

Jordan High Note

Grade 11
Semester 2

Teacher's Book

Evaluation and Adaptation Committee

Prof. Nayel Darweesh Al-Shara'h (Head)

Dr. Manal Fahed Aburumman (Coordinator)

Prof. Sahail Mahmoud Asassfeh

Dr. Marwan Ali Jarrah

Dr. Hadeel Fakhri Bader

Publisher: The National Center for Curriculum Development

The National Center for Curriculum Development is pleased to have your feedback and comments on this book through the following contact details:



06-5376262 / 237



06-5376266



P.O.Box: 2088 Amman 11941



@nccdjor



feedback@nccd.gov.jo



www.nccd.gov.jo

The Ministry of Education has decided to adopt this book for Jordanian schools in accordance with the approval of the Supreme Council of the National Curriculum Center in its meeting No. 9/2024 on 30/10/2024 and the approval of the Board of Education decision No. 191/2024 in its meeting No. 6/2024 on 17/11/2024 for the 2024/2025 academic year.

© Pearson Education Limited and York Press Ltd. 2024

ISBN: 978-9923-41-754-6

The Hashemite Kingdom of Jordan
Deposit number by the National Library Department
(2024/10/6029)

Primary indexing data for the book

Book title	Jordan High Note, Grade 11: Teacher’s Book, Semester 2
Prepared by	Jordan National Center for Curriculum Development
Publication data	Amman: National Center for Curriculum Development, 2024
Classification number	373.19
Descriptors	/English Language//Courses//Secondary Education/
Edition data	First edition

The author bears full legal responsibility for the content of their work, and this work does not express the opinion of the National Library Department.

Academic arbitration
Prof. Thafer Y. Assaraira

The right of Lisa Darrand to be identified as the author of this work has been asserted by her in accordance with the Copyright, Designs and Patents Act, 1988.

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers.

First edition (trial): م 2024 / هـ 1445

Jordan High Note

Grade 11 Semester 2

Teacher's Book

Acknowledgements

The publishers are grateful to the following for permission to reproduce copyright material:

Cover Image: *Front:* **Getty Images:** Chris Ryan

Student's Book Texts

p61, The Regents of the University of California: Murdock, Andy, "Spoiler alert: spoilers make you enjoy stories more", By Andy Murdock, UC Newsroom, story was created by The University of California is being used with its permission.

Student's Book Pictures

The publisher would like to thank the following for their kind permission to reproduce their photographs:

Alamy Stock Photo: Archive Pics 33, Aleksey Serov 6, Dzmitry Kliapitski 11, Everett Collection Inc 19, Jeff Morgan 14 7, MIKEL BILBAO GOROSTIAGA-TRAVELS 48, Milesy 9, RGB Ventures / SuperStock 19, Roberto Cornacchia 50, Steve Walsh 40; **Getty Images:** ANTHONY WALLACE 9, Barcin 59, cookelma 40, MathieuRivrin 58, metamorworks 26; **Shutterstock.com:** Alberto Loyo 24, AlexAnton 6, Angelo Giampiccolo 76, Anna Pasichnyk 23, Anton_AV 6, Artal.ads 78, Belushi 79, blackzheep 26, BlueBoeing 41, bonchan 55, cktravels.com 38, CLIPAREA l Custom media 26, Curioso. Photography 55, Dale Kelly 38, DC Studio 30, Dusan Petkovic 23, El Nariz 23, GaudiLab 34, Ground Picture 36, Haris Mujanovic 15, IM_photo 19, Inspired By Maps 49, isabela66 55, JeniFoto 22, Krakenimages.com 23, Lim Yong Hian 10, Loch Earn 18, lubna kr 78, Luis Molinero 44, Majonit 6, mangpor2004 26, marino bocelli 58, masa44 55, Mashhour 47, Mekhanik 15, Mfee 6, Mistervlad 45, morrowlight 51, Mr. Tempter 30, New Africa 15, nuengbk 43, nui7711 45, Paul Fleet 48, Pheelings media 14, PhotopankPL 61, posteriori 10, Prostock-studio 32, rawf8 10, Riccardo Mayer 16, Scharfsinn 77, SergeyKlopotov 10, SeventyFour 12, Simon Day 56, Sundry Photography 26, tenkl 49, tolobalaguer.com 48, Volonoff 60, Wolf-photography 8, zhu difeng 27.

Ministry of Education: 12, 60

Student's Book Illustrations

Stephen Collins (Central Illustration) p61; Adam Larkum (Illustration Ltd) p33; Andrew Pagram (Beehive)

All other images © Pearson Education

Every effort has been made to trace the copyright holders and we apologise in advance for any unintentional omissions. We would be pleased to insert the appropriate acknowledgement in any subsequent edition of this publication.

CONTENTS

INTRODUCTION	4
What is <i>Jordan High Note</i> ?	4
What is the <i>Jordan High Note</i> methodology?	4
Key concepts behind <i>Jordan High Note</i>	6
Course components	8
<i>Jordan High Note</i> unit walkthrough	10
Teaching pathways	17
How to teach for exams with <i>Jordan High Note</i>	18
How to flip the classroom with <i>Jordan High Note</i>	19
TEACHER'S NOTES	20
CULTURE SPOT	110
LITERATURE SPOT	112
Culture notes	114
Class debates	115
Debating: useful language	116
Photocopiable resources	117

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

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

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

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

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

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

WHAT IS THE JORDAN HIGH NOTE METHODOLOGY?

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

INSPIRATION

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

Relevant

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

Authentic

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

Purposeful

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

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

Absorbing

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

Well-balanced

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

INTENSITY

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

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

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

INTERACTION

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

Grammar

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

Vocabulary

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

Skills strategies

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

Pronunciation

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

INDEPENDENCE

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

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

Clear learning goals and models for success

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

Skills strategies

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

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.

Resources for self-study

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

Self-assessment sections in the Workbook

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

Downloadable photocopiable activities

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

KEY CONCEPTS BEHIND JORDAN HIGH NOTE

21ST-CENTURY EDUCATION

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

21st-century students

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

21st-century teachers

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

21st-century skills and *Jordan High Note*

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

Learning and Innovation Skills (the five Cs)

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

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

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

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

Digital Literacy

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

Life and Career Skills

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

THE COMMON EUROPEAN FRAMEWORK FOR LANGUAGES

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

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

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

THE GLOBAL SCALE OF ENGLISH

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

Unlike some other frameworks that measure English proficiency in broad bands, the Global Scale of English identifies what a learner can do at each point on a scale from 10 to 90, across each of the four skills (listening, reading, speaking and writing) as well as the enabling skills of vocabulary and grammar. This allows learners and teachers to understand a learner's exact level of proficiency, what progress they have made and what they need to learn next. The Global Scale of English is designed to motivate learners by making it easier to demonstrate granular progress in their language ability. Teachers can use their knowledge of their students' GSE levels to choose course materials that are precisely matched to ability and learning goals. The Global Scale of English serves as a standard against which English language courses and assessments worldwide can be benchmarked, offering a truly global and shared understanding of language proficiency levels.

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

ASSESSMENT FOR LEARNING

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

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

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

Student's Book

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

Workbook

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

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

Assessment Package

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

- 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.

COURSE COMPONENTS

STUDENT'S BOOK and WORKBOOK

STUDENT'S BOOK

The Student's Book and Workbook are both used in class to deliver the syllabus. There are 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
- *A Culture Spot*
- *A Literature Spot*

WORKBOOK

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

STUDENT'S BOOK with eBook

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



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

[illegible]

PRESENTATION TOOL

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

- Teacher view of digital activities

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

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

[illegible]

JORDAN HIGH NOTE UNIT WALKTHROUGH

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

GRAMMAR

There 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. 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.

06

Where we live

1

VOCABULARY Words and phrases for comparing and contrasting, nomadic lifestyle houses and space, household problems and solutions

2

GRAMMAR Modal and related verbs, articles

3

LISTENING An interview with a digital nomad

4

READING Giving instructions

5

WRITING An article about living in a small space

6

REPORT A report

7

VOCABULARY AND GRAMMAR Work, houses and space, household problems, instructions, volunteering

Cairo, Egypt

Dubai, United Arab Emirates

Riyadh, Saudi Arabia

Singapore

LESSON 1A VOCABULARY AND GRAMMAR

1 In pairs, look at the photos and answer the questions.

1 If you could go to one of these places to study for six months, which would you choose? Say why.

2 What challenges might you face?

2

6.1 Listen to Amer and Fadi. Which of these topics do they mention? What do they say about those topics?

☐ food

☐ language

☐ local laws

☐ missing friends

☐ people's behaviour

☐ weather

3

THINK BACK Complete the table with the modal verbs.

Necessity	need to
No necessity	
Prohibition	
Duty / advice	need to
Ability / Lack of ability	
Permission	

4

WATCH OUT!

5

GRAMMAR REFERENCE > page 69

4

6.2 Complete these extracts from the recording with the words from the box. Listen and check.

5

STUDY WATCH OUT! Then choose the best option to complete the sentences. Sometimes both options are correct.

6

COMPLETE THE TEXT WITH THE WORDS AND PHRASES FROM THE BOX. SOMETIMES MORE THAN ONE ANSWER IS POSSIBLE.

7

REPLACE THE UNDERLINED WORDS WITH WORDS AND PHRASES FROM THE BOX. THERE ARE SEVERAL ALTERNATIVES. WHICH SOUND MORE FORMAL?

8

CHOOSE THE CORRECT WORDS TO COMPLETE THE SENTENCES. SOMETIMES MORE THAN ONE ANSWER IS POSSIBLE.

9

HOW GO TO WORKBOOK PAGE 4 FOR THE NEXT LESSON.

5

Grammar Reference

6

Unit 6, Lesson 1A Modal and related verbs

7

Actors are not obliged to be glamorous.

8

Obligation and necessity

9

Have to

10

Have to have got to

11

Related verbs

12

Duty and advice

13

No obligation

14

Related verbs

15

Prohibition

16

Related verbs

17

Permission

18

Ability

19

Related verbs

20

Prohibition

21

Related verbs

22

Permission

23

Ability

24

Related verbs

25

Prohibition

26

Related verbs

27

Permission

28

Ability

29

Related verbs

30

Prohibition

31

Related verbs

32

Permission

33

Ability

34

Related verbs

35

Prohibition

36

Related verbs

37

Permission

38

Ability

39

Related verbs

40

Prohibition

41

Related verbs

42

Permission

43

Ability

44

Related verbs

45

Prohibition

46

Related verbs

47

Permission

48

Ability

49

Related verbs

50

Prohibition

51

Related verbs

52

Permission

53

Ability

54

Related verbs

55

Prohibition

56

Related verbs

57

Permission

58

Ability

59

Related verbs

60

Prohibition

61

Related verbs

62

Permission

63

Ability

64

Related verbs

65

Prohibition

66

Related verbs

67

Permission

68

Ability

69

Related verbs

70

Prohibition

71

Related verbs

72

Permission

73

Ability

74

Related verbs

75

Prohibition

76

Related verbs

77

Permission

78

Ability

79

Related verbs

80

Prohibition

81

Related verbs

82

Permission

83

Ability

84

Related verbs

85

Prohibition

86

Related verbs

87

Permission

88

Ability

89

Related verbs

90

Prohibition

91

Related verbs

92

Permission

93

Ability

94

Related verbs

95

Prohibition

96

Related verbs

97

Permission

98

Ability

99

Related verbs

100

Prohibition

06

Where we live

1

VOCABULARY Words and phrases for comparing and contrasting, nomadic lifestyle houses and space, household problems and solutions

2

GRAMMAR Modal and related verbs, articles

3

LISTENING An interview with a digital nomad

4

READING Giving instructions

5

WRITING An article about living in a small space

6

REPORT A report

7

VOCABULARY AND GRAMMAR Work, houses and space, household problems, instructions, volunteering

Cairo, Egypt

Dubai, United Arab Emirates

Riyadh, Saudi Arabia

Singapore

LESSON 1B VOCABULARY AND GRAMMAR

1 * Match the underlined modal verbs in sentences 1-5 with their functions a-e.

1 I have to make your bed at a youth hostel.

2 I must not take room keys out of the hotel.

3 I could swim like a fish at the age of four.

4 If there's a fire, you must use the stairs, not the lift.

5 I don't have to switch on the light - it's automatic.

a necessity

b prohibition

c duty

d no necessity

e ability

2 * Choose the correct forms to complete the sentences.

1 We only moved in a week ago and we've already managed / forbidden to get to know the neighbours.

2 Only local residents are required / permitted to park in the streets here.

3 You are allowed / supposed to sort your recycling carefully.

4 The city has succeeded / obliged in reducing the traffic significantly.

5 Glass is strictly forbidden / permitted in the swimming pool area.

3 * Rewrite the sentences so that they have the opposite meaning.

1 We have to arrive exactly on time.

2 We don't have to arrive exactly on time.

3 Customers may park here.

4 I couldn't find my glasses.

4 * USE OF ENGLISH Choose the correct words a-c to complete the text.

VISITING THAILAND

There are some things you know before visiting Thailand. Thai people are more laid back than the average tourist, so you lose your temper and you raise your voice at anyone in public. Thai people never point the soles of their feet at anyone or anything, so you never all with your feet up on a table, for example. Finally, remember that it is to touch any exhibit in historical museums.

1 a ought to b don't have to c are able to

2 a couldn't b mustn't c don't have

3 a could b couldn't c shouldn't

4 a have to b should c could

5 a permitted b forbidden c obliged

5 * Complete the sentences with the correct forms of be able to or have to.

1 Unfortunately, we weren't able to see the new flat because they'd lost the key.

2 Good news! Grandma come next weekend.

3 We pay for the garage; it was for free.

4 Don't worry! You book the tickets. I'll take care of everything.

READING

The Reading lessons in the Student's Book feature a variety of information-rich and thought-provoking texts. They contain a range of exercises that practise reading for the main idea, followed by focusing on specific information, vocabulary practice and discussion. 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 All reading texts are recorded so that students can listen to them in their own time to focus on pronunciation.
- 4 Vocabulary-from-the-text activities encourage students to notice and absorb new words and phrases.

LISTENING

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

- 1 New vocabulary is clearly highlighted or presented in coloured boxes, making it easy to find.
- 2 Main comprehension exercises in the format of exam-specific tasks.
- 3 Frequent opportunities for personalisation and building fluency.

WORKBOOK

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

LESSON 4A READING AND VOCABULARY

1 SPEAKING In pairs, look at the photo in the news story. What do you think happened?

2 6.4 Paragraphs 8-11 are in the wrong order. Number the paragraphs in the correct order (2-4) to make a coherent text. Listen and check.

3 Study Active Reading. Then underline the parts of the text which helped you to decide on the order of the paragraphs.

4 ACTIVE READING Following events in a narrative When reading a narrative, look out for the typical structure of this kind of text:

- a summary of what happened
- background to the events
- main events - notice linkers such as at first, after, then, finally or in the end
- conclusion
- coda, where the writer makes a comment or brings the story up to date

You can also follow a narrative by looking for ways in which the ideas are connected.

- Words and phrases may be repeated.
- A word has a week's supply of food... But after a week his supplies ran out.
- The first time something is mentioned, the writer may use an indefinite article, and then the definite article: ...but is attached to the sea bed with a rope the rope attaching him to the bottom of the sea bed.
- Reference words, such as pronouns, can also show connections between different parts of the text: He filtered the sea water through his clothes to reduce the amount of salt. This must have done the trick.

5 Read the news story and choose the correct answers.

- 1 Why is the word heartbreakingly used in Paragraph 2?
 - a To explain how Aldi must have felt when he saw the ship.
 - b To justify why Aldi felt that his troubles were now over.
 - c To express the writer's own feelings about the captain's actions.
- 2 What is suggested about Aldi's job in Paragraph 10?
 - a The job was well-paid and relatively easy work.
 - b He risked his life by taking the job because he was poor.
 - c His parents were relieved when he got up the job.
- 3 How can we describe Aldi's personality?
 - a He is resourceful and determined.
 - b He is always optimistic about the future.
 - c He has a tendency towards depression.

6 Match the highlighted collocations from the text with their definitions below.

- 1 believed something without even thinking about it.
- 2 communicated effectively.
- 3 was forced to do something.
- 4 experienced less harm than might be expected.
- 5 had the necessary result he wanted.
- 6 caused harm or suffering.
- 7 be unable to guess something.
- 8 stop him from worrying about something.
- 9 had a very difficult or painful experience.
- 10 thought carefully about what to do.
- 11 helped him to continue, despite the difficult situation.

7 REFLECT Society How do you think you would cope in a similar situation?

GLOSSARY

ordeal - a terrible or painful experience that continues for a period of time

sea bed - the land at the bottom of the sea

supplies - food and other ordinary goods needed by people every day

INSPIRATIONAL STORIES OF RESILIENCE

6.4

1 Indonesian teenager, Aldi Adilong, is only 19, but he has already gone through the ordeal of being lost at sea on an incredible three times! The first two times he got off relatively lightly, he was drifting for a week, and the second time for two days. Those experiences sound terrifying enough, but on the third occasion he was alone in the ocean for 49 long days.

2 But after a week his supplies ran out. He caught fish and used parts of his wooden hut to make a fire and cook the fish. Not having any more fresh drinking water, he had no choice but to drink sea water. However, he drank the sea water through his clothes to reduce the amount of salt. This must have done the trick because he survived for four days until he reached land and he was able to collect some rainwater.

