh no, the app won't download!



Ali



Omar

Really? If you <sup>9</sup> \_\_\_\_\_ the wifi, the app <sup>10</sup> \_\_\_\_\_ !

Phew! Thank you. Right. If I <sup>11</sup> \_\_\_\_\_ now, I <sup>12</sup> \_\_\_\_\_ the bus. See you in twenty minutes!



Ali



Omar

See you soon!

2 In your pairs, choose one mood card each and act out the conversation. You must express the emotion on your card! Then swap roles, choose another card and act out the conversation again.

Mood cards

bored	impatient	stressed	worried
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## Video games do that

### UNIT 8, LESSON 6 LISTENING AND VOCABULARY (Audioscript: extra activities)

#### 1 8.10 Choose the correct verb forms to complete the texts.

- 1 **Dad:** Hi, Samia. Cup of tea?  
**Samia:** Thanks, Dad. I got your coffee. Two for 9.95.  
**Dad:** Thanks. What's that?  
**Samia:** A video game for Jameel.  
**Dad:** Another video game! Thirty-nine dinars ninety-five! He never stops <sup>1</sup>*play / playing* those stupid games. He needs <sup>2</sup>*to get out / getting out* more. If he <sup>3</sup>*doesn't / won't*, he'll never make friends.  
**Samia:** **You're right**, Dad. Jameel does need <sup>4</sup>*to get out / getting out* more but actually, he's made a lot of friends from <sup>5</sup>*play / playing* online. Video games can teach you a lot, **you know**. How to be a good winner or loser, and ...  
**Dad:** Yes, but 40 dinars is expensive.  
**Samia:** It was ten dinars off so I only paid 29.95! It's a good game, it's educational. Anyway, I enjoy <sup>6</sup>*play / playing* games with the kids. It lets us spend time together. **Why don't you play** with us? If you <sup>7</sup>*try / 'll try* it, you'll probably like it.
- 2 **Teacher:** So *mgh* means 'Mass times Gravity times' ... Jawad Sabah! If you don't listen, you <sup>8</sup>*don't / won't* understand. Physics isn't easy!  
**Jawad:** Sorry, Miss.  
**Teacher:** What are you doing, anyway? What is that? Show me! A video game! You won't get to university if you <sup>9</sup>*spend / 'll spend* your time playing silly games, you know.  
**Jawad:** It's not silly, Miss. A lot of games are educational. You can <sup>10</sup>*learn / to learn* physics or chemistry or geography or art ...  
**Teacher:** And what does this one teach you?  
**Jawad:** It teaches you about history and ...  
**Teacher:** **Alright**. You can sit down now. And I'll give you the game back at the end of the class ... if you promise <sup>11</sup>*to pay / paying* attention.  
**Jawad:** Thanks, Miss ... I'm sorry, Miss.
- 3 **Omar:** There is less crime today than there used to be. And one reason for that is video games. **No, really!** Young people, especially young men, love <sup>12</sup>*play / playing* video games so much they don't go out so often. So the streets are safer. When I was younger, I worked as a police officer and I remember on Saturday nights the police station was always really busy. But not now. Video games can also help you <sup>13</sup>*to find / finding* a good job in an office or a laboratory or ... No, really. When you play games, you learn <sup>14</sup>*to be / being* creative, <sup>15</sup>*to think / thinking* quickly, <sup>16</sup>*to find / finding* answers to problems and <sup>17</sup>*to lead / leading* others. Surgeons in hospitals, for example, say video games help them <sup>18</sup>*improve / improving* their hand-eye coordination.