3 After this setback, he really started to worry. To try and take his mind off his situation he sang and read. However, the isolation took its toll on him. He admitted that he almost gave up hope, but the thought of seeing his parents again kept him going.

4 Safely back home with his family, Aldi considered his options. His family lived in some hardship and his job was, from his perspective, relatively lucrative at \$134 a month. However, having found himself drifting three times since he started the job aged 16, he and his family decided it simply wasn't worth the risk. From now on, he'll be staying firmly on dry land.

5 Indonesian teenager, Aldi Adilong, is only 19, but he has already gone through the ordeal of being lost at sea on an incredible three times! The first two times he got off relatively lightly, he was drifting for a week, and the second time for two days. Those experiences sound terrifying enough, but on the third occasion he was alone in the ocean for 49 long days.

6 But after a week his supplies ran out. He caught fish and used parts of his wooden hut to make a fire and cook the fish. Not having any more fresh drinking water, he had no choice but to drink sea water. However, he drank the sea water through his clothes to reduce the amount of salt. This must have done the trick because he survived for four days until he reached land and he was able to collect some rainwater.

7 After this setback, he really started to worry. To try and take his mind off his situation he sang and read. However, the isolation took its toll on him. He admitted that he almost gave up hope, but the thought of seeing his parents again kept him going.

8 Safely back home with his family, Aldi considered his options. His family lived in some hardship and his job was, from his perspective, relatively lucrative at \$134 a month. However, having found himself drifting three times since he started the job aged 16, he and his family decided it simply wasn't worth the risk. From now on, he'll be staying firmly on dry land.

9 This day had started just like any other, until the rope attaching his ramping to the bottom of the sea broke and, already far from the coast, he started to drift even further away. At first, he wasn't too worried. He took a lot of comfort from seeing his family on the radio. He had a week's supply of food. He was sure it would all be fine.

10 From when he was 16 years old, Aldi had spent weeks at a time working on a fishing boat, known as a ramping, a kind of hut which floats in the middle of the sea, but is attached to the sea bed with a rope. Every night he would light lamps to attract the fish to his nets. It was a lonely kind of life.

11 His survival skills were keeping him alive, but he was starting to wonder if he would ever be rescued. He saw more than ten ships sail past him, but none of them seemed to know where he was. After a few weeks, he thought he had lost his lucky break when he managed to talk to the captain of an Indonesian ship by walkie-talkie. The captain promised he would pick him up once they had finished work for the day. Heartbreakingly, Aldi never saw the ship again.

12 In the end, after 49 days, he saw a ship. The Asperago. Desperate to make himself understood he used the few words of English he knew on the radio. 'Help! Help!' The ship turned around to pick him up. The boat was heading for Japan, so they took him with them. Finally, the Indonesian embassy collected him and flew him home, almost two months after his ordeal had begun.

LESSON 2A LISTENING AND VOCABULARY

15 AUGUST 19 PM

MAKING THE WORLD YOUR HOME

A growing number of people are becoming digital nomads, who can do their job from anywhere in the world. Find out more about this mobile lifestyle in today's programme.

1 In pairs, read the advert for a radio programme and discuss the questions.

- 1 What do you understand by the phrase 'digital nomad'?
- 2 What do you imagine are the advantages and disadvantages of this lifestyle?

2 6.3 Listen to the programme and answer the questions.

1 What is Hani's job?

2 Where is he working from at the moment?

3 Is he successful in his job?

4 Is he generally happy with his lifestyle? Why?

3 6.3 Listen again and choose the correct answers.

- 1 What did Hani most dislike about his life before becoming a digital nomad?
 - a not enough holidays
 - b the repetitive work routine
 - c the long commute to work
- 2 How did Hani's parents feel about his decision to adopt the nomad lifestyle?
 - a They were concerned he might never come back.
 - b They were worried he wouldn't earn enough money.
 - c They feared he might get homesick.
- 3 When choosing a new location, Hani is most interested in places
 - a which offer an exciting lifestyle.
 - b which are by the sea.
 - c where there are a range of shared working spaces.

4 What does Hani say about his life on the move?

- a It can be hard to meet like-minded people.
- b It's not easy to maintain relationships with his circle of friends at home.
- c He occasionally misses his home comforts.

5 For Hani, what is the biggest challenge of working remotely?

- a the inability to switch off from work
- b poor Internet connectivity in some places
- c feeling like you're on holiday and not wanting to work

4 Complete the phrases which you heard with the words from the box.

comforts down move remotely roots space to one place

1 on the 5 co-working

2 home 6 settle

3 work 7 tied down

4 put down

5 Complete the sentences with the phrases from Exercise 4.

- 1 Does the idea of a life _____ appeal to you?
- 2 Would you prefer to _____ or in a company office?
- 3 Would you prefer to work from home or in a _____?
- 4 If you became a digital nomad, which of your _____ would you miss the most?
- 5 What do you think is a suitable age to _____ and get a job?
- 6 If you had to move to another country, what would help you to _____ in the new place?
- 7 Why do you think some people hate being _____? Why do they prefer a nomadic lifestyle?

6 SPEAKING In pairs, take turns to ask and answer the questions in Exercise 5. Give reasons for your answers.

Now go to Workbook page 6 for the next lesson.

6 I can talk about mobile lifestyle.

12 INTRODUCTION

SPEAKING

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

- 1 Speaking boxes contain key functional language. The phrases are recorded in the Workbook.
- 2 Pairwork activities and role plays encourage students to use the functional language from the lesson and increase their confidence in speaking English.



LESSON 6A SPEAKING

- 2 1 In pairs, discuss the questions.
1 How do you personalise your room to make it your own space?
2 Have you ever assembled flat-pack furniture? Did you enjoy it? Say why.
- 2 6.7 Listen to Habib giving DIY (Do It Yourself) instructions. Who does not like DIY?
- 3 6.7 Study the Speaking box. Listen again and complete the phrases with one word in each gap.
- 1 SPEAKING | Giving instructions
Explaining what to do
It's advisable to ...
The first '___' you do is ...
When/2 ___ you've done that, ...
What you do is ...
'___' you have to do is ...
The key/main thing to remember is ...
It's vital/essential '___' you ...
Explaining what not to do
Make sure you don't ...
Try to avoid (+ -ing) ...
I'd advise you not to ...
There's no need to ...
'___' you do, don't ...
Finishing the instructions
And that's it.
- 4 Study Watch Out! Then rewrite the sentences starting with the words given.
1 You just need some scissors and masking tape. All _____.
2 You turn on the oven by pressing this switch. The way _____.
3 I used a damp dishcloth to remove the stain. What _____.
4 Next you soak it in water. What _____.
5 He's really good at DIY. What _____.
WATCH OUT!
• We can make a sentence more emphatic by beginning with What ... e.g.
Slide the door to the right. → What you do is slide the door to the right.
I covered it with tape. → What I did was cover it with tape.
• We can use All (that) ... in the same way, e.g. Press the button. → All you do is press the button.
He touched it and it broke. → All he did was touch it and it broke.
• We can use ... the way (that) ... to emphasise how something is done, e.g.
The way that you do it is to ... / by + -ing ...
The way it works is ...
- 5 In pairs, go to page 77 and explain how to make a speaker. Use phrases from the Speaking box and Exercise 4.

I can give instructions. 11

WRITING

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

- 1 Engaging and relevant model text.
- 2 Writing boxes with useful tips and key language.
- 3 Graded writing tasks provide students with opportunities to practise their writing skills.

LESSON 7A WRITING | A report

1 SPEAKING In pairs, look at the photos and discuss the questions.
1 Does your school have a common room where students can study?
2 What would your ideal common room be like?

2 Read the Writing task below and the report. What kinds of problems are described? What are the solutions?

1 REPORT: Student Common Room Renovation
Aims
The aim of this report is to identify areas for improvement in the student common room, and make suggestions for how to achieve this. The report is based on a survey of 50 students.
A. Seating
Nearly all students felt that the chairs and sofas were in bad condition. Several cushions are stained and many chairs legs are badly scratched. Many students also complained that the chairs were heavy and should be replaced.
B. Entertainment
All of the students were of the opinion that there should be some form of entertainment. Several suggested a table tennis table. Opinions were divided about whether there should be a smart TV. Approximately half felt this would be beneficial, whereas the other half expressed concern that this might distract from study and conversation.
C. Look
Regarding wall colour, whilst a few expressed a preference for bright colours, around three quarters of students had no strong feelings on the matter.
D. Space
A few students expressed a wish for the common room to contain storage lockers where they could keep their bags. The vast majority of students, however, were concerned this would make the room feel cramped.
Conclusion and recommendations
In conclusion, it seems that the priority is to replace the seating, provide a table tennis table and repaint the walls. Regarding the unresolved question of installing a smart TV, I would recommend asking all students to vote on this.

2 Complete the Writing box with examples from the report.

WRITING | A report
Organisation
• Begin with an introduction and how you obtained the information, e.g.
The '___' (purpose of this report is to ...
The report is intended to ...
The report is '___' on a survey of ...
• Use linkers like regarding or with regard to to announce a change of topic.
Body
• Report the opinions
Some '___' a wish for/preference for/ concern that ...
Many '___' were '___' the opinion/view that ...
... had no strong '___' on the '___'
Opinions were '___' about ...
Some people commented that ...
• Use quantifiers to express people's opinions
Just over half '___' half ...
The majority of ...
Some/Several/Many/All/None/Hardly anybody ...
A few/A large/A significant number of ...
• Conclusion and recommendations
In conclusion, it '___' appears that ...
I would strongly recommend ...
The best solution would seem to be ...

3 Study Watch Out! Then read the sentences and correct the mistakes if there are any.
1 A few of the floorboards are loose.
2 Nearly all the stairs have been removed.
3 Most the chairs need repairing.
4 The majority us like the common room.
WATCH OUT!
• We use of after (a) few, (a) little, much, many, some, several, most when they are followed by a pronoun (it, them) or another determiner (a, the, this, my), e.g. Some of the students ... (NOT some the students).
• When they are followed by a noun, we do not use of, e.g. Some students (NOT some of students).
• We always use of after long quantifying phrases, e.g. a number of ... the majority of ...

7 WRITING TASK Read the Writing task, study the survey results and write a report. Use the Writing box to help you.

Your local council wants to introduce more recreational facilities where people can meet. You have been asked to write a report and make recommendations. You have done the survey and the results are below.
Use the Graphic Organiser to help you plan your writing.

SURVEY
After a survey based on interviews with 40 people, 90% said facilities were not adequate. We asked:
What facilities would you most like to see?
Cafe (20%)
Cinema (10%)
Swimming pool (25%)
Sports facilities (31%)
Drama and music classes (14%)

4 Complete the diagram with quantifiers from the report.

5 Which of the quantifiers in Exercise 4 can be used with ...
a countable nouns? b uncountable nouns?
c both countable and uncountable nouns?

12

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 Graded exam-style reading tasks (and listening tasks in other units) help students to review and practise reading/ listening skills.
- 5 Writing exercises are based on the most frequent exam task types.

06 Revision

1 VOCABULARY AND GRAMMAR

1 Choose the correct words to complete the sentences.

1 Comfortable, medium-sized / confined room for rent in shared house with storage.

2 Can you change / repair this light bulb, please? This one's stopped working.

3 You need a dustpan and brush / dishcloth to sweep up that shattered glass.

4 Oh no! There's a stain / soak on the new carpet. I hope I can remove it.

5 All the leads behind the TV are blocked / tangled.

2 Replace the object with a pronoun. Change the word order where necessary.

1 I'll wipe down the table. **It** wipe it down.

2 We're doing up the kitchen.

3 I came across this ring when I was vacuuming.

4 Get rid of these empty bottles, please.

5 Can you pick up the fork, please?

6 They can't deal with stress.

7 You need to mop up that water.

3 Choose **two** correct options to complete the sentences.

1 We have to / mustn't / ought to call the plumber. I can't fix this leaking pipe myself.

2 Luckily, I could / was able to / managed to make new friends quickly at university.

3 You needn't / don't have to / can't repair the flat tyre today. We can do it tomorrow.

4 The shop isn't obliged to / mustn't / doesn't have to remove the scratches from your smartphone screen free of charge, but you can ask.

5 You are not allowed to / not permitted to / not obliged to work unless you have a visa.

6 People driving a car are required to / are able to / should carry a driving licence.

4 Complete the text with **a** (no article), **a/an** or **the**.

10

4 Snapshots of My Life

BY FARID

Although some people in **1** Jordan live in flats, **2** lot of people prefer houses. They tend to be more spacious and often have **3** garden. My uncle and aunt live in **4** small house in **5** country.

The view from **6** top of **7** nearby cliffs over **8** sea is **9** most amazing one I have ever seen! I've been to visit them four or five times **10** year ever since I can remember and we often drive to **11** mountains and go hiking. Now that I'm at **12** college, I can't visit so often.

Next year, I'm going to study in **13** USA at **14** Washington University, and after that I want to travel round **15** South America. But I know I'll always come and visit my aunt and uncle in their beautiful home near the sea.

USE OF ENGLISH

2

5 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than five words, including the word in bold.

STRATEGY | Transformations

Do not change the key word. Remember that there is a word limit so always check the number of words.

1 It's a lot colder in England in winter than in Jordan. **SIGNIFICANTLY** in winter than it is in Jordan.

2 I managed to find somewhere to study German as soon as I arrived. **ABLE** somewhere to study German as soon as I arrived.

3 You're allowed to ride a bike on local roads. **PERMITTED** Bike riders on local roads.

4 In Spain, you should eat an orange with a knife and fork. **SUPPOSED** In Spain, an orange with a knife and fork.

5 I think Maths is slightly more difficult than Physics. **MARGINALLY** I think Physics.

6 How many bags can I take on the plane? **ALLOWED** How many bags on the plane?

7 I was able to pick up the language quickly. **SUCCEEDED** the language quickly.

8 In the UK, it isn't necessary to carry an ID card. **REQUIRED** an ID card in the UK.

LISTENING

4

6 You are going to listen to an international student called Hala talking about her life. Complete the notes below with 1-5 words in each gap.

Hala says people who have grown up in different cultures are known as.

Many of Hala's new friends want to.

Hala speaks fluently.

The most important factor in keeping up friendships at a distance is.

Hala will complete her university course in.

11

7 Look at the photos. In pairs, take turns to describe the photos and then discuss the questions below.

STRATEGY | Photo comparison

Do not describe each photo individually. Find some things which are similar and some things that are different.

A

B

1 Would you prefer to live in the house or the apartment block? Say why.

2 Some people say that the location of a house is more important than its size. Do you agree? Say why.

WRITING

5

8 Your municipality wants to improve the town centre and make it better for people. Your college principal has asked students to write a report on the situation. In your report, you should:

describe some of the problems in the town centre,

suggest what improvements should be made to solve these problems.

Write your report. Use the Graphic Organiser to help you plan your writing.

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

6 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 modal and related verbs to talk about necessity, prohibition, advice, ability or permission.

Student's Book pp. 4-5

2 I can talk about mobile lifestyle.

Student's Book p. 6

3 I can use articles to talk about general and specific things.

Student's Book p. 7

4 I can identify specific details in an article and talk about houses and space.

Student's Book pp. 8-9

5 I can talk about household problems and solutions.

Student's Book p. 10

6 I can give instructions.

Student's Book p. 11

7 I can write a report.

Student's Book pp. 12-15

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

Skill I want to improve in

How I can improve

3 What can you remember from this unit?

New words I learned

Expressions and phrases I liked

9

ADDITIONAL LESSONS

LIFE SKILLS

The *Life Skills* lessons at the end of every second unit teach practical skills that are indispensable to achieve success in the modern 21st-century world.

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

[illegible]

CULTURE SPOT

The *Culture Spot* lessons provide intriguing and useful information about various aspects of Jordanian culture.

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

CULTURE PLUS Jordan's Parliament

EVERYTHING YOU NEED TO KNOW ABOUT

JORDAN'S PARLIAMENT

Different countries have different systems of government and they can be quite complex. How does Jordan's system work? Jordan's report *Key Facts A-Z* helps us answer this question.

How do you find out about political systems in other countries?

Well, Jordan is a constitutional monarchy, which means the King is the head of state. The King appoints the Prime Minister, who is supported by the King's Ministers and Cabinet. The King has a ceremonial role.

What is a constitutional monarchy? It means that the monarch's powers are limited by a written constitution.

What is the Jordanian constitution? It was written in 1952 and is the basis of the country's laws.

What is the Jordanian Parliament? It is the legislative body of the country.

What is the Jordanian Parliament's role? It is to make laws and oversee the government.

What is the Jordanian Parliament's structure? It is divided into two houses: the National Assembly and the Senate.

What is the National Assembly's role? It is to make laws and oversee the government.

What is the Senate's role? It is to make laws and oversee the government.

What is the Jordanian Parliament's history? It was established in 1952.

What is the Jordanian Parliament's future? It is expected to continue to play a key role in the country's development.

What is the Jordanian Parliament's impact? It has been instrumental in shaping the country's political landscape.

What is the Jordanian Parliament's significance? It is a symbol of the country's commitment to democracy and the rule of law.

How does Jordan's Parliament work? It is a bicameral system with two houses: the National Assembly and the Senate.