#### 2 Look at the expressions in bold in the texts. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

## True or false?

### UNIT 9, LESSON 1 VOCABULARY AND GRAMMAR (Past Perfect)

**1 Complete the sentences about you, using the Past Perfect or Past Simple. Add two sentences of your own. Five sentences must be true and five must be false.**

1 When I started learning English,

T/F

2 By the time I went to bed last night,

T/F

3 Before I had breakfast this morning,

T/F

4 By the time I was five,

T/F

5 As soon as I had learnt to walk,

T/F

6 Until I started school,

T/F

7 After I had finished my homework last night,

T/F

8 When I finished my exams last year,

T/F

9 [my own sentence]

T/F

10 [my own sentence]

T/F

**2 In pairs or groups, take turns to read your sentences to the other student(s). Can they guess which ones are true and which are false? They win one point for each correct guess.**

## Ten questions

UNIT 9, LESSON 2 VOCABULARY  
(Creative jobs)



<b>camera operator</b>	<b>composer</b>	<b>conductor</b>
<b>director</b>	<b>artist</b>	<b>stunt performer</b>
<b>stage manager</b>	<b>sound engineer</b>	<b>songwriter</b>
<b>screenwriter</b>	<b>lighting technician</b>	<b>playwright</b>
<b>extra</b>	<b>photographer</b>	<b>actor</b>

- 1 Work in pairs. You are journalists! Read the notes and write a story using reported speech. You can make more changes if you want to make your story more interesting.**

## MISSING

Have you seen  
this snake?



### 08.30 – interview with zoo-keeper

Gives me a description of the snake: '2m long, boa constrictor snake, from South America, escaped yesterday evening around 7 p.m.'

### 09.15 – interview with Lubna Tawalbeh, lives on High Street near the zoo

'I saw the snake go into the woods behind my house. It was huge! I rang the police straight away! Here's a picture I found on the Internet this morning. The snake looks just like it.'

### 10.30 – interview with Inspector Hayek

'The snake is not dangerous to people but we are telling parents to keep their children away from the woods. We have put a picture up at the entrance to the woods. If anyone sees the snake, they should call 100 immediately and not approach it.'

# EVENING NEWS!

## Snake on the run!

*2-metre snake escapes Essex Zoo*

*A two-metre snake has escaped from Essex Zoo!*

*The zoo-keeper gave us a description of the missing snake. He said the*

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- 2 Read and check another pair's story.**

## What kind of book is it?

UNIT 9, LESSON 6 LISTENING AND VOCABULARY  
(Audioscript: extra activities)

### 1 9.10 Complete the conversation with the words from the box.

author beginning chapter character (x2) cover fiction line ~~novel~~ style title

- Muna:** Hi, Nada. Mum told me you were here.
- Nada:** Mmm.
- Muna:** What are you doing?
- Nada:** I'm reading a book.
- Muna:** Is it for school?
- Nada:** No. Eh ... what?
- Muna:** Is it for your English class?
- Nada:** Yes, I've got to do a report on it next month.
- Muna:** So, why are you reading it now? It's a lovely day for cycling.
- Nada:** I'm reading it because I enjoy reading. Do you mind?
- Muna:** Is it good?
- Nada:** **It's brilliant.**
- Muna:** What is it?
- Nada:** It's a Rowan Parker <sup>1</sup> novel .
- Muna:** Rowan Parker? Oh yeah! He's a great writer, isn't he?
- Nada:** Rowan Parker isn't a writer, he's a <sup>2</sup> \_\_\_\_\_. The <sup>3</sup> \_\_\_\_\_'s name is Riley Cooper and Rowan Parker is the main <sup>4</sup> \_\_\_\_\_.
- Muna:** Oh, like the hero?
- Nada:** Yeah.
- Muna:** What's the <sup>5</sup> \_\_\_\_\_?
- Nada:** *The Secret Library*.
- Muna:** *The Secret Library*? Can I see it? I don't like the <sup>6</sup> \_\_\_\_\_ much – the picture's boring. Let's see the opening <sup>7</sup> \_\_\_\_\_ ... 'Using imagination, the building mimics the effects of time.' It's not so easy to understand, is it?
- Nada:** Yes, he writes in a very poetic <sup>8</sup> \_\_\_\_\_. You should ...
- Muna:** What kind of book is it?
- Nada:** Historical <sup>9</sup> \_\_\_\_\_.
- Muna:** A historical novel?
- Nada:** Yeah.
- Muna:** **What's it about?**
- Nada:** I've read this paragraph three times already because you keep on talking.
- Muna:** Sorry, but Mum said it was a good idea for us to go out. It's sunny.
- Nada:** **I thought** cousin Laila had invited you to go to the shops.
- Muna:** Yes, she had but then she called back and said she had homework to do. Anyway, I haven't got any money.
- Nada:** You told me you had to study. Why don't you do that instead of talking to me?
- Muna:** Because it's a lovely sunny day and I want to go out. You promised you'd go cycling with me this weekend. I want to go to the park. Come with me. Please!
- Nada:** OK, just let me finish this <sup>10</sup> \_\_\_\_\_.
- Muna:** But you've just started it! You're right at the <sup>11</sup> \_\_\_\_\_!
- Nada:** Yes, and if you don't let me read it, I'll never get to the end and you won't get to the park!
- Muna:** OK.

### 2 Look at the expressions in bold in the conversation. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

In pairs, complete the facts about the detective, Sherlock Holmes, with the correct passive form of the verbs in brackets. Then do the quiz. How many answers do you know? How many can you guess?

# SHERLOCK HOLMES FUN FACTS



- 1 The author of the Sherlock Holmes' stories, Arthur Conan Doyle, was born (born) in
  - a Scotland.
  - b France.
  - c Canada.
  - d England.
- 2 The first Sherlock Holmes story could \_\_\_\_\_ (read)
  - a in a magazine.
  - b online.
  - c in a library.
  - d in a museum.
- 3 The first Sherlock Holmes novel \_\_\_\_\_ (write) in
  - a three months.
  - b three years.
  - c three weeks.
  - d three days.
- 4 How many Sherlock Holmes novels \_\_\_\_\_ (write) in total?
  - a five
  - b four
  - c fourteen
  - d twenty-four
- 5 The first film of a Sherlock Holmes story \_\_\_\_\_ (make) in
  - a 1900.
  - b 1890.
  - c 1920.
  - d 1950.
- 6 In total, about how many films, plays and TV programmes \_\_\_\_\_ (made) about Sherlock Holmes?
  - a 500
  - b 5,000
  - c 25,000
  - d 500,000
- 7 What \_\_\_\_\_ (never describe) in the Sherlock Holmes' stories?
  - a Sherlock Holmes' flat
  - b Sherlock Holmes' hat
  - c Sherlock Holmes' friend Dr Watson
  - d Sherlock Holmes' interests
- 8 Readers of the story *The Final Problem* \_\_\_\_\_ (shock) because Sherlock Holmes
  - a did not solve the crime.
  - b got married.
  - c was pushed off a waterfall.
  - d disappeared.
- 9 In the next Sherlock Holmes story, it \_\_\_\_\_ (discover) that Sherlock Holmes
  - a is alive and well.
  - b has children.
  - c is no longer a detective.
  - d was hiding.
- 10 What \_\_\_\_\_ (celebrate) on 22 May?
  - a International Sherlock Holmes Day
  - b World Detective Day
  - c Arthur Conan Doyle Day
  - d Book Day

## Acts of kindness

UNIT 10, LESSON 2 VOCABULARY  
(Doing the right thing)

### Acts of kindness | Team A

<b>Give</b>	<b>lost property</b>
<b>Return</b>	<b>a charity</b>
<b>Leave</b>	<b>directions</b>
<b>Work for</b>	<b>your phone on the bus</b>



### Acts of kindness | Team B

<b>Give away</b>	<b>someone with homework</b>
<b>Struggle</b>	<b>back to the community</b>
<b>Help</b>	<b>with maths</b>
<b>Give</b>	<b>food</b>



### 1 10.2 Complete the extract from a radio programme with nouns and adjectives formed from the words in brackets.

**Dalia:** Superheroes! Lots of comics have been sold and lots of films and TV shows have been made about men and women, but mainly men, who save us from <sup>1</sup>*burning* (BURN) buildings and fight crime while wearing ridiculous costumes. And with me today to talk about why comic book crime-fighters are so popular is <sup>2</sup>\_\_\_\_\_ (JOURNALISM) Mazen Musa and writer Rola Wakil. Hi.