What is the National Assembly's role? It is to make laws and oversee the government.

What is the Senate's role? It is to make laws and oversee the government.

What is the Jordanian Parliament's history? It was established in 1952.

What is the Jordanian Parliament's future? It is expected to continue to play a key role in the country's development.

What is the Jordanian Parliament's impact? It has been instrumental in shaping the country's political landscape.

What is the Jordanian Parliament's significance? It is a symbol of the country's commitment to democracy and the rule of law.

What is the Jordanian Parliament's role? It is to make laws and oversee the government.

What is the Jordanian Parliament's structure? It is divided into two houses: the National Assembly and the Senate.

What is the National Assembly's role? It is to make laws and oversee the government.

What is the Senate's role? It is to make laws and oversee the government.

What is the Jordanian Parliament's history? It was established in 1952.

What is the Jordanian Parliament's future? It is expected to continue to play a key role in the country's development.

What is the Jordanian Parliament's impact? It has been instrumental in shaping the country's political landscape.

What is the Jordanian Parliament's significance? It is a symbol of the country's commitment to democracy and the rule of law.

What is the Jordanian Parliament's role? It is to make laws and oversee the government.

What is the Jordanian Parliament's structure? It is divided into two houses: the National Assembly and the Senate.

What is the National Assembly's role? It is to make laws and oversee the government.

What is the Jordanian Parliament's role? It is to make laws and oversee the government.

What is the Jordanian Parliament's structure? It is divided into two houses: the National Assembly and the Senate.

What is the National Assembly's role? It is to make laws and oversee the government.

What is the Senate's role? It is to make laws and oversee the government.

What is the Jordanian Parliament's history? It was established in 1952.

What is the Jordanian Parliament's future? It is expected to continue to play a key role in the country's development.

What is the Jordanian Parliament's impact? It has been instrumental in shaping the country's political landscape.

What is the Jordanian Parliament's significance? It is a symbol of the country's commitment to democracy and the rule of law.

What is the Jordanian Parliament's role? It is to make laws and oversee the government.

What is the Jordanian Parliament's structure? It is divided into two houses: the National Assembly and the Senate.

What is the National Assembly's role? It is to make laws and oversee the government.

What is the Senate's role? It is to make laws and oversee the government.

What is the Jordanian Parliament's history? It was established in 1952.

What is the Jordanian Parliament's future? It is expected to continue to play a key role in the country's development.

What is the Jordanian Parliament's impact? It has been instrumental in shaping the country's political landscape.

What is the Jordanian Parliament's significance? It is a symbol of the country's commitment to democracy and the rule of law.

What is the Jordanian Parliament's role? It is to make laws and oversee the government.

What is the Jordanian Parliament's structure? It is divided into two houses: the National Assembly and the Senate.

What is the Jordanian Parliament's role? It is to make laws and oversee the government.

What is the Jordanian Parliament's structure? It is divided into two houses: the National Assembly and the Senate.

What is the National Assembly's role? It is to make laws and oversee the government.

What is the Senate's role? It is to make laws and oversee the government.

What is the Jordanian Parliament's history? It was established in 1952.

What is the Jordanian Parliament's future? It is expected to continue to play a key role in the country's development.

What is the Jordanian Parliament's impact? It has been instrumental in shaping the country's political landscape.

What is the Jordanian Parliament's significance? It is a symbol of the country's commitment to democracy and the rule of law.

What is the Jordanian Parliament's role? It is to make laws and oversee the government.

What is the Jordanian Parliament's structure? It is divided into two houses: the National Assembly and the Senate.

What is the National Assembly's role? It is to make laws and oversee the government.

What is the Senate's role? It is to make laws and oversee the government.

What is the Jordanian Parliament's history? It was established in 1952.

What is the Jordanian Parliament's future? It is expected to continue to play a key role in the country's development.

What is the Jordanian Parliament's impact? It has been instrumental in shaping the country's political landscape.

What is the Jordanian Parliament's significance? It is a symbol of the country's commitment to democracy and the rule of law.

What is the Jordanian Parliament's role? It is to make laws and oversee the government.

What is the Jordanian Parliament's structure? It is divided into two houses: the National Assembly and the Senate.

LITERATURE SPOT

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

- 1 The literary texts have been carefully selected to offer a mixture of classic and contemporary writing and to appeal to students at this age. The language difficulty has been adjusted to the course level. All reading texts have been recorded.
- 2 New vocabulary is introduced.
- 3 *From Page to Life* boxes explain why this particular literary text is important for mass culture and what impact it has made.

LITERATURE SPOT

1

Stopping by Woods

1 Read the poem on page 62. In pairs, discuss what and **highlight** you think the poem is set and what is **happening**.

2 Match the **underlined words** in the poem to the **definitions**.

- 1 A smooth movement which curves
- 2 Strange or unusual
- 3 Very early on
- 4 A series of short, quick movements
- 5 Very small, thin piece of something
- 6 A set of further and further jumps that go around the head and body of an animal making it easier to control and balance

3 Study the last sentence in each line. What do you notice about each? Is there anything you like about the way the poet uses language? What is unusual or different between the lines? What is the effect that the rhyming has? Discuss what you find with a partner.

4 Decide if the following statements about the poem are **True (T)** or **False (F)**. Write why.

- 1 The speaker is in a village.
- 2 The speaker is excited about someone coming later.
- 3 The speaker is close to a farm.
- 4 The speaker is making his journey in winter.
- 5 The only sound the speaker can hear is his horse's gallop.
- 6 The speaker wants to stay longer than he should.

5 Answer the questions about the poem. Make notes on reasons for your answers. Discuss with a partner.

- 1 How do you think the speaker is feeling?
- 2 Do you think the speaker is happy?
- 3 How does the speaker talk about what he loves in his poem?
- 4 Why does the speaker think of time as being so short?
- 5 How do you think the horse is feeling?
- 6 How do you think the speaker is attracted to the woods?

1

Stopping by Woods

on a Snowy Evening

By Robert Frost

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only sound his harness bells
Make when we stop is **snaps**.

2

The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

3

FROM PAGE TO LIFE

The poem on page 62 is a version of a poem called **Stopping by Woods on a Snowy Evening** by Robert Frost. Read the poem in your own time and then answer the questions.

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 the poem *Stopping by Woods on a Snowy Evening*.

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

1 Read the poem on page 63. In pairs, discuss where and when you think the poem is set and what is happening.

2 Match the highlighted words in the poem to the definitions.

1 A smooth movement which curves

2 Strange or unusual

3 Being very soft

4 A series of short, quick movements

5 A very small, thin piece of something

6 A set of leather and metal pieces put around the head and body of an animal making it easier to control and hold

3 Study the last word in each line. Which words rhyme with each other in each verse? Do you notice anything that is unusual or different between the verses? What is the effect that the rhyming has? Discuss what you find with a partner.

4 Decide if the following statements about the poem are true (T) or false (F). Say why.

1 The speaker is in a village.

2 The speaker is worried about someone seeing him.

3 The speaker is close to a farm.

4 The speaker is making his journey in February.

5 The only sound the speaker can hear is the snow falling.

6 The speaker wants to stay longer than he can.

5 Answer the questions about the poem. Make notes on reasons for your answers. Then discuss with a partner.

1 How do you think the speaker is feeling?

2 Do you think the speaker is rich or poor?

3 Why does the speaker talk about what the horse is thinking?

4 Why do you think the time of year is important to the poem?

5 How do you think the horse is feeling?

6 Why do you think the speaker is attracted to the woods?

6 Read the poem again and choose the correct answers.

1 How many syllables are in each line?

a 6

b 8

c 10

2 What does 'alliteration' mean?

a When a vowel sound is repeated in the same line.

b When an idea is repeated in the same verse.

c When a consonant sound is repeated in the same line.

3 Which of these quotes is an example of alliteration in the poem?

a To watch his woods fill up with snow

b Between the woods and frozen lake

c The woods are lovely, dark and deep

4 How do the woods make the speaker in the poem feel?

a Scared

b Comforted

c Tired

5 Why does the speaker continue his journey?

a It's too cold for him to rest.

b He thinks he will be seen.

c He has responsibilities.

7 WRITING TASK Imagine you are the speaker from the poem. Write a diary entry about the day you had when you finally reach your destination. What did you see? What did you think about? What did you feel?

FROM PAGE TO LIFE

The poem was published in 1923 as part of a collection of poems called *New Hampshire*. The collection won Robert Frost his first Pulitzer Prize. Frost started to write the poem in a few minutes as part of one writing session.

Stopping by Woods on a Snowy Evening

By Robert Frost

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake,
The only other sound's the sweep
Of easy wind and downy flake.

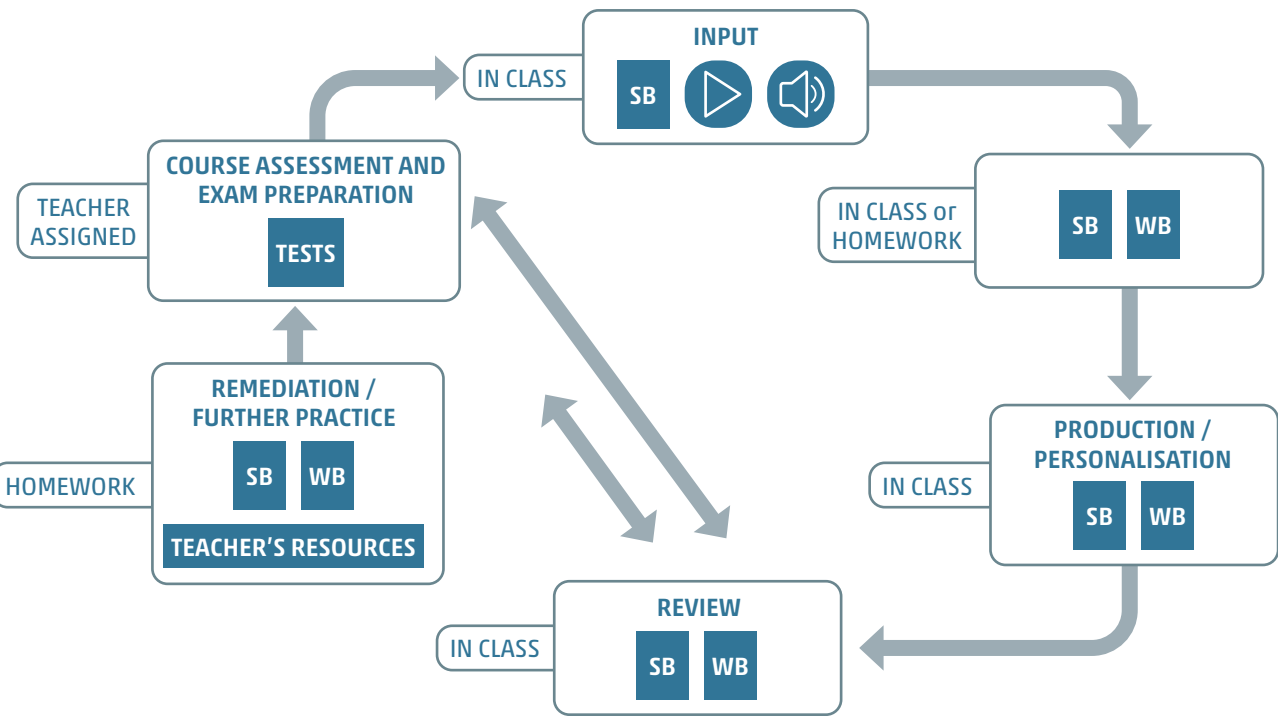
The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

16 INTRODUCTION

TEACHING PATHWAYS

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

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



HOW TO TEACH FOR EXAMS WITH JORDAN HIGH NOTE

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

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

DEVELOPMENT OF LANGUAGE

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

SKILLS STRATEGIES

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

GRADED EXAM TASKS

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

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, but they can also be set as homework for students to study.

VOCABULARY: WORD LISTS

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

WORKBOOK SUPPORT

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

STUDENT BOOK SYMBOLS

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



Audio is available.



Students to use their graphic organiser.



Students to make a presentation to the class.

06 UNIT 6 Mapping

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 6 Where we live	Theme 1: Society Theme 7: National identity and world affinities	<p>Listening: responding to critical-thinking questions before, during and after listening and justifying answers; listening and responding to the ideas of others</p> <p>Reading: determining the author's purpose or point of view and analysing how he/she distinguishes his/her position from that of others</p> <p>Speaking: retelling events and personal experiences using all tenses; interacting in pairs and groups</p> <p>Writing: using posing questions, problem-solving practices and scenarios to conduct small-scale investigations and projects</p> <p>Viewing and presenting: responding orally and in writing to visual texts, commenting on main ideas and relating them to personal experiences; presenting ideas or views using visual aids (student-made posters, mind maps, charts, slides); evaluating stylistic choices through analysing the selection and composition of visual presentations</p>	<p>Listening: use tone to help identify speakers' purpose (warnings, advice, excuse, complaints, blame, contrition) or mood (disappointment, surprise, regret)</p> <p>Reading: compare and contrast the structure of different text</p> <p>Speaking: interact in pair and group discussions</p> <p>Writing: use the journalists' questions strategy, (i.e. <i>Who? What? Where? When? Why? and How?</i>) to invent and organize ideas</p> <p>Viewing and presenting: realise that visual presentations reach out to a particular audience and influence the audience in some way; view and analyse a range of visual texts, communicating understanding through oral, written and visual media</p>



OVERVIEW

Objectives: Grammar

- Identify specific information (e.g. prices, times, days of the week) in short conversations or descriptions if spoken slowly and clearly (GSE 30–35 – A2).

Vocabulary:

- Words and phrases for comparing and contrasting: *a lot, considerably, far, marginally, nothing like, significantly, slightly*

Resources:

- SB: pages 4–5; Grammar Reference page 69
- Online resources: Photocopiable Resource 24

WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Put students into pairs and give them one minute to look at the photos. The students then discuss which of the four places shown in the photos they would choose to study in if they could go for six months. Ask them to consider the challenges they might face. When they have finished, ask them to share their thoughts with the class.

Answers

Students' own answers

PRESENTATION (15 minutes)

- 1 (T-S, S-T) Exercise 2. Go through the task with the class so they know what to listen for. Play the recording once, then play the recording again for students to check the topics which are mentioned. Discuss as a class what is said about those topics.

Answers

language - Fadi says he didn't have to learn a new language when he moved as he speaks Arabic, he suggests he had to learn French when he went to a French school the year before. Amer says that they speak 'Singlish' in Singapore which is completely different from the English he knows.

local laws - Amer mentions the strict laws –chewing gum is forbidden.

people's behaviour - Fadi says his friends tease him in a friendly way about his accent. He says that everyone in Cairo stays up late. Amer says his parents let him walk around at night because it's really safe.

weather - Fadi says the hot weather has been a challenge for him. Amer says he likes the fact it's warm and sunny most of the year.

Audioscript 6.1



F = Fadi A = Amer

F: I'm from London in the UK and I moved here to Cairo, Egypt, five months ago, because of my dad's new job. Overall, I've managed to settle in pretty well. Luckily, my parents are Jordanian so I speak Arabic so I haven't had to learn a new language or anything – unlike last year when we spent a year in Paris and I had to go to a French school. This time the move has been far easier. I haven't had any problems fitting in at school. I've succeeded in making quite a few friends. They like to tease me about my accent but only in a friendly way. I guess the biggest challenge is the hot weather. I

grew up in England and summers can be hot, but nothing like as hot as here. It's seriously hot here in summer, I mean, like thirty-five or forty degrees, which means a lot of the time you don't want to go outside. But the good thing is that I'm allowed to stay up late, even though I'm only sixteen. In England I'm not allowed out after ten o'clock, but even my younger brother, who's only fifteen, is allowed to stay out until eleven or later. Obviously we're required to have an adult with us, but everyone in Cairo stays up late!

- A: When we first moved to Singapore earlier this year, from my home city in Jordan, I found it really hard to adapt to my new life. Everything felt so alien and bizarre. I couldn't get used to it: the hot weather, the language – 'Singlish' or Singaporean English, which is completely different from the English I know – the customs ... I found myself being really negative, until one day I said to myself, 'Come on, Amer! You have to be more open-minded. You should embrace the differences. See it as an adventure.' And now, I must say, the place has really grown on me. I like the fact that it's warm and sunny most of the year. I like that everything is super-clean – they have very strict laws to encourage that so, like, it's forbidden to chew gum, so the pavements are really clean. And it's really safe, too. So here my parents let me walk around at night, whereas at home, I'm not permitted to stay out after 10 p.m.
- 2 (T-S, S-S, S-T) Exercise 3. Place students into pairs and ask them to complete the activity. Then have students share their answers with the class.

Answers

Necessity	have to, must
No necessity	don't have to, needn't
Prohibition	mustn't
Duty and advice	ought to, should, shouldn't
Ability / lack of ability	be able to, can, can't, could, couldn't
Permission	may

PRACTICE (5 minutes)

(T-S) Exercise 4. Go through the sentences from the recording with the class and explain that they must complete them with words from the box. Then play the recording and ask students to check their answers.