**Mazen:** Hello.

**Rola:** Hi.

**Dalia:** Mazen, how popular are superheroes today?

**Mazen:** I think they're more popular than ever, Dalia. In recent years the sales of both print and digital comics have gone up. And superhero movies are incredibly popular.

**Dalia:** Why are they so popular?

**Mazen:** I think one reason is because we live in difficult times. People want someone to protect them and give them hope. Superheroes started out being really popular in the 1930s when the world <sup>3</sup>\_\_\_\_\_ (ECONOMICS) was in a bad way and I think it might be a similar story today.

**Dalia:** Right.

**Mazen:** Superheroes also have positive human qualities that we'd all love to have. They are <sup>4</sup>\_\_\_\_\_ (HONESTY), <sup>5</sup>\_\_\_\_\_ (RESPONSIBILITY), clever and <sup>6</sup>\_\_\_\_\_ (STRENGTH) ...

**Dalia:** And they're all super fit!

**Mazen:** Yes, and people do like the idea of having superpowers; of being able to fly, etc.

**Dalia:** **Definitely.**

**Mazen:** And one reason superhero movies are so popular is because of computer graphics, special effects that allow superheroes to do the most amazing things and on the screen, it looks totally <sup>7</sup>\_\_\_\_\_ (REALITY).

**Dalia:** That's <sup>8</sup>\_\_\_\_\_ (TRUTH). Rola, what do you think?

**Rola:** I don't like superhero stories.

**Dalia:** Oh! **Why's that?**

**Rola:** Because they get to decide who the bad guys are. But who gives them that right? In our society we have the police and a justice system to decide if someone is <sup>9</sup>\_\_\_\_\_ (INNOCENCE) or <sup>10</sup>\_\_\_\_\_ (GUILT).

**Mazen:** Did you know that some people dress as superheroes?

**Rola:** **Really?**

**Mazen:** Yes. There was an example in the news **the other day** about a young man. He dressed in a blue-and-black costume and ...

**Rola:** Like a superhero?

**Mazen:** Yeah, he called himself the Knight Warrior and he went round the streets at night, watching out for anything <sup>11</sup>\_\_\_\_\_ (SUSPICION)!

### 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.

## What would you do?

UNIT 10, LESSON 4 GRAMMAR  
(The second conditional)

### 1 What would you do in each situation? Make notes in the *Me* column.

	Me	My partner
1 You find a purse in the street.		
2 A friend tells you a secret.		
3 You see someone crying.		
4 Your best friend is cycling without a helmet.		
5 Someone helps you.		
6 You have some free time.		
7 You see someone fall.		
8 You are very wealthy.		

### 2 In pairs, ask and answer about each situation. Use the second conditional. Note down your partner's answers in the *My partner* column.

### 3 Compare your answers.

**Jordan**

# **High Note**

**Grade 9**

**Semester 2**

**GRAPHIC ORGANISERS**



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# GRAPHIC ORGANISERS

## TEACHER'S NOTES

### Unit 6

#### 6 An informal invitation

(Lesson 7 Writing)

**Aim:** to plan an informal invitation

**Interaction:** individual, pairs

**Type of activity:** pre-writing task

**Time:** 15 minutes

**Materials:** one worksheet per student

**In class: (1)** Tell them that they are going to prepare for doing the Exercise 5 Writing Task on page 13 of the Student's Book. **(2)** Hand out the worksheet and ask students to read the text in the boxes. **(3)** Give students time to make notes individually. **(4)** Remind them how an email is structured. **(5)** Put students in pairs and give them time to share their notes. Ask them to make one suggestion to their partner about how to improve their plan. **(6)** Students then complete the Writing Task individually, in class or as homework.