Answers

- 1 managed 2 succeeded 3 allowed 4 required
5 forbidden 6 permitted

Audioscript 6.2



- 1 I've managed to settle in pretty well.
2 I've succeeded in making quite a few friends.
3 Even my younger brother, who's only fifteen, is allowed to stay out until eleven or later.
4 Obviously, we're required to have an adult with us.
5 It's forbidden to chew gum.
6 At home, I'm not permitted to stay out after 10 p.m.

06 LESSON 1A VOCABULARY AND GRAMMAR (SB)

PRODUCTION (15 minutes)

- 1 (T-S) Exercise 5. Read the *Watch Out!* box with the students and go through the example in it. Students complete the sentences by choosing the best option. Explain that sometimes both options will be correct.

Answers

1 was able to 2 could, was able to 3 managed to
4 did you manage to, could you 5 managed to

- 2 (T-S, S-T) Exercise 6. Students complete the text about living in Sweden using words and phrases from the box. When they have finished, ask them to share their answers with the class.

Answers

1 forbidden 2 will have to 3 obliged 4 don't have to
5 shouldn't/mustn't 6 don't have to

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

- 3 (T-S, S-T) Exercise 7. Read through the two sentences with the class. Point out that there are underlined words in the sentences. Ask students to consider which words and phrases in the box could replace the underlined words. Explain that there are several possibilities and some sound more formal. Allow students to complete the tasks and discuss their answers.

Answers

1 much: a lot, considerably, far, miles, significantly, way;
a bit: marginally, slightly
2 not nearly: nothing like, nowhere near

- 4 (T-S, S-T) Exercise 8. Students complete the sentences by choosing the correct words. Share the answers and ask if any student chose alternative answers. Give feedback as necessary.

Answers

1 with, to 2 in, by 3 whereas, but

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to think about what jobs you can do from anywhere in the world using just a laptop and make notes for Lesson 2A.

CONTINGENCY PLAN

As an extension to Exercise 1, students could do an Internet search for the study opportunities in the country they chose in question 1. After Exercise 3, put students in pairs and ask them to discuss what different things they need to / don't need to / mustn't do, etc. when moving to a new country to study, e.g. *You have to learn the language otherwise, you won't be able to communicate with people.* Encourage them to use as many of the modal verbs from the table as they can.

There is a downloadable photocopiable resource number 24 to use.

OVERVIEW

Objectives:

- Understand the difference between past and present time in events or situations; understand simple phrases and sentences on topics of personal relevance (GSE 30–35 – A2).

Resources:

- SB: pages 4–5
- WB: pages 4–5

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to work in pairs for two minutes to discuss things they are and are not allowed to do at school. Then ask students to share their ideas with the class.

PRACTICE (10 minutes)

- 1** (T-S, S-T) Exercise 1. Go through the sentences with the class. Explain that each sentence has an underlined modal verb. For each sentence, students should match the function of the modal verb. Check answers as a class.

Answers

1 c 2 b 3 e 4 a 5 d

- 2** (T-S, S-T) Exercise 2. Ask students to read through the exercise in the Workbook and to circle the correct form to complete the sentences. Check answers as a class.

Answers

1 managed 2 permitted 3 supposed 4 succeeded
5 forbidden

- 3** (T-S, S-T) Exercise 3. Read through the four sentences with the class. Students should rewrite the sentences so that they have the opposite meaning, like the example given. Share answers as a class as there may be several possible answers.

Answers

2 You can/may/are allowed to wear jeans in the restaurant.
3 Customers may not/can't/mustn't/are not allowed to/are not permitted to park here.
4 I was able to/managed to find my glasses.

PRODUCTION (25 minutes)

- 1** (T-S, S-T) Exercise 4. Students should choose the correct words a–c to complete the text about visiting Thailand. Check answers by reading the text aloud and asking individuals to give the correct answer for each blank.

Answers

1 a 2 b 3 c 4 b 5 b

- 2** (T-S, S-T) Exercise 5. Students should use the correct forms of *be able* or *have to* to complete the four sentences. Go through the completed example. Check answers as a class.

Answers

2 will be able to 3 didn't have to 4 don't/won't have to

- 3** (T-S, S-S) Exercise 6. Tell students that there are three mini-conversations to read and that there is a choice of three or four forms which should be used to complete them. Read the first sentence of the first mini-conversation to demonstrate. Ask students to work in pairs to act out their completed work to review answers.

Answers

2 ought to 3 be able to 4 have to
5 required to 6 must
7 may 8 allowed to
9 supposed to 10 couldn't
11 haven't been able to 12 succeeded in

- 4** (T-S, S-T) Exercise 7. Students use between two and five words, including the word in bold, to complete the sentence so that it has the same meaning as the first one. Read through the first pair of sentences to demonstrate. Check answers as a class.

Answers

2 succeeded in picking up 3 are not required to carry
4 am I allowed to take

- 5** (T-S, S-T) Exercise 8. Explain that this is a set of rules from a hostel. Students use modal verbs to complete the notice. Check answers as a class.

Answers

2 forbidden 3 required/obliged 4 must
5 permitted/allowed 6 mustn't

- 6** (T-S, S-T) Exercise 9. Students write a short paragraph about things they are and aren't allowed to do. Stimulate ideas by asking students to share some ideas. Monitor students during the activity and offer support as necessary.

Answers

Students' own answers

WRAP-UP (5 minutes)

(S-T, S-S) Ask students to read their paragraphs to the rest of the class. Ask students to provide positive and constructive feedback to peers.

HOMEWORK

For homework ask students to write a list of the things they are allowed and are not allowed to do at home.

06 LESSON 2A LISTENING AND VOCABULARY (SB)

OVERVIEW

Objectives: Listening

- Initiate interaction and offers extended contributions (GSE 43–50 – B1).
- Express ideas, including abstract ideas, and opinions with precision and present and respond to complex or hypothetical lines of argument convincingly (GSE 67–75 – B2+).

Vocabulary:

- Digital nomad lifestyle: *home comforts, on the move, put down roots, tied down to one place, work remotely*

Resources:

- SB: page 6
- Online resources: Photocopiable Resource 25

WARM-UP (5 minutes)

(S-T) Allow students two minutes to think about the jobs that can be done from anywhere in the world using just a laptop. Ask students to share their ideas with the class.

PRESENTATION (10 minutes)

(S-S) Exercise 1. Students read the advert in pairs and discuss their answers to the questions.

Suggested answers

- 1 A digital nomad is a person who uses telecommunications technologies to earn a living and, more generally, conducts their life in a nomadic manner. They often work remotely from foreign countries, coffee shops, public libraries, co-working spaces, etc.
- 2 Advantages: Can move and live anywhere in the world; do not have to travel to work each day.
Disadvantages: It might be hard to get away from work.

PRACTICE (10 minutes)

- 1 (T-S, S-T) Exercise 2. Ask students to read the four questions they will need to answer. Play the recording. Check answers as a class.

Answers

- 1 He's a website designer. 2 He's working in Bali.
- 3 Yes. (His business is going well.)
- 4 Yes. (He wouldn't give it up for anything.)



Audioscript 6.3

P = Presenter H = Hani

- P: Thousands of years ago our ancestors were nomads, constantly moving from one location to another in search of grasslands to feed their animals. In those days, this mobile lifestyle was a necessity, not a choice. But today there's a new breed of nomad, the 'digital nomad' – people who actively choose to give up their permanent homes to travel the world, working from their laptops while they travel. Today I'm talking to a digital nomad who runs his own website design company. Every few months, he packs his bags and travels to a different part of the world. Right now he's speaking to us from Bali. Hani? Hello? Hani? How are you doing?

H: Hi! Very well, thanks.

P: Thanks for talking to us today. So ... so tell us, what drew you to the nomadic lifestyle? What was going on in your life before that?

H: Well, after graduating from university, I got a good job in Irbid. For the first two years, I felt really lucky to have a permanent job. I didn't especially enjoy having to work from nine to five every day, and the forty-five-minute commute to work was a bit of a drag. But what really got to me was having only three-or-four-weeks' annual leave, which really limited my chances of getting away. That's when I started to seriously consider the idea of working remotely, i.e. having a job where I'm not required to be in an office, which would enable me to combine a life of work and travel.

P: So that's when you became a website designer. What did your family think about your decision?

H: When I first told them, I don't think they were convinced I'd do it for very long. They thought I'd soon get sick of life on the move, and I'd soon want to come back home and settle down. I think they were also pretty doubtful about whether I'd be able to earn a stable income. I expect their biggest fear was that I was going to start asking them for loans! But anyway, here I am still doing it three years later, and my business is going well.

P: What are the best locations for a digital nomad? What do you need to consider when choosing where to go?

H: Well, first and foremost, the location needs to be affordable and have good wi-fi. That makes places like Ho Chi Minh City in Vietnam and Bangkok popular nomad destinations. Those cities don't appeal to me though. I find them too hectic – but then neither do really remote places. For me, the priority is to be part of a community, and that's why I always look for somewhere which offers co-working spaces – shared spaces – where freelancers like me can all work together. Bali, where I am now, has some fantastic co-working spaces with stunning views of the sea.

P: Sounds amazing ... but isn't this mobile lifestyle hard? Never being able to put down roots anywhere? Having to make new friends and to settle into new places?

H: You don't need a permanent base to make new friends, and there's a big digital nomad community now. We've got websites, social media groups and various other ways to connect with people. And what's nice is that the people you meet share the same values and attitudes. For example, they put freedom to travel before home comforts and possessions. What's harder is keeping up friendships with people back home. You can chat online of course, but it isn't quite the same as being face-to-face. But going back to your question, no I don't find it hard, I enjoy being on the move. I'm not ready to be tied down to one place yet. There'll be plenty of time for that in the future!

P: And what about the work side of things? Is it hard to get down to work when you're travelling?

H: That's an interesting question. Some people think being a digital nomad is like being on one non-stop, super-long vacation. But, actually, the opposite is true. That's the hardest part about this lifestyle, in my view. You can work from anywhere, which means that you do. It's hard to unplug. Work travels with you anywhere you go.

Sometimes I deliberately take myself to somewhere with a terrible wi-fi signal, so people can't contact me! But despite the downsides, I wouldn't give up the lifestyle for anything. Not for a while, anyway ...

P: Hani, thanks very much for talking to us ... and enjoy Bali!

- 2** (T-S, S-S) Exercise 3. Students read the five questions in the Student's Book. Play the recording again. Students choose the correct answer for each question. Check answers as a class.

Answers

1 a 2 b 3 c 4 b 5 a

PRODUCTION (15 minutes)

- 1** (T-S, S-T) Exercise 4. Students complete the seven phrases using words from the box. Check answers as a class.

Answers

1 move 2 comforts 3 remotely 4 roots 5 space
6 down 7 to one place

- 2** (T-S, S-T) Exercise 5. Students use the phrases completed in Exercise 4 to complete the sentences.

Answers

1 on the move 2 work remotely 3 co-working space
4 home comforts 5 settle down 6 put down roots
7 tied down to one place

- 3** (T-S, S-S) Exercise 6. Working in pairs, students take it in turns to ask and answer the questions they completed in Exercise 5, along with reasons for their answers. Monitor students during the activity and offer support as necessary.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

For homework, ask students to think about the importance of education.

CONTINGENCY

After Exercise 4, put students in groups and ask them to choose one of the phrases each. They take turns describing the phrase without saying the phrase itself and defining the word, e.g. *I don't have time to sit down for lunch. I usually eat a sandwich while I'm travelling on the bus. (on the move)*. The other students in the group try to guess the phrase.

There is a downloadable photocopiable resource number 25 to use.

06 LESSON 2B LISTENING AND VOCABULARY (WB)

OVERVIEW

Objectives:

- Initiate interaction and offer extended contributions (GSE 43–50 – B1).
- Express ideas, including abstract ideas, and opinions with precision and present and respond to complex or hypothetical lines of argument convincingly (GSE 67–75 – B2+).

Resources:

- SB: page 6
- WB: page 6

WARM-UP (5 minutes)

(S-S, T-S) If students completed the homework, ask individuals to share their ideas about the importance of education.

PRACTICE (20 minutes)



(T-S, S-T) Exercise 1. Direct students to read the four sentences. Tell them they are going to hear four sentences about education. What do they notice happens to the sounds /t/ and /d/? Play the recording. Discuss ideas as a class.

Suggested answer

When followed by /j/, the sounds /t/ and /d/ alter to /tʃ/ and /dʒ/ respectively. This happens because the tongue moves closer to the palate in order to be closer to the position it takes in the /j/ sound.

PRODUCTION (15 minutes)



1 (T-S, S-S) Exercise 2. Read through the *Active Pronunciation* box and then play the recording. In pairs, students should practise saying the words to each other in isolation and in phrases. Repeat the recording if necessary.

Answers

1 /d/, /dʒ/ **2** /d/, /dʒ/ **3** /d/, /dʒ/
4 /t/, /tʃ/ **5** /t/, /tʃ/ **6** /t/, /tʃ/

2 (T-S, S-T) Exercise 3. Students should practise saying the sentences from Exercise 1 in pairs.

WRAP-UP (10 minutes)

(S-S) Ask students to work in pairs and make some short sentences using the words in Exercise 2.

HOMEWORK

Ask the students to write a short paragraph about the importance of education in their lives.

OVERVIEW

Objectives:

- Be able to express ideas and opinions on most topics without obviously searching for words (GSE 67–75 – B2+).
- Express a wide range of ideas and opinions, and connect contributions to the other speakers coherently (GSE 76–84 – C1).
- Maintain a straightforward description or narration using linking words and devices (GSE 43–50 – B1).

Resources:

- SB: page 7; Grammar Reference page 70
- TB: Culture Notes page 114
- Online resources: Photocopiable Resource 26

WARM-UP (10 minutes)

(T-S, S-S, S-T) Exercise 1. Put students into pairs and ask them to describe the photo. Give them a minute or two to discuss. Ask them if they would like to live in a house like this and say why they would or would not like to live there. Then ask students to share their reasons with the class.

Answers

Students' own answers

PRESENTATION (5 minutes)

(T-S, S-S) Exercise 2. Ask students to read the article. Working again in pairs, students should discuss if they still have the same thoughts about living in a house like this and why their opinion has or hasn't changed. Monitor students during the activity and offer support as necessary. You can refer to page 114 of the Teacher's Book for more information about Passive Houses.

Answers

Students' own answers

PRACTICE (10 minutes)

(T-S, S-T) Exercise 3. Students should complete the sentences using either *a/an*, *the*, or no article (\emptyset). Direct them to the underlined examples in the article to help them. Monitor students during the activity and offer support as necessary. Check answers as a class.

Answers

1 \emptyset 2 a/an 3 \emptyset 4 the 5 the 6 the 7 \emptyset 8 the 9 the 10 a/an

PRODUCTION (15 minutes)

- 1 (T-S, S-T) Exercise 4. Using their answers to Exercise 3 to help them, students complete the article using *a*, *the*, or no article (\emptyset). Encourage them to read their completed article aloud to ensure they have chosen correctly. Check answers as a class.

Answers

1 a 2 the 3 \emptyset 4 The 5 the 6 \emptyset 7 the 8 a 9 a 10 \emptyset 11 \emptyset 12 \emptyset 13 the

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

- 2 (T-S, S-S) Exercise 5. Students write the five sentences by reordering the words, adding *a/an*, or *the* where necessary. As before, encourage students to read their work aloud to ensure it makes sense. Check answers as a class.

Answers

1 I live in a flat near the city centre in Amman.
2 I have a dream of climbing Jabal Umm ad Dami.
3 I prefer (the) mountains to the sea.
4 I once went to hospital for an operation.
5 I live near the River Thames which flows through London.

- 3 (T-S, S-S) Exercise 6. In pairs, students use the sentences from Exercise 5 and rework them so they are true for them. Monitor students during the activity and offer support as necessary.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to find a short text in English about homes or houses and underline examples of the rules in Exercise 3.

CONTINGENCY PLAN

After Exercise 4, write a list of nouns on the board, some which take *the* and some which take no article. Split the class into two teams and have one student from each team take a turn. Call out a word and invite the students to say the article. The first student to say the correct article gets a point for their team. Continue until all the words have been read.

There is a downloadable photocopiable resource number 26 to use.

06 LESSON 3B GRAMMAR (WB)

OVERVIEW

Objectives:

- Write sentences and phrases on familiar topics and in routine or everyday forms of writing (GSE 30–35 – A2).
- Recognise how linking words make connections within a text and use this information to support understanding (GSE 43–50 – B1).
- Understand simple grammatical meaning and linking of ideas (GSE 30–35 – A2).

Resources:

- SB: page 7
- WB: page 7

WARM-UP (5 minutes)

(S-S, T-S, S-T) If students did the homework set in the last lesson, ask them to each give a brief presentation of their findings to the class.

PRACTICE (15 minutes)

- 1** (S-S, T-S, S-T) Exercise 1. Go through the eight sentences with the students. Ask them to cross out the word *the* where it is not correct. Encourage them to say their amended sentences aloud to ensure they make sense. Check answers as a class.

Answers

- 2** You should spend less on ~~the~~ clothes and more on the healthy food.
3 I love ~~the~~ hot drinks like ~~the~~ tea or ~~the~~ coffee.
4 If I could live anywhere, I would definitely choose ~~the~~ Amman.
5 The moon shone down on ~~the~~ Wadi Rum that night.
6 The Egyptian pyramids are a very popular tourist attraction.
7 The sea in the Caribbean is the bluest sea I've seen since I was in ~~the~~ Thailand.
8 The fastest way to get to Amman is to fly directly into ~~the~~ Queen Alia International airport.