### Unit 7

#### 7 A formal email of application

(Lesson 7 Writing)

**Aim:** to plan a formal email of application

**Interaction:** individual, pairs

**Type of activity:** pre-writing task

**Time:** 15 minutes

**Materials:** one worksheet per student

**In class: (1)** Tell them that they are going to prepare for doing the Exercise 3 Writing Task on page 25 of the Student's Book. **(2)** Hand out the worksheet and ask students to read each section of the plan. **(3)** Give students time to make notes individually. **(4)** Put students in pairs and give them time 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 8

#### 8 An opinion essay

(Lesson 7 Writing)

**Aim:** to plan an opinion essay

**Interaction:** individual, pairs

**Type of activity:** pre-writing task

**Time:** 15 minutes

**Materials:** one worksheet per student

**In class: (1)** Tell them that they are going to prepare for doing the Exercise 7 Writing Task on page 35 of the Student's Book. **(2)** Hand out the worksheet and ask students to read the text in the boxes. **(3)** Give students time to make notes individually. **(4)** Put students in pairs and give them time 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 9

#### 9 A review

(Lesson 7 Writing)

**Aim:** to plan a short review

**Interaction:** individual, pairs

**Type of activity:** pre-writing task

**Time:** 15 minutes

**Materials:** one worksheet per student

**In class: (1)** Tell them that they are going to prepare for doing the Exercise 7 Writing Task on page 47 of the Student's Book. **(2)** Hand out the worksheet and ask students to read the text in the boxes. **(3)** Give students time to make notes individually. **(4)** Put students in pairs and give them time to share their notes. Ask them to make one suggestion to their partner about how to improve their plan. **(5)** Students then complete the Writing Task individually, in class or as homework.

### Unit 10

#### 10 A story

(Lesson 7 Writing)

**Aim:** to plan a story

**Interaction:** individual, pairs

**Type of activity:** pre-writing task

**Time:** 15 minutes

**Materials:** one worksheet per student

**In class: (1)** Tell them that they are going to prepare for doing the Exercise 4 Writing Task on page 57 of the Student's Book. **(2)** Ask them to work individually and think of a possible story. **(3)** Hand out the worksheet and give students time to make their notes. **(4)** Put them in pairs and give them time 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.

State where and when (day, month, time) the event is.	Location: _____ Date: _____
Say what kind of event it's going to be (e.g. <i>graduation dinner, beach/park clean up, charity event</i> )	Type of event: _____ _____
Encourage your friends to accept your invitation (e.g. <i>chance to meet people, do something useful, lots of food</i> )	Reasons to attend: _____ _____ _____ _____
Don't forget to give the invitation a name in the Subject box (e.g. <i>Charity event</i> )	Subject: _____ _____

**Subject:**

## JORDAN HIGH NOTE 9 PHOTOCOPIABLE RESOURCES

## A formal email

UNIT 7, LESSON 7 WRITING (A formal email of application)

### 1 Make notes for your email in the appropriate sections below.

Give a clear reason for writing your email (e.g. *Part-time job vacancy, Journalism course*):

Subject: \_\_\_\_\_

Begin with a formal greeting:

\_\_\_\_\_

#### Paragraph 1

Mention your age, education, and any relevant experience you have:

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#### Paragraph 2

Share three or four of your personal qualities that you think will be useful:

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End with a formal greeting:

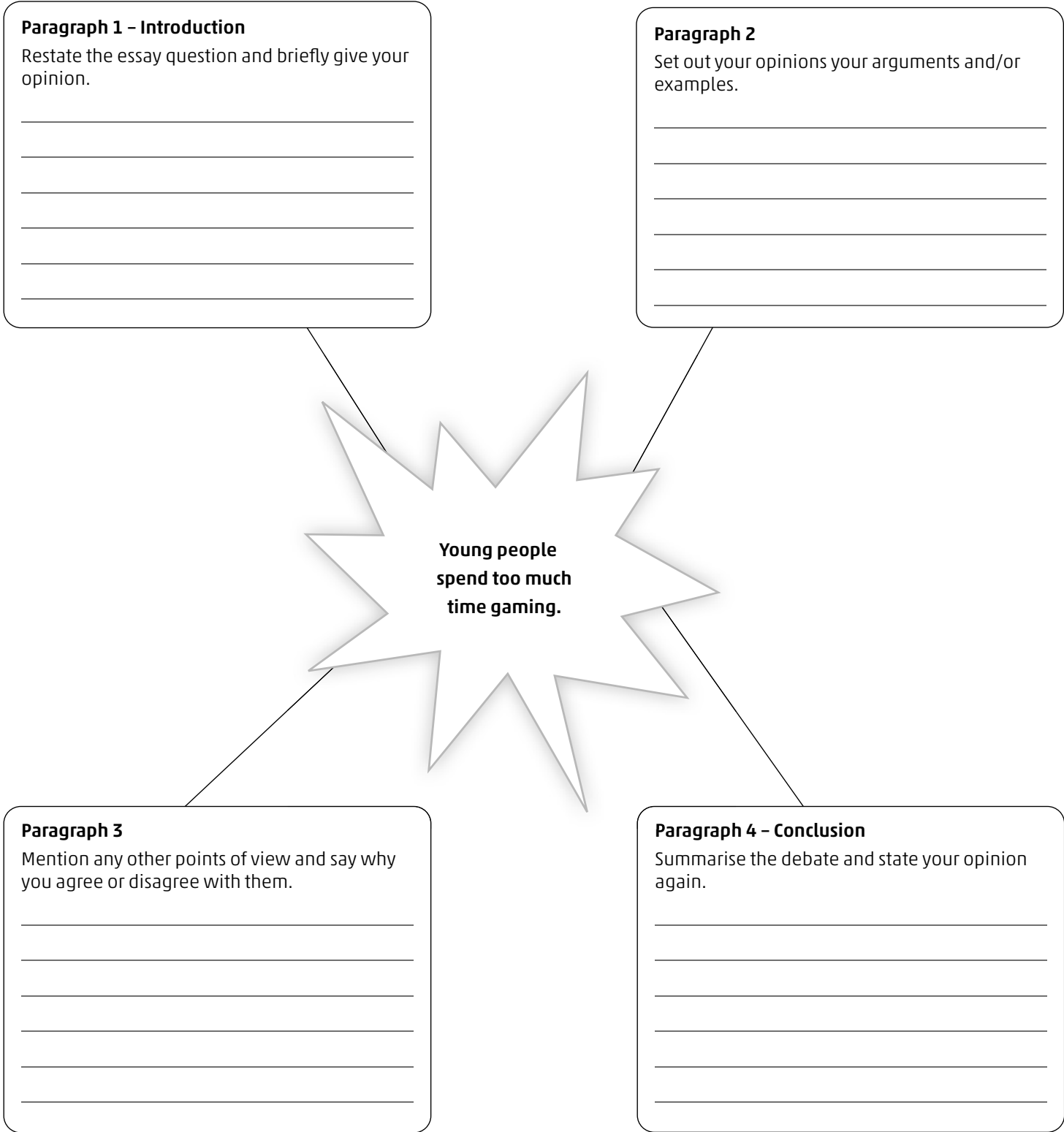
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### 2 In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?



1 Make notes for your essay in the mind map. Remember to use facts to support your opinions.



2 In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?

### 1 Think of a film, TV programme, book or exhibition, and plan your review.

Title: \_\_\_\_\_

Summary of review: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Star rating:



<b>Personal comments</b>	<b>Factual details</b>

<b>Your opinion</b>	<b>Justify your opinion</b>

<b>Recommendations</b>

### 2 In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?

## A story

UNIT 10, LESSON 7 WRITING (A story)

**1** Think of a real or invented 'everyday hero'. Make notes in the boxes for your story.

When did it happen?

Where did it happen?

**Give some background** (Remember to use the Past Perfect and Past Continuous.)

**Say what happened** (Remember to use the Past Simple and direct and/or reported speech.)

**Describe how you (or other people) felt**

**2** In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?

## NOTES

[illegible]

## NOTES

[illegible]

## NOTES

[illegible]

## NOTES

[illegible]