- 2** (T-S, S-T) Exercise 2. Students should decide whether the underlined word in each of the ten sentences refers to a building (B) or an institution (I) and circle accordingly. Point out that the answers to 1 and 2 are different although the same word is underlined – can students explain why this is and what the difference between the sentences is? (The use of *the*). Check answers as a class.

Answers

1 I **2** B **3** I **4** B **5** B **6** I **7** B **8** I **9** I **10** B

- 3** (T-S, S-T) Exercise 3. Students could refer back to Exercise 3 from the Student's Book to remind them of the rules for using *a/an*, *the*, or \emptyset (no article). They complete the signs and notices using one of these options. Check answers as a class.

Answers

2 The **3** the **4** a **5** \emptyset

PRODUCTION (20 minutes)

- 1** (T-S, S-S) Exercise 4. Students read through the telephone conversation and choose the correct option to complete the sentences. Encourage them to say their amended sentences to the class to ensure they make sense and to check answers.

Answers

2 The **3** a **4** \emptyset **5** the **6** \emptyset **7** the **8** the **9** a

- 2** (T-S, S-S) Exercise 5. When planning their paragraph, ask students to consider the rules from Exercise 3 in the Student's Book. This will help them both with choosing *a/an*, *the*, or \emptyset (no article) correctly, and also ensure they write about a range of different features in their chosen city. They should review their writing with a partner, reading it aloud where necessary.

Answers

Students' own answers

WRAP-UP (5 minutes)

(S-T, T-S) Ask students to read their paragraphs to the class. Ask students to provide positive and constructive feedback to peers.

HOMEWORK

Ask students to research and write about another city in a different continent.

OVERVIEW

Objectives: Reading

- Quickly scan long, complex texts for key information (GSE 67–75 – B2+).
- Guess the meaning of unfamiliar words when the context is familiar, including specialist subjects (GSE 67–75 – B2+).

Vocabulary:

- Living space descriptions: *compact, confined, cramped, densely populated, excess, medium-sized*

Resources:

- SB: pages 8–9

WARM-UP (5 minutes)

(T-S, S-S, S-T) Before students open their books, ask them to think about how they like to spend time in their homes. Do they like to spend much time alone in their bedrooms? Then put them into pairs or small groups and ask them to discuss how they feel when they share a space with other people, e.g. in a library or on public transport. How do they feel if someone sits too close to them? How close is ‘too close’? Set a time limit of two or three minutes for students to discuss the questions, then have a class discussion.

PRESENTATION (10 minutes)

- 1 (S-S, S-T) Exercise 1. In pairs, students look at the photos of small living spaces on pages 8–9 and review the question. Share opinions as a class.

Answers

Students’ own answers



- 2 (T-S) Exercise 2. Students read the article and match questions with paragraphs. Monitor students during the activity and offer support as necessary. You could use the recording when checking answers.

Answers

1 B 2 A 3 E 4 D 5 C

PRACTICE (10 minutes)

(S-S, S-T) Exercise 3. In pairs, students reread the article and answer the four questions. Monitor and offer support as necessary. Share answers as a class.

Suggested answers

- 1 more affordable, more ecological, less wasteful, encourages you to engage with the rest of the world
- 2 folding bedding into deep wardrobes so rooms can be used for different purposes, using sliding doors
- 3 People need some personal space, but they get on better when they spend some time together instead of spending all their time in their private spaces.
- 4 It encourages you to respect others and to learn to negotiate.

PRODUCTION (15 minutes)

- 1 (T-S, S-T) Exercise 4. Point out that there are highlighted words and phrases in the article. For each of the six definitions, students should find the matching highlighted word or phrase. Check answers as a class.

Answers

1 excess 2 confined 3 compact 4 densely populated
5 cramped 6 medium-sized

- 2 (T-S, S-S) Exercise 5. Students complete the questions with words and phrases from Exercise 4. Then ask them to work in pairs to ask and answer the questions. Ask students to say questions and answers aloud to the class to ensure they make sense and to check answers.

Answers

1 densely populated 2 confined 3 medium-sized
4 excess 5 compact 6 cramped
Students’ own answers

- 3 (T-S, S-S, S-T) Exercise 6. Students could work in pairs or small groups for this exercise. Allow students time to read the three questions and to discuss their answers, giving reasons and examples for their opinions. Share answers as a class.

Answers

Students’ own answers

WRAP-UP (5 minutes)

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

Answers

Students’ own answers

HOMEWORK

Ask students to think of a task in the home that they don’t know how to do and research how to do it, either by asking a family member or searching online for a tutorial. They should make notes in order to explain how to do the task to a partner in the next lesson.

CONTINGENCY PLAN

Do this activity after Exercise 6. Put students in pairs or small groups and ask them to design the ideal compact home. Ask them to draw a floor plan on an A4 piece of paper. It should be no more than 30 m² in size. Ask students to include everything people would need to live, e.g. a kitchen, bathroom, eating area, living space and sleeping space, and any special features they can think of. They should think about the inside and the outside. Give students five to six minutes to design their homes, then ask them to present their ideas to another pair or to the class if there is time. Alternatively, students can pin their plans up around the classroom for other students to read and comment on.

06 LESSON 5A VOCABULARY (SB)

OVERVIEW

Objectives:

- Maintain a straightforward description or narration using linking words and devices (GSE 43–50 – B1).
- Select language appropriate to the context and audience and paraphrases where necessary (GSE 67–75 – B2+).

Vocabulary:

- Household problems and solutions: *break down, change a bulb, do up, fix, get rid of, mend, replace, mop up, sweep up, wipe down*

Resources:

- SB: page 10
- Online resources: Photocopiable Resource 27

WARM-UP (5 minutes)

(T-S, S-S, S-T) Before students open their books, put them into pairs or small groups and ask them to discuss whether they are practical people or not. Do they help around the house when things need to be fixed? Allow them one or two minutes to discuss, then ask some students to share their thoughts with the class.

PRESENTATION (5 minutes)

(T-S, S-S) Exercise 1. Refer students to the rubric. Read the questions as a class and ask students to discuss their thoughts with a partner.

Answers

Students' own answers

PRACTICE (20 minutes)

- 1 (T-S, S-T) Exercise 2. Point out that Exercise 1 contains underlined verbs. Students should use the verbs in the box to rewrite the questions. Check answers as a class.

Answers

change: replace; **remove:** get rid of; **fix/repair:** mend;
decorate: do up

- 2 (T-S, S-T) Exercise 3. Draw students' attention to the four photos at the top of page 10 in the Student's Book. Students could work in pairs to say what they can see in the photos and if they have ever experienced these problems. What did they do to resolve these problems? Share answers and solutions to the problems as a class.

Answers

Students' own answers

- 3 (T-S, S-T) Exercise 4. Refer students to the rubric. Allow students time to read the online article and check they understand the highlighted words and phrases. Refer students back to the photos and problems in Exercise 3. Students should match the problems with the descriptions. Check answers as a class.

Answers

1 b 2 d 3 a 4 c

- 4 (T-S, S-T) Exercise 5. Refer students to the *Active Vocabulary* box to study the notes about phrasal verbs. Explain that the text is an account of a household problem and how it was resolved. Allow students time to complete the text with the correct forms of the phrasal verbs in the box. Check answers as a class.

Answers

1 came across 2 had broken down 3 mopped up
4 done up 5 wiped down 6 swept up

PRODUCTION (10 minutes)

- 1 (T-S, S-T) Exercise 6. Point out that the text in Exercise 5 has underlined parts. Direct students back to the third point in the *Active Vocabulary* box and go through the example. Ask some students to share their new versions of the text.

Answers

The other day I went into the kitchen and came across a puddle of water on the kitchen floor. It turned out that the freezer had broken down and was leaking. So I mopped it up. Shortly afterwards, my brother went into the kitchen and slipped on the wet floor. Unfortunately, he was carrying a cup of coffee, which he dropped! It smashed into pieces, and the coffee splashed all over the wall! The kitchen had only recently been done up and the walls were freshly painted. So I wiped it down with a damp cloth while my brother swept up the bits of broken coffee cup.

- 2 (S-S) Exercise 7. Ask students to talk in pairs about a household experience that they might have experienced or heard about, and try and use as many of the words and tenses they have used in this lesson as possible.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to find and watch a simple origami (paper model making) video online, e.g. for a flower or plane, and learn how to make the paper model. They will need to show this to a partner in the next lesson.

CONTINGENCY PLAN

Ask students to use the notes they made at home after Lesson 4A, to explain the household task they have learnt to a new partner. When they have finished, ask each student from each pair to explain their partner's task to the class to check that they have understood. They should incorporate any relevant new vocabulary from the lesson.

There is a downloadable photocopiable resource number 27 to use.

OVERVIEW

Objectives:

- Understand a range of vocabulary, phrasal verbs and collocations in topic areas which may expand beyond the immediately familiar (GSE 43–50 – B1).
- Understand the order of events in a simple text and differentiate between the beginning, middle and end of a simple narrative (GSE 67–75 – B2+).
- Have an appropriate range of words, structures and phrases for familiar or everyday situations (GSE 30–35 – A2).

Resources:

- SB: page 10
- WB: page 8

WARM-UP (5 minutes)

(T-S, S-T) Ask students to present the origami they made for homework. If the models look successful, invite the other students to politely guess what they are.

PRACTICE (20 minutes)

- 1 (T-S, S-T) Exercise 1. Refer students to the rubric. Allow students time to read and match the two parts of the sentences. Check answers as a class.

Answers

1 d 2 b 3 a 4 c

- 2 (S-S, T-S, S-T) Exercise 2. Ask students to read the sentences and choose the correct words to complete them. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

1 replace 2 get rid of 3 replace 4 get rid of 5 fix/repair
6 mend 7 do up

- 3 (T-S, S-S) Exercise 3. Refer students to the rubric. Go through the example with them. Students can rewrite the sentences using pronouns and making any other necessary changes. They could compare answers with a partner. Then check as a class.

Answers

2 We're doing it up. 3 The cushions don't go with it.
4 It's hard to keep up with it.

PRODUCTION (15 minutes)

- 1 (T-S, S-T) Exercise 4. Students complete the sentences, writing one word in each gap. The first letter of each word is provided to help them. Tell students they can refer back to the Student's Book if they need to. Check answers by asking students to read their completed sentences to the class.

Answers

1 masking 2 dishcloth, down 3 deal, soak 4 across, label

- 2 (T-S, S-S) Exercise 5. Explain that the text is an informal note describing some household jobs that need to be done. Allow students time to complete the note, writing one word in each gap. Tell them that some answers have more than one possible answer. Check answers by asking students to read their completed notes to the class. Discuss any possible different answers that have been volunteered.

Answers

2 Replace/Fix/Mend 3 down 4 fixed/mended/repaired
5 broke 6 fix/mend/repair

- 3 (T-S) Exercise 6. Ask students to look at page 8 and find as many household problems as they can. They should then write a note describing four jobs that need doing around their house. Tell them to use as many of the phrases learnt in the lesson as possible. Explain that the jobs can be real or they can make them up.

Answers

Students' own answers

WRAP-UP (5 minutes)

(S-T, T-S) Ask students to share the lists they wrote for Exercise 6 with the class. Which jobs do they think will be the easiest / hardest / most expensive / most unpleasant jobs to do? Why?

HOMEWORK

Students could see if there are any household problems at home that they could fix. Can they write a note to say what needed fixing and how they did it?

06 LESSON 6A SPEAKING (SB)

OVERVIEW

Objectives:

- Communicate in basic and routine exchanges on familiar, everyday topics (GSE 30–35 – A2).
- Reformulate simple responses or ask for clarification if communication breaks down (GSE 43–50 – B1).
- Help develop discussions by following up statements and inferences (GSE 67–75 – B2+).

Resources:

- SB: page 11; Communication page 77

WARM-UP (10 minutes)

(T-S, S-S, S-T) Exercise 1. Before students open their books, put them in pairs. Ask students to think about their bedrooms at home and to discuss with their partners how they personalise their rooms to make them feel like their own space. Nominate some people to share their answers with the class. Students then open their books and discuss the questions. Elicit answers.

Answers

Students' own answers

PRESENTATION (10 minutes)

- 1 (T-S, S-T) Exercise 2. Refer students to the rubric. Ensure they are clear what they need to listen out for. Play the recording. Then check as a class.

Answers

Habib's dad



Audioscript 6.7

H = Habib

H: I quite like doing DIY ... things like putting up shelves and pictures. And I actually really like assembling flat-pack furniture – you know, furniture that comes in flat cardboard boxes and you have to build it yourself. My dad absolutely hates doing it and it always puts him in a terrible mood. You don't want to go near him when he's doing DIY! I don't know why it stresses him. So, the number one rule is that you need to have plenty of space to work in. It's no fun putting furniture together in a cramped space. It's also advisable to get someone to help you so they can hold stuff in place while you're screwing things in. So, the first thing you do is lay everything out on the floor and check that the parts and fittings are there. Once you've done that, read the instructions from start to finish, so you get an idea of the process you're going to follow. So, then you're ready to start building. All you have to do is follow the instructions. It's vital that you go through each step methodically and in the right order. Whatever you do, don't jump ahead. If you do that, you're going to run into trouble. And that's it! If you do that and take your time, it's a piece of cake!

- 2 (T-S, S-S) Exercise 3. Direct students to the Speaking box and explain that this is examples of how to give advice and instructions. Play the recording again. Students should complete the phrases as they listen. Check answers as a class.

Answers

1 thing 2 Once 3 All 4 that 5 Whatever

PRACTICE (10 minutes)

(T-S, S-T) Exercise 4. Go through the *Watch Out!* box with the students. Explain that they can use the examples here to help them rewrite the sentences in the exercise. Allow them time to rewrite the sentences and then check answers as a class.

Answers

- 1 you need are some scissors and masking tape
- 2 you turn on the oven is by pressing this switch
- 3 I did was use a damp dishcloth to remove the stain / What I used to remove the stain was a damp dishcloth.
- 4 you do next is soak it in water
- 5 he is really good at is DIY

PRODUCTION (10 minutes)

(T-S, S-S) Exercise 5. Direct students to page 77 in their Student's Book. Students should put the six instruction steps in order first and then match the instructions with the pictures. Then ask students to work in pairs to explain how to make the speaker. Advise them to use phrases from the Speaking box on page 11 and the phrases they wrote for Exercise 4. Allow students to write and rehearse their instructions and then share with the class to check answers.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to think about things they would like to change about their school. Does it need any new facilities or repairs? Ask them to make notes on how they would set about making these changes.

CONTINGENCY PLAN

Do this activity after Exercise 5. Put students in pairs or groups and get them to show each other how to make the paper model they learnt at home from Lesson 5A, using language from the Speaking box.

OVERVIEW

Objectives:

- Show some awareness of logical ordering when producing a very short piece of writing (GSE 30–35 – A2).
- Have a basic understanding of standard features of texts when dealing with familiar topics or contexts for an article, review or informal letter or email (GSE 43–50 – B1).

Resources:

- SB: pages 12–13; Word List page 64

WARM-UP (5 minutes)

(T-S, S-S) Refer students to the notes they made for homework in Lesson 6A about what they would like to change about their school. Ask them to discuss what they would like to change and their reasons. The discussion can be done in pairs, small groups or as a class.

PRESENTATION (15 minutes)

- 1 (T-S, S-S) Exercise 1. Direct students to the photos. Read the two questions to them and allow students time to discuss their answers and thoughts. Allow students to share with the class.

Answers

Students' own answers

- 2 (T-S, S-T) Exercise 2. Read the writing task to the students. Allow them time to read the report. Monitor students during reading and offer support as necessary. Assist with vocabulary queries if required. Check answers as a class.

Answers

Problems: seating, entertainment, décor, space

Suggested solutions: replace the seating, provide a table tennis table/smart TV, repaint the walls, provide storage lockers

PRACTICE (5 minutes)

(T-S, S-T) Exercise 3. Refer students to the rubric and the Writing box. Allow them time to complete the sentences and then check answers as a class.

Answers

- 1 aim 2 based 3 expressed 4 of 5 feelings
6 matter 7 divided 8 Approximately 9 seems

PRODUCTION (15 minutes)

- 1 (T-S, S-T) Exercise 4. Ask students to look at the diagram and read the rubric. Remind them of the examples of quantifiers in the Writing box. Allow students time to complete the diagram and check answers as a class.

Answers

- 1 Nearly all 2 The (vast) majority of 3 Approximately half
4 A few 5 Very few

- 2 (T-S, S-T) Exercise 5. Ensure that students are clear what is meant by countable and uncountable nouns. Direct them to draw a simple table with three columns: Countable nouns, Uncountable nouns and Both. Students should write each of the quantifiers from their completed diagram in Exercise 4 into the table. Review answers together.

Answers

Countable nouns: many, several, a significant number of, a handful of, a small number of, a few, very few

Uncountable nouns: much, very little

Countable and uncountable nouns: all, nearly all, almost all, most, some, the vast majority, just over half, around half, hardly any, none

- 3 (T-S, S-T) Exercise 6. Refer students to the rubric. Ask them to read the *Watch Out!* box. Allow students time to check each of the five sentences and to correct any mistakes. Ask for the mistakes they spotted and how they rewrote the sentences accordingly.

Answers

- 1 correct 2 correct 3 Most of the chairs need repairing.
4 The majority of us like the common room.

- 4 (T-S, S-T) Exercise 7. Read the Writing task. Refer students to the rubric. Examine the survey results and pie chart. Take some verbal contributions to explain what they learn from the pie chart. How will this pie chart help students to come up with suggestions for their report? Allow students to plan and write their report.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to study the Word List in the Student's Book page 64. Alternatively, this can be done at the end of the lesson if there is time.

CONTINGENCY PLAN

Before students attempt the writing task in Exercise 7 on their own, ask them to plan another report in pairs, using the ideas from the notes they made at home. They should follow the steps in the Writing box, then swap their plan with another pair for peer checking. Students could then write the report at home, using their notes.

OVERVIEW

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

Objectives:

- All language related objectives from Unit 6.

Resources:

- SB: Grammar Reference pages 69–70; Word List page 64
- WB: pages 10–11; Self-Assessment 6 page 9
- Assessment: Unit 6 Language Test (Vocabulary, Grammar, Use of English); Unit 6 Skills Test (Dictation, Listening, Reading, Communication); Unit 6 Writing Test

VOCABULARY AND GRAMMAR

Exercise 1.

Answers

- 1 medium-sized 2 change 3 dustpan and brush
4 stain 5 tangled

Exercise 2.

Answers

- 2 We're doing it up.
3 I came across this/it when I was vacuuming.
4 Get rid of them/these, please.
5 Can you pick it up, please?
6 They can't deal with it.
7 You need to mop that/it up.

Exercise 3.

Answers

- 2 was able to/managed to 3 needn't/don't have to
4 isn't obliged to/doesn't have to 5 not allowed to/not permitted to 6 are required to/should

Exercise 4.

Answers

- 1 Ø 2 a 3 a 4 a 5 the 6 the 7 the 8 the
9 the 10 a 11 the 12 Ø 13 the 14 Ø 15 Ø

USE OF ENGLISH

Exercise 5.

Answers

- 1 It's significantly colder in England 2 I was able to find
3 are permitted to ride 4 you're supposed to eat
5 is marginally easier than Maths 6 am I allowed to take
7 I succeeded in picking up 8 are not required to carry

LISTENING

Exercise 6.

Answers

- 1 third culture kids 2 travel the world 3 Arabic and English
4 (having a) routine 5 a year's time

Audioscript 6.8



H = Hala

H: Hi! Thanks for inviting me today. Firstly, I'd like to tell you a little about my background. I'm half English and half Jordanian and I grew up in China, Portugal and England! Got it? No? Well, you're not alone! My dad is a diplomat, you see, and works in different countries. People who have moved around so much like me know a little about a lot of cultures but we don't really belong to any because we're travellers. That's why we're often called 'third culture kids'. Lots of people find it hard to understand this. One of the most difficult questions for me to answer is the simplest of all: 'Where are you from?' I'm at university in the UK at the moment and I love it! When I meet new friends in lectures or at university parties and tell them where I've lived, I try not to go on about it too much in case they think I'm bragging. When they get to know me better, though, they're usually fascinated by the fact I've already done something most of them would love to do: travel the world! I always find it funny that they seem to think that I should be completely fluent in the languages of all the countries I've ever lived in. 'Third culture kids' like me sometimes don't speak any language perfectly, even their own, as they are open to so many linguistic influences. Although I'm completely bilingual in Arabic and English, I don't speak Portuguese or Mandarin fluently as I went to international schools and spoke English and Arabic at home. My parents live in Jordan now, and normally I spend my holidays with them. That's great of course, but it does mean I don't have time to visit my friends around the world, which is a shame. Having your family in a different country is nothing like as glamorous as it sounds. It's very expensive to pop over to see Mum and Dad just for the weekend, even if I get a low cost flight. I have to admit to being a bit jealous when a uni friend says they are going home for the weekend. There are more pluses than minuses, though, to being an international student. As I've already mentioned, I have a lot of friends all over the world. One of my best friends, Jackie, lives in Los Angeles in the USA, two more good school friends are in Australia and another close friend, Dalia is in Egypt! It's easy to keep in touch by messaging and looking at each other's blogs. We sometimes make video calls too and I even send Jackie hand-written letters sometimes! Having a routine is the key to not losing contact. It doesn't matter how you do it, but you must do it regularly! To finish, I'd like to say that I'm only just beginning to fully understand the main advantage of having an international background. It really opens your mind to different cultures and makes you much more accepting of differences, which is so important in our world today. It really helped me make new friends when I started university, and I'm sure it will help in whatever job I do after I finish studying in a year's time! But don't ask me where I'll live!

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 (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to look at the photos on page 15 in pairs and to discuss what they see. Refer them to the rubric. Read the two questions. Allow them time to discuss their answers and take ideas from the class to check.

Answers

Students' own answers

PRESENTATION (5 minutes)

(T-S, S-S) Exercise 2. Ask students to read the three notices on page 15. Refer them to the rubric. Allow students time to match the notices and questions. Check answers as a class.

Answers

- 1 B (It can be great fun for both the children and the volunteers!)
- 2 A (bring your own bin bag and gloves)
- 3 C (working one to one with an elderly person)
- 4 C (asks for 30 to 60 minutes a week)

PRODUCTION (5 minutes)

(T-S, S-S) Exercise 3. Ask students to work in the same pairs as in Exercise 1. Refer them to the rubric and read the questions. Allow students time for discussion. Take class feedback.

Answers

Students' own answers

PRACTICE (20 minutes)

- 1 (T-S, S-S) Exercise 4. Refer students to the rubric. You may wish to ensure students are clear what is meant by the different types of development. Allow time for discussion and take some ideas from the class.

Answers

Students' own answers

- 2 (T-S, S-S) Exercise 5. Refer students to the rubric. Ask students to read the Life skills box. Give them a few minutes to consider their own answers to the questions in the box. Working in pairs, ask students to interview their partner using the questions. Then swap over. Students should then discuss what volunteering projects would suit them. Take feedback from the class.

Answers

Students' own answers

- 3 (T-S, S-S) Exercise 6. Ask students to read the question from the rubric. Allow time for discussion and take some ideas from the class. Ask students to list the suggested projects in preparation for Exercise 7.

Answers

Students' own answers

- 4 (T-S, S-S) Exercise 7. Direct students to read the Life skills project. Decide if students will work in pairs or small groups.

Answers

Students' own answers

WRAP-UP (10 minutes)

(T-S, S-S) Students should present their ideas from Exercise 7 to the class. At the end of the presentations, have a class vote on which presentation was the most effective.

HOMEWORK

Students could complete an Internet search for volunteering opportunities in their area.

CONTINGENCY PLAN

Ask students to make notes about a project that would be important to them and the type of volunteers that would be required to help. Students use their notes to create an advert asking for suitable volunteers to apply.

[illegible]

07 UNIT 7 Mapping

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 7 Is it fair?	Theme 1: Society Theme 4: Environment Theme 5: Welfare	<p>Listening: recognising the use of literary devices</p> <p>Reading: applying skills of analysis and close reading to literary texts and speeches using rhetorical devices</p> <p>Speaking: propelling conversations by posing and responding to questions that probe reasoning and evidence</p> <p>Writing: journalling any debatable social topic</p> <p>Viewing and presenting: analysing visual texts and communicating understanding through oral, written and visual media</p>	<p>Listening: respond to critical thinking questions before, during and after listening and cite evidence; recognise the use of literary devices such as irony in a presentation</p> <p>Reading: determine the type of any sentence in the text (simple, compound, complex and compound-complex)</p> <p>Speaking: speak accurately, using a series of about 12-15 clear, connected, simple and complex utterances with accurate and appropriate use of grammar, vocabulary and pronunciation</p> <p>Writing: practise conducting a study in pairs or groups; write persuasive essays</p> <p>Viewing and presenting: respond orally and in writing to visual texts, commenting on the main ideas and the issues presented and making connections with personal experiences</p>



OVERVIEW

Objectives: Grammar

- Understand simple conversations on familiar topics (GSE 22–29 – A1).
- Understand simple phrases and sentences on topics of personal relevance (GSE 30–35 – A2).
- Recognise a wide variety of functional language in a conversation or talk if spoken clearly (GSE 67–75 – B2+).
- Follow different time aspects within a conversation or talk when spoken clearly (GSE 43–50 – B1).

Vocabulary:

- Social issues: *broken pipes, contaminate fresh water supplies, environmental problems, install new toilets, natural disasters, provide water filters*

Resources:

- SB: pages 16–17; Grammar Reference page 70
- Online resources: Photocopiable Resource 28

WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Read the quote to the students. In pairs, give them time to discuss what they think it means. Take feedback from the class.

Answers

Students' own answers

PRESENTATION (15 minutes)

- 1 (T-S, S-T) Exercise 2. Refer students to the rubric. Play the recording. Students should note what the clip describes and feed back to the class. Check answers as a class.

Answers

The charity brings clean water to villages, providing taps, water filters and toilets.
The photo shows children carrying clean water from wells, maybe instead of attending school.



Audioscript 7.1

R = Reporter P = Professor

- R: We all know that there are many social and environmental problems around the world. In today's programme, we'll look at some of the amazing things that different charities are doing to try and help these issues. With us we have Professor Farid Alqadi who is going to talk about some of the vital work that one charity is doing. Welcome, Professor.
- P: Hello. Today I'm going to look at a charity that does something very simple but is amazingly important. It is a charity called Water Aid. It is shocking to learn that in many countries, people do not have clean water to drink or adequate toilets. But without these things, people can become very ill. Each year, around 12,000 people die because of cholera, a disease that is carried in dirty water. In some places, children even have to spend much of their day walking to collect clean water from wells, rather than

going to school. Others have to wash in rivers because they don't have clean water in their houses to have a bath or shower.

- R: So how can the charity help these people?
- P: The charity can help bring clean water to people's villages, where even a tap might be something they have not had before. It also helps to provide water filters and install new toilets to give people clean water to drink and wash with. The charity also helps to repair broken pipes. For example recently in Nepal, there were broken pipes in the cities. This meant that dirty water mixed with clean water and this made people ill.
- R: I can see that the charity really should make a difference to people's lives.
- P: That's right, and their work is becoming even more important because of climate change. Many countries are experiencing drought, so that water becomes a scarce commodity. But there are also more and more floods, when dirty water often contaminates fresh water supplies. Remember, 90% of the world's natural disasters are related to water.
- R: It sounds like the charity is doing amazing work.
- P: Yes. The charity can help people to have reliable and clean water supplies even when there are floods or droughts. This helps people to avoid becoming ill and have more time to go to school or work. We hope all the people will have a better future.
- R: That is a wish that we all share. Thank you, Professor.
- 2 (T-S, S-T) Exercise 3. Refer students to the rubric and read the words in the box aloud. Allow students time to complete the phrases and collocations, which are taken from Exercise 2. Check answers as a class.

Answers

- 1 contaminate 2 provide 3 environmental 4 broken
5 install 6 natural

PRACTICE (5 minutes)

(T-S, S-S, S-T) Exercise 4. Explain to students that they will hear the recording again. For each phrase and collocation from Exercise 3, they should note the phrase that is in the radio report. Play the recording. Allow time for students to record their answers and to check with a partner. Repeat the recording if necessary. Check answers as a class.

Answers

- Providing water filters
Repairing broken pipes
Installing new toilets

07 LESSON 1A VOCABULARY AND GRAMMAR (SB)

PRODUCTION (15 minutes)

- 1** (T-S) Exercise 5. Refer students to the rubric. Explain that there are six sentences given in reported speech. Students should rewrite each sentence in direct speech. Allow students to complete the task and then play the recording so that they can self-check their answers.

Answers

- 1 'I'll look at some of the amazing things that different charities are doing.
- 2 have to wash in rivers because they don't have clean water in their houses to have a bath or shower.
- 3 can the charity help these people?
- 4 mixed with clean water and this made people ill.
- 5 can see the charity really should make a difference to people's lives.
- 6 Remember, 90% of the world's natural disasters are related to water.



Audioscript 7.2

- 1** 'In today's programme, we'll look at some of the amazing things that different charities are doing.'
- 2** 'Others have to wash in rivers because they don't have clean water in their houses to have a bath or shower.'
- 3** 'So how can the charity help these people?'
- 4** 'Dirty water mixed with clean water and this made people ill.'
- 5** 'I can see the charity really should make a difference to people's lives.'
- 6** 'Remember, 90% of the world's natural disasters are related to water.'
- 2** (T-S, S-S, S-T) Exercise 6. Students should work in pairs. Allow students time to read and discuss each of the five questions. They should write down their answers, using Exercise 5 to give examples for each case. Check answers and examples as a class.

Answers

- 1 We move the original verb 'one tense back'
- 2 There is no change of word order of subject and verb
- 3 will = would, can = could
- 4 Should does not change
- 5 Subject pronouns change, e.g. 'I will go ...' = 'He said **he** would go ...', here = there, now = then, etc.

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

- 3** (T-S, S-T) Exercise 7. Refer students to the rubric. Read the two questions aloud to the class. Play the recording. Allow students time to complete their answers. Check answers as a class, asking students to give phrases from the recording as evidence.

Answers

- 1 Yes, he did.
- 2 He is going to help another village next week. This is because he thinks it's really important to help all the villages in the area.



Audioscript 7.3

A = Abbas J = Jaber

- A:** Wasn't Husam helping provide water filters in the village today?
- J:** Yes, he's just got back, actually, I saw him downstairs.
- A:** How did he say it went?
- J:** Oh he thought it went really well. He said he's going to do the same at another village next week as well.
- A:** Oh, are they going again?
- J:** Yes, he says it's really important to help all the villages in the area. He says he's really determined to make the project work.
- A:** Good for him.
- 4** (T-S, S-T) Exercise 8. Allow students time to read the rubric and then the examples of reported speech (a-c). Read aloud the three rules from the Student's Book. Students match the examples with the rules and feed back to the class.

Answers

1 b 2 a 3 c

- 5** (T-S, S-S) Exercise 9. Students should use their work from this lesson to help them rewrite the two statements in the Student's Book in reported speech. Ask students to share their new versions with the class, noting that there may be some small differences of words and phrases. Ask students to give positive and constructive feedback to their peers.

Answers

- 1 The journalist said that charity workers had installed new drinking taps and a new toilet block in the village last week. The village had not had fresh water for many years, so the changes would make a big difference.
- 2 The villager said that many children now go to school for longer because they don't have to walk long distances to find water. He thanked the charity for helping their village and asked how soon it would be before all the villages in the area had the same help.

WRAP-UP (5 minutes)

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

HOMEWORK

For homework, ask students to source news articles and copy five reported speech sentences. Students should rewrite each sentence in direct speech.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 28 to use.

OVERVIEW

Objectives:

- Understand the difference between past and present time in events or situations (GSE 30–35 – A2).
- Guess the meaning of unfamiliar words, when the context is familiar (GSE 43–50 – B1).
- Show understanding of a series of exchanges in a range of familiar and unfamiliar contexts, with one person or more (GSE 67–75 – B2+).

Resources:

- SB: pages 16–17
- WB: pages 12–13

WARM-UP (5 minutes)

(T-S, S-S, S-T) Before students open their books, ask them to refer to their homework and each share a reported sentence for a volunteer to change and say aloud as direct speech.

PRACTICE (10 minutes)

- 1** (T-S, S-T) Exercise 1. Refer students to the rubric. Read aloud the first completed example to ensure students understand the task. Take any queries. Allow students time to read and choose the correct options. Check answers as a class.

Answers

- 1** have you been thinking **2** only talk **3** Do you
4 have talked **5** will

- 2** (T-S, S-T) Exercise 2. Go through the task with the students to ensure they know what to do. Allow them time to choose the correct forms to complete the news report. Read the report to the class, asking volunteers to provide the correct answers at the appropriate points.

Answers

- 1** students had **2** were **3** had **4** the week before
5 factories weren't

- 3** (T-S, S-T) Exercise 3. Refer students to the rubric. Read the completed first sentence as an example. Take any questions. Allow students time to complete the sentences and check answers as a class.

Answers

- 2** told **3** said **4** asked **5** told

PRODUCTION (25 minutes)

- 1** (T-S, S-T) Exercise 4. Allow students time to read the rubric and text. Ask them to complete the sentences and check answers as a class.

Answers

- 1** c **2** b **3** b **4** c **5** c

- 2** (T-S, S-T) Exercise 5. Refer students to the rubric. Read the first question and answer aloud as an example. Allow students time to read and complete the remaining questions. To check answers, read the question aloud and ask a student to say their completed sentence so the class can check their answers.

Answers

- 2** had been at the meeting the day before
3 what we will be asking for
4 had gone to the meeting the week before
5 how long we had all been preparing the
6 if I am hopeful the meeting will be successful

- 3** (T-S, S-T) Exercise 6. This exercise builds on the skills practised in Exercise 5. Allow students time to read and complete the comments and questions as reported speech. Check answers as a class.

Answers

- 2** (that) they had been trying to find the answer to the maths problem
3 (that) they and a few other friends had a meeting last week
4 to stop what we were doing right then
5 (that) it had been a successful day at work (that day)

- 4** (T-S, S-T) Exercise 7. Refer students to the rubric. Go through the first example to ensure students are clear what is required of them. Students complete the remaining three sentences and share their answers as a class to check them.

Answers

- 2** this conference is amazing
3 loves helping other people / loved helping other people
4 has been a great success

- 5** (T-S, S-S) Exercise 8. Refer students to the rubric. Choose two students to read out the conversation in character to the class. Go through the example answer. Allow students time to complete the remaining reported speech by responding to the prompts. Check answers as a class.

Answers

- 2** he wasn't sure, but he might
3 who else would be there
4 Salah and Talal would be going
5 he had told Ziad about it
6 he had

WRAP-UP (5 minutes)

(S-T, S-S) Ask students to read their paragraphs to the rest of the class. Ask students to provide positive and constructive feedback to peers.

HOMEWORK

Ask students to talk to family and friends about any social issues that are important to them, and take notes.

07 LESSON 2A VOCABULARY (SB)

OVERVIEW

Objectives:

- Understand the gist of a recording on a range of familiar and unfamiliar topics (GSE 59–66 – B2, GSE 67–75 – B2+).
- Understand how turns are managed in simple conversations on familiar topics (GSE 30–35 – A2).
- Topics and contexts relate to 'own world' experiences (GSE 30–35 – A2).
- Topics and contexts are rooted in work, school, leisure but may expand beyond what is of direct personal relevance (GSE 43–50 – B1).

Vocabulary:

- Social issues: *environmental problems, gender equality, health, homelessness, immigration, poverty, racism, unemployment*

Resources:

- SB: page 18
- Online resources: Photocopiable Resource 29

WARM-UP (5 minutes)

(T-S, S-S) Exercise 1. Put students into pairs. Read the social issues in the box to the class. Refer students to the rubric. Allow them time to discuss and answer the questions. Open a discussion with the class. There may also be different issues that students report back on.

Answers

Students' own answers

PRESENTATION (10 minutes)

(T-S, S-T) Exercise 2. Refer students to the fact file and ask them to choose the correct words from the box. Check together as a class.

Answers

- 1 poverty 2 opportunities 3 facilities 4 homes
5 environment

PRACTICE (10 minutes)

- 1 (T-S, S-T) Exercise 3. Refer students to the rubric. They complete the activity individually then check their answers as a class.

Answers

- 1 poverty 2 gender equality, unemployment 3 health
4 immigration, homelessness, unemployment
5 environmental problems
The social problem not included in the fact file is racism.

- 2 (T-S, S-T) Exercise 4. Go through the *Active Vocabulary* box with the students. Give additional examples for each of the suffixes given. Ask the students to contribute more words if they can. Refer students to the rubric for the exercise. Allow them time to complete the table, using the *Active Vocabulary* box to help them. Check answers as a class.

Answers

- 1 enforcement 2 equalise 3 (in)equality 4 expand
5 discriminate 6 discriminatory 7 institutional 8 justify
9 justification

PRODUCTION (15 minutes)



- 1 (T-S, S-T) Exercise 5. Tell students they are going to listen to five pairs of words and identify whether the stress is on the same syllable in both words. Give some examples to make sure they can identify main stress on words, for example, ex'pansion / ex'pansive (main stress on same syllable), a'cademy / aca'demic (main stress on different syllable). Play the recording, allowing students time to complete their answers. Check answers as a class, replaying the recording as necessary.

Answers

- 1 D 2 D 3 S 4 S 5 D

- 2 (T-S, S-S) Exercise 6. Students should work in small groups. Refer them back to the fact file in Exercise 2. Allow students time to discuss which of the social issues mentioned they think are the most important to solve and why. Ask the class to feed back and open discussions and conclusions with everyone.

Answers

Students' own answers

WRAP-UP (5 minutes)

(S-T, T-S) Ask students to write a short paragraph to describe the social issue that's most important to them and why.

HOMEWORK

Ask students to think of or look online for three things that could be done to help to solve the social problem they talked about in the Wrap-up part of the lesson.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 29 to use.

OVERVIEW

Objectives:

- Participate in spontaneous interactions on familiar topics connected to the wider world (GSE 43–50 – B1).

Resources:

- SB: page 18
- WB: page 14

WARM-UP (5 minutes)

(S-S, T-S, S-T) Put students in pairs. Ask them to tell each other about the ideas they thought of/found for their homework. Can their partner come up with any more suggestions?

PRACTICE (25 minutes)

- 1 (T-S, S-T) Exercise 1. Refer students to the rubric. Allow students to match the two parts of the sentences. Check answers as a class.

Answers

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

- 2 (T-S, S-T) Exercise 2. Refer students to the rubric. Allow students time to complete the table. Point out that some of the words may need other changes. Also accept other possible answers mentioned in the answer key checking meaning where necessary. Encourage students to add more words where they can. Check answers as a class and then ask for any extra words that students have written.

Answers

-dom	freedom
-ment	government
-tion	organisation (production also possible)
-ness	weakness (shortness also possible, e.g. shortness of breath)
-en	weaken shorten
-able	comfortable (governable and useable also possible)
-al	formal
-ful	useful
-ive	productive
-less	homeless (comfortless, formless and useless also possible)

- 3 (T-S, S-S, S-T) Exercise 3. Students should choose the correct words to complete the sentences. Ask them to check their answers with a partner, before checking as a class.

Answers

1 enforceable 2 expansion 3 institution 4 justify
5 equal 6 complicate

- 4 (T-S, S-T) Exercise 4. Refer students to the rubric. Explain that the text is an equality policy from a university. Ensure students know what a policy is. Allow students time to complete the missing words in the policy, using the correct form of the words in brackets. Check answers as a class.

Answers

2 freedom 3 persecution 4 personal 5 victimisation
6 investigation

PRODUCTION (10 minutes)

(T-S, S-S) Exercise 5. Refer students to Exercise 1 and ask them to select a topic. Tell them they are going to write a paragraph for a short news report on their chosen topic. Give students time to write. When they have finished writing, put students in pairs for some peer correction. Get them to read each other's paragraphs and think about what their partner has done well and what could be improved.

Answers

Students' own answers

WRAP-UP (5 minutes)

(S-T, T-S) As a class, create an equality statement for your school. Write it on the board and ask students to copy it in their books.

HOMEWORK

Ask the students to find out from family and friends whether their places of work and education have equality statements and whether they agree they are important.

07 LESSON 3A LISTENING AND VOCABULARY (SB)

OVERVIEW

Objectives:

- Understand the main information in talks on both familiar and unfamiliar topics (GSE 67–75 – B2+).
- Understand a wide range of words and phrases associated with familiar and some unfamiliar topics when spoken clearly (GSE 59–66 – B2).

Resources:

- SB: page 19
- Online resources: Photocopiable Resource 30

WARM-UP (10 minutes)

(T-S, S-T) Exercise 1. Ask students to look at the photos at the bottom of the page in the Student's Book. Explain that these are all photos from documentary films. Refer students to the rubric. Allow them time to respond to the questions and to share with the class.

Answers

Students' own answers

PRESENTATION (5 minutes)

(T-S, S-T) Exercise 2. Refer students to the rubric. Explain that the three descriptions are of the three documentary films shown at the bottom of the page in the Student's Book. Allow students time to read the descriptions. Check answers as a class. Accept reasonable suggestions for the social problems in addition to suggestions in the answer key.

Answers

- 1 climate change and its impact on the seas and oceans
- 2 the effect humans have on our planet
- 3 disability awareness and inclusion

PRACTICE (10 minutes)

(T-S, S-T) Exercise 3. Refer students to the rubric. Ensure they are clear how to complete the exercise. Play the recording. Check answers as a class, repeating the recording if necessary.

Answers

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



Audioscript 7.5

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

S1: Coral reefs around the world are vanishing at an alarming rate. In this film a team of divers, photographers and scientists set out to discover why and to reveal the mysteries of the underwater world. While coral reefs only occupy a tiny fraction of the ocean floor, they are a vital ecosystem as more than 25% of all creatures in the sea depend on them. In addition, they provide protection for our coastlines from tsunamis, hurricanes and floods. Over a three-year period the team visited many coral reefs and filmed the changes that were taking place. They documented the bleaching of many reefs and linked this destruction to a rise in sea temperatures. The film-makers

used a technique called time-lapse photography which allows photographers to show events happening that take so long they would be invisible to the naked eye. The results made this one of the most stunning documentaries I have ever seen and prompted me to want to take action.

S2: What does Earth look like from space? In the film *A Beautiful Planet*, you can see the beauty of Earth as it was seen by astronauts on board the International Space Station. You can see storms in clouds passing over different countries, snow covering the ground and huge deserts where nothing grows, all filmed from 400 kilometres above our planet. The film also shows some of Earth's problems: growing cities covering huge areas with light at night, smoke from factories polluting our skies, and the disappearing trees of our forests: every day, over 10,000 acres of trees are lost. It's an amazing film that shows how easily our planet could be destroyed.

S3: *Unconquered: Helen Keller in Her Story* tells the story of an amazing woman who died in 1968 aged 87. Helen was only 19 months old when she got an illness. Although she got better, doctors tested her and discovered she would be permanently deaf and blind at a time when people with such a disability had little hope in life. However, with the help of a teacher, Helen not only learned to communicate, read and write, but went on to have a very successful career. The fact that she could not see or hear did not stop her from enjoying the same things as all of us. In fact, she also helped many other people with disabilities and even wrote 14 books. The documentary proves that having a disability does not always stop people from doing amazing things.

PRODUCTION (15 minutes)

1 (T-S, S-S) Exercise 4. Put students in pairs. Refer students to the rubric. Point out that each pair of sentences contains words or phrases with slight differences. Ask students to discuss the differences in meanings between the highlighted words and phrases. For each pair of sentences, ask students for feedback.

Answers

- 1 set out - begin a task with a particular aim or goal; set up - put in position
- 2 above - is used to mean higher than; over - is used with certain numbers (ages, speed, amounts) to mean more than
- 3 test - take measures to check something; prove - use evidence to show the truth
- 4 The fact - refers forward to what is being discussed; in fact - refers to the truth of a situation, especially if we didn't expect this to be the case

2 (T-S, S-S) Exercise 5. Students should work in pairs or small groups. Refer students to the rubric. Read the two questions aloud to the class. Allow them time to discuss the questions. Monitor students during the activity and offer support as necessary. Check answers to question 1 as a class. Then open a class discussion about other documentary films that try to raise awareness of social issues.

Answers

- 1 *Chasing Coral* - environmental issues relating to climate change; *A Beautiful Planet* - light and air pollution, deforestation; *Unconquered: Helen Keller in Her Story* - disability
- 2 Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

For homework, students should choose one of the documentary films discussed in Exercise 5. Students should write a short report about the social issues and comment on how successful they were in raising them.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 30 to use.

07 LESSON 3B VOCABULARY (WB)

OVERVIEW

Objectives:

- Understand detailed, complex and abstract discussions and presentations on technical and professional topics (GSE 85–90 – C2).

Resources:

- SB: page 19
- WB: page 15

WRAP-UP (5 minutes)

(S–S, T–S) Put students into pairs. Ask students to use words from Exercises 3 and 4 and write them into sentences. They should share and rehearse their sentences, focusing on the appropriate points of aspiration.

HOMEWORK

For homework, students should add some words to the /p^h/, /t^h/, /k^h/ lists from Exercise 3. They should write them into sentences and rehearse how they are said.

WARM-UP (10 minutes)

(T–S, S–T) Hold a class discussion about social issues raised in documentary films. Students should use their homework from the last lesson to help them.

PRACTICE (10 minutes)

(T–S, S–T) Exercise 1. Refer students to the rubric. Check that they understand what a collocation is (two or more words which often go together, e.g. *do your homework*, not *make your homework*). Students complete the exercise, then check their answers as a class.

Answers

2 bright 3 angle 4 share

PRODUCTION (20 minutes)



1 (T–S, S–T) Exercise 2. Explain to students that they are going to listen to some sentences about films. Refer them to the rubric and the sentences. Point out that there are underlined syllables in the sentences and they should focus on these when they listen to the recording. Play the recording, repeating if necessary. Take feedback from the class.

Answers

There is an extra sound (a puff of air which sounds like the /h/ sound) after the first sound.

Refer students to the *Active Pronunciation* box for an explanation of why this happens.



2 (T–S, S–S) Exercise 3. Read the *Active Pronunciation* box to the class. Refer students to the rubric. Play the recording once. Then play the recording again, pausing for students to repeat each word.



3 (T–S, S–S) Exercise 4. Play the recording to the students. Refer them to the rubric. As they listen again, they should tick the words where the underlined sounds include aspiration. Play the recording two more times to allow students to listen and check their answers. Then ask them to repeat the words from the exercise.

Answers

Students should tick numbers 4, 5 and 7

OVERVIEW

Objectives: Reading

- Understand colloquial usage specific to the context and a range of connotative meanings (GSE 85–90 – C2).
- Understand a wide and varied range of vocabulary, collocations and some complex functional language (GSE 67–75 – B2+).
- Understand a range of vocabulary, phrasal verbs and collocations in topic areas which may expand beyond the immediately familiar (GSE 43–50 – B1).
- Topics are still broadly focused on familiar contexts but may expand beyond what is of direct personal relevance (GSE 43–50 – B1).

Vocabulary:

- Kindness and charity: *anonymous, commission, ill-equipped, foundation, industrious, integral, intern, proceeds*

Resources:

- SB: pages 20–21
- Online resources: Photocopiable Resource 31

WARM-UP (5 minutes)

(S-T, S-S, S-T) Write the phrase ‘pay it forward’ (meaning to respond to kindness from someone by being kind to someone else in turn) on the board. Elicit ideas from students about what it means and see if they can offer examples.

PRESENTATION (10 minutes)

(S-S, S-T) Exercise 1. Ask students to look at the titles on page 21 in pairs and discuss their meanings. Give them a few minutes and then open the discussion up to the class. You may want to explain that they are all based on English idioms which are set phrases that have a particular meaning that isn’t always clear from just looking at the meaning of the individual words. The titles are all playing on the content of the stories and mixing that with the idioms. Note the following definitions: *Moving mountains* – making a great effort to do or achieve something; *Easy as pie* – presenting no difficulty; *The milk of human kindness* – doing kind and charitable acts in a way that shows the best of human behaviour.

Answers

Students’ own answers

PRACTICE (10 minutes)



1 (S-S, S-T) Exercise 2. Ask students to match the vocabulary to the definitions individually, then check in pairs. Check answers as a class. You may want to model or elicit correct pronunciation of each of the words, paying attention to number of syllables and the correct stress as underlined in the Answer key.

Answers

1 industrious 2 commission 3 intern 4 integral
5 ill-equipped 6 anonymous 7 proceeds 8 foundation

2 (S-S, S-T) Exercise 3. Go through the *Active Reading* box with the class. For the example, you may want to point out that ‘bringing in \$26,593’ doesn’t mean anything by itself which is why it is a dependent clause – you need other information to make sense of it. You may want to elicit what it relates to by asking the following questions: *What brought in the money?* (The fund-raising activity) *Where did the money come from?* (From people donating to the activity) *Who did the activity?* (Lisa). Then ask students to complete the same process individually with the underlined sentences in the text and check in pairs. Check answers as a class.

Answers

1 The young men are ill-equipped and poorly paid. The young men also work daily in dangerous conditions to help climbers achieve their goals.
2 The coupon can be used by strangers to enjoy a slice of the delicious pies. The strangers may not have enough money to buy the slices themselves without the coupon.
3 Tracy paid for the stranger’s milk and other items. The stranger thanked her, then asked her name, and then left (went on his way).

PRODUCTION (15 minutes)

1 (S-T) Exercise 4. Ask students to read the text again carefully individually and choose the correct answers to the questions. Check or elicit answers as a class. When you have finished, you may want to discuss the article as a class. Ask students which story they thought was the most interesting? Which person showed the most kindness? If they have seen any businesses operate a similar system to the ‘Pie it forward’ scheme in text B?

Answers

1 c 2 b 3 a 4 b

2 (S-S, S-T) Exercise 5. You may want to put students in pairs to begin with, then ask them to join another pair to discuss their ideas. Alternatively, you may want them to discuss as a group from the beginning. Use your knowledge of the community where the school is to suggest possibilities of ways students could help others, or elicit ideas from students.

Answers

Students’ own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to write six sentences using the vocabulary of their choice from Exercise 2. You may also want them to write three of their own complex sentences about their day or a situation that they were in where they were helping someone or being helped.

07 LESSON 5A GRAMMAR (SB)

OVERVIEW

Objectives:

- Understand the main information in extended informal conversations if spoken clearly (GSE 43–50 – B1).
- Understand the main information in extended informal and formal conversations at natural speed (GSE 67–75 – B2+).
- Understand extended narratives, simple factual news stories, text and social media messages and detailed instructions (GSE 43–50 – B1).
- Understand simple phrases and sentences on topics of personal relevance (GSE 30–35 – A2).

Resources:

- SB: page 22 ; Grammar Reference page 71; Communication pages 76 and 79
- Online resources: Photocopiable Resource 32

WARM-UP (5 minutes)

(T-S, S-T) Exercise 1. Refer students to the rubric. Make it clear that they should only read the news headline and not the following report. Ask students for their responses to the question.

Answers

Students' own answers

PRESENTATION (5 minutes)

(T-S, S-T) Exercise 2. Allow students time to read the news report. Refer them to the questions in the exercise rubric. Take responses from students to share with the rest of the class. Do they agree? Ask students how they came to their conclusions.

Answers

Students' own answers

PRACTICE (20 minutes)

- 1 (T-S, S-T) Exercise 3. Refer students to the rubric. Play the recording. Repeat if necessary and then listen to students' ideas.

Answers

Students' own answers



Audioscript 7.10

G = Ghada S = Sawsan

- G: You know how you're not allowed to discriminate against anyone because of their age, right?
- S: Yes, you mean age discrimination?
- G: Well, there's a story here about a man who was sacked for being too old. The university where he worked admitted that they had made him leave before he was 69. They explained to him that they wanted younger people for the role.

- S: But they agreed to let him continue working until he was 69, didn't they? I'm not surprised the professor criticised them for sacking him.
- G: Maybe they regretted agreeing that he could work for longer. They said they no longer had a role for him.
- S: It's a pity someone didn't advise them not to sack him for being too old; they had to pay a lot of compensation.
- G: Well, nobody should be ageist!
- 2 (T-S, S-T) Exercise 4. Refer students to the exercise in the Student's Book. Explain that you will play the recording which is excerpts from the previous discussion they listened to. As students listen, they should complete the sentences with the correct form of the verb in brackets. Play the recording. Repeat if necessary and then check answers as a class.

Answers

- 1 they had made 2 to let 3 sacking 4 agreeing
5 not to sack

Audioscript 7.11



- 1 The university where he worked admitted that they had made him leave before he was 69.
 - 2 But they agreed to let him continue working until he was 69.
 - 3 I'm not surprised the professor criticised them for sacking him.
 - 4 Maybe they regretted agreeing that he could work for longer.
 - 5 It's a pity someone didn't advise them not to sack him for being too old.
- 3 (T-S, S-T) Exercise 5. Go through the Grammar box. Point out that Exercise 4 has underlined verbs, and these should be used to complete the blanks here. Allow students time to complete the exercise and review answers as a class.

Answers

- 1 admit 2 agree 3 advise 4 regret 5 criticise

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

PRODUCTION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 6. Refer students to the rubric. Ensure they are clear that they should use the verbs given in the Grammar box. If necessary, demonstrate how the first sentence would be written in reported speech, with input from the class. Allow students time to complete the task. Ask individuals to share a sentence with the class to check answers.

Answers

- 1 Abeer accused a man of stealing the money.
2 Adel denied breaking Jamal's phone.
3 Habib offered to help with the boxes.
4 Laith encouraged Omar to get more exercise.
5 Hamed promised that he would always remember me.
6 Nour congratulated Samia on her graduation.
7 Reem apologised for forgetting Suha's birthday.

- 2** (S-S) Exercise 7. Put students into pairs, Student A and Student B. Refer students to the rubric. They take it in turns to read a news report about an unfair situation and tell their partner about what happened. They need to use reporting verbs to replace underlined sections of the text. Monitor as they are speaking and correct reporting verb structures when necessary.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

For homework, students should make a list of as many reporting verbs as they can. These will be used in the Warm-up for the next lesson.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 32 to use.

07 LESSON 5B GRAMMAR (WB)

OVERVIEW

Objectives:

- Use an appropriate range of words, structures and phrases for familiar and everyday forms of writing (GSE 30–35 – A2).
- Write straightforward connected text on routine factual information or topics which are familiar and on personal interest (GSE 43–50 – B1).

Resources:

- SB: page 22
- WB: page 16

WARM-UP (5 minutes)

(S-S, T-S, S-T) Students should share the reporting verbs they listed for homework. Choose a few verbs and ask students to come up with examples of direct speech which would use these verbs when rewritten as reported speech.

PRACTICE (20 minutes)

- 1** (T-S, S-T) Exercise 1. Students should reorder the sentences containing reporting verbs so they make sense. Go through the first example with the class. Allow students time to complete the task. Ask individual students to read their sentences to check answers as a class.

Answers

- 2** The teacher reminded the students that their homework was due next lesson.
3 Salwa agreed to collect her sister from school.
4 The doctor advised us to get much more exercise.
5 Noura apologised for waking the baby.
6 The secretary insisted on Rakan bringing his original birth certificate.

- 2** (T-S, S-T) Exercise 2. Explain that each sentence in direct speech in the exercise matches reported speech in Exercise 1. If necessary, match the first sentence. Then allow students time to complete the task. Check answers as a class.

Answers

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

- 3** (T-S, S-T) Exercise 3. Refer students to the rubric. Allow students time to complete the task. Encourage students to read their completed sentences aloud to ensure they sound correct. Check answers as a class.

Answers

1 a 2 c 3 a 4 b 5 c

PRODUCTION (15 minutes)

- 1** (T-S, S-S) Exercise 4. Students use their learning in the lesson to help inform them to rewrite sentences in reported speech, ensuring they use suitable reporting verbs. Go through the first example with the class. When completed, ask students to share their sentences and compare any different responses.

Answers

- 2** promised to cook for me on Saturday
3 admitted that she had been wrong
4 suggested having a picking-up-litter day
5 accused Ali of being negative

- 2** (T-S, S-S) Exercise 5. Refer students to the rubric. Ensure students are clear what is required and allow them time to write down and practise saying sentences that have been said to them. Share sentences with the class. Ask students to provide positive and constructive feedback to their peers.

Answers

Students' own answers

WRAP-UP (5 minutes)

(S-T, T-S) Students should review the sentences written in Exercise 5 and improve them according to feedback received.

HOMEWORK

For homework, students should write a conversation they have had at home using reported speech.

OVERVIEW

Objectives: Speaking

- Communicate in basic and routine exchanges on familiar, everyday topics (GSE 30–35 – A2).
- Use a range of words, structures and simple collocations (GSE 43–50 – B1).
- Help develop discussions by following up statements and inferences (GSE 67–75 – B2+).

Resources:

- SB: page 23

WARM-UP (5 minutes)

(T-S, S-T) Exercise 1. Refer students to the rubric. Ensure students are clear what is meant by a message board and where they might find one. Ask students their own opinions on the issue raised. Take thoughts and feed back as a class.

Answers

Students' own answers

PRESENTATION (15 minutes)

- (T-S, S-T) Exercise 2. Ask students to copy the table given in the Student's Book. Explain that students are going to listen to a recording of a discussion between a group of friends about acceptable behaviour and their thoughts about it. As they listen, they should complete the table. Play the recording, repeating if necessary. Allow students time to complete their notes and then share answers as a class.

Suggested answers

- Noura - Would like people who play loud music on public transport to be banned. It's so annoying.
Rana - It drives her mad but is it practical to ban it?
Samar - Thinks it would be difficult to enforce a ban.
- Rana - Hates people pushing into queues, but thinks that sometimes there is a good reason for it.
Samar - Thinks it's very annoying, so you should talk to the person and find out why they are doing it.
- Noura - Hunting for sport is cruel, but perhaps it's OK if you eat the animal.
Rana - People should decide for themselves.
Samar - Any sport which involves inflicting pain on another creature is wrong.



Audioscript 7.12

N = Noura R = Rana S = Samar

- N:** I came across this really interesting discussion online the other day. It's all about the way people behave and whether or not it is acceptable. I mean, listen to this one – people shouldn't play loud music on public transport. I find it really annoying so I agree it shouldn't be allowed. What do you think Rana?
- R:** I don't know, Nouras. It goes without saying that it's a nuisance. It drives me mad, especially when it's bad music, but what can you do about it? What do you think, Samar?

S: Well, I'm no expert, but I do think it would be difficult to do anything about it. It's a great idea in principle, but I just don't see how it could be enforced.

N: What about this one? What's your opinion about people pushing into queues?

R: I hate it, but I tend to think there are sometimes reasons why people jump queues. I can see where they're coming from, but I don't think it's always black and white. What if they're in a rush for some reason?

S: I see what you mean, but it can be really annoying. Maybe the best thing is to talk to the person and find out why they're behaving like that. What about the one on hunting for sport?

N: Without a shadow of a doubt hunting for sport is cruel. I'm less sure about hunting when people eat the animal. I'm inclined to think that it's OK. I mean, we have to eat animals, don't we?

S: Well, that's debatable, isn't it? Not everyone has to eat animals. Frankly, I think it's obvious that any kind of sport that involves inflicting pain on another creature is just wrong – full stop.

R: Well, you're entitled to your opinion, but as far as I'm concerned, people ought to decide these things for themselves – within reason, of course.

N: Are you saying that we should all go round doing whatever we want, eh?

R: No, no, I wasn't saying that ...

- (T-S, S-T) Exercise 3. Refer students to the rubric. Read the twelve words in the box aloud to the class. Play the recording, more than once if necessary, so students can complete the text in the Speaking box. Ask students to say sentences aloud so answers can be checked.

Answers

- 1 goes 2 shadow 3 Frankly 4 concerned 5 principle
6 see 7 expert 8 tend 9 inclined 10 debatable
11 entitled 12 saying

PRACTICE (10 minutes)

- (T-S, S-S) Exercise 4. Ask students to look at their completed Speaking box. Refer them to the question in the rubric. Students could discuss their thoughts with a partner. Ask some students to say some sentences from the Speaking box aloud, repeat back to enhance the emotion in the delivery where necessary.

Suggested answer

The intonation of the speaker

- (T-S, S-T) Exercise 5. Refer students to the rubric. Play the recording, more than once if necessary. Students note if the speaker has a strong opinion or is more tentative. Check answers as a class. Ask students to explain how they made their decisions.

Answers

- 1 Speaker 1 S, Speaker 2 T 2 Speaker 1 T, Speaker 2 S
3 Speaker 1 S, Speaker 2 T

07 LESSON 6A SPEAKING (SB)

Audioscript 7.13



1

S1: I find it really annoying so I agree it shouldn't be allowed.

S2: Well, I'm no expert, but I do think it would be difficult to do anything about it.

2

S1: Maybe the best thing is to talk to the person and find out why they're behaving like that.

S2: I see what you mean, but it can be really annoying.

3

S1: Without a shadow of a doubt hunting for sport is cruel.

S2: Well, that's debatable, isn't it?

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 6. Put students into groups. Refer students to the rubric and read the two questions aloud. Students should use phrases from the Speaking box in their discussions. Monitor students during the activity and offer support as necessary. Open discussion to the whole class.

Answer

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

For homework, students should create their own question about a particular behaviour on a message board, in the same style as Exercise 1. They should then write two responses to the question, using phrases to express opinions they have used in the lesson.

OVERVIEW

Objectives:

- Express opinions in short simple essays on familiar topics (GSE 43–50 – B1).
- Communicate with accuracy on a wide range of topics (GSE 67–75 – B2+).
- Use an appropriate range of words, structures and phrases for familiar and everyday forms of writing (GSE 30–35 – A2).

Resources:

- SB: pages 24–25, Word List on page 65

WARM-UP (5 minutes)

(T-S, S-S) Exercise 1. Put students into pairs. Ask them to quickly tell their partner what they know about hyenas. Share knowledge with the rest of the class. Allow students time to read the article from the Student’s Book. Monitor students during the activity and offer support as necessary.

Answers

Students’ own answers

PRESENTATION (5 minutes)

(T-S, S-T) Exercise 2. Read the Writing task to the class. Point out the two underlined parts in the Student’s Book. Students should reread the text to find where the writer has addressed these parts in their writing. Check answers as a class.

Answers

- 1 Describe the initiative – paragraphs 2 and 3
- 2 Express your opinion – paragraph 5

PRACTICE (5 minutes)

(T-S, S-S) Exercise 3. Draw students’ attention to the Writing box in the Student’s Book. Read it aloud. Refer students to the rubric and read the three questions. Put students into pairs. Allow them time to discuss the questions. Monitor students during the activity and offer support as necessary. Take feedback.

Answers

- 1 He uses alliteration.
- 2 He addresses the readers directly.
- 3 He repeats words from the title, he asks a thought-provoking question, he gives a personal opinion.

PRODUCTION (25 minutes)

- 1 (T-S, S-S) Exercise 4. Students should look at each group of verbs in the Student’s Book. They then reread the article on page 24 to complete the missing verbs. Check answers as a class and ask them to say where they found the word in the text.

Answers

- 1 protect 2 eat 3 participate 4 survive 5 call out 6 deal

- 2 (T-S, S-T) Exercise 5. Refer students to the rubric. Allow students time to read and match the groups of verbs with the general meanings from the table. Check answers as a class.

Answers

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

- 3 (T-S, S-T) Exercise 6. Refer students to the rubric. Allow students time to read and complete the sentences with the correct prepositions. Check answers as a class.

Answers

- 1 on 2 in 3 out 4 with

- 4 (T-S, S-T) Exercise 7. Read the issues from the box to the class. Each of these issues is referred to in Exercise 6. Allow students time to match the sentences with the issues. Check answers as a class.

Answers

- 1 diet 2 habitat 3 container 4 the environment

- 5 (T-S) Exercise 8. Read the Writing task to the class. Refer students to the rubric. Ask them to write about an environmental issue they feel strongly about. Draw students’ attention to the features their article should contain in the Writing box.

Answers

Students’ own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to study the Word List in the Student’s Book page 65. Alternatively, this can be done at the end of the lesson if there is time.

OVERVIEW

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

Objectives:

- Understand a range of vocabulary, phrasal verbs and collocations in topic areas which may expand beyond the immediately familiar (GSE 43–50 – B1).

Resources:

- SB: Grammar Reference pages 70–71; Word List page 65
- WB: pages 18–19; Self-Assessment 7 page 17
- Assessment: Unit 7 Language Test (Vocabulary, Grammar, Use of English); Unit 7 Skills Test (Dictation, Listening, Reading, Communication); Unit 7 Writing Test

VOCABULARY AND GRAMMAR

Exercise 1.

Answers

- 1 misjudged 2 discriminatory 3 unacceptable 4 Equality
5 unemployment

Exercise 2.

Answers

- 1 (that) the report the newspaper had published the day before had caused a lot of discussion
2 not to block the doors of the building
3 why we couldn't listen to what they were saying
4 everyone who had taken part in the beach clean-up that day would come/go back the following week
5 they were going to be at the meeting that afternoon

Exercise 3.

Answers

- 1 Rana denied taking a photo of her.
2 Nasser promised to work hard at university.
3 Rola apologised for criticising my idea.
4 Khalil insisted on me coming to the talk the following week.
5 The teacher accused me of copying the essay from the Internet.
6 Majeda advised me to arrive early.

USE OF ENGLISH

Exercise 4.

Answers

- 1 organisation 2 uncomfortable 3 clarify 4 entertainment

READING

Exercise 5.

Answers

- 1 B 2 C 3 A

SPEAKING

Exercise 6.

Answers

Students' own answers

WRITING

Exercise 7.

Answers

Students' own answers

[illegible]

08 UNIT 8 Mapping

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
Unit 8 Digital perspectives	Theme 2: Culture Theme 3: Science and Technology	<p>Listening: responding to critical thinking questions before, during and after listening and justifying answers</p> <p>Reading: reading independently and proficiently and comprehending literary texts representing a variety of genres, cultures and perspectives</p> <p>Speaking: working with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed</p> <p>Writing: applying research methods in academic writing</p> <p>Viewing and presenting: analysing the relationship between visual and written information</p>	<p>Listening: determine speaker's intentions citing evidence; use resources (print, electronic and online dictionaries, online search engines) to help construct meaning</p> <p>Reading: use both bottom-up and top-down strategies to understand a text</p> <p>Speaking: interact in pair and group discussions</p> <p>Writing: cluster ideas (mind-mapping) to explore the relationships between ideas</p> <p>Viewing and presenting: respond to questions related to a variety of visual texts with examples and justification; present ideas or views using visual aids such as student-made posters, mind maps, charts or slides; evaluate stylistic choices analysing the selection and composition of visual presentations</p>



OVERVIEW

Objectives: Grammar

- Use the infinitive and gerund forms of passive structures to talk about actions (GSE 43–50 – B1).

Vocabulary:

- The Internet of Things, technology synonyms, phrasal verbs
- Words associated with the Internet of Things: *alert (v), embedded, facial recognition software, hack, household appliance, malfunction, sensors, self-driving cars, smart devices, smart house, track, wearables*

Resources:

- SB: pages 26–27; Grammar Reference page 71; Communication page 77
- TB: Culture Notes page 114
- Online resources: Photocopiable Resource 33

WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Put students into pairs and give them one minute to look at the photos. Explain that the Internet of Things (IoT) refers to machines that gather, store and analyse data which can be uploaded to the Internet. Ask them to discuss with their partners what other examples of technology (either current or future) they can think of for each category, if they are excited about the possibilities offered by the Internet of Things, and why or why not. When they have finished, ask them to share their thoughts with the class. You can refer to page 114 of the Teacher's Book for more information on the Internet of Things.

Answers

Students' own answers

PRESENTATION (15 minutes)

- (T-S, S-S) Exercise 2. Go through the phrases, directing attention to the word box and questions, and clarify as necessary. Draw students' attention to the terms that are being used as verbs, such as *alert* and *hack*. Go through the first question with the class, then ask students to complete the remaining sentences in pairs. Check answers as a class.

Answers

- Smart devices, wearables, track
- Sensors, embedded, alert
- hack, malfunction
- facial recognition software
- household appliance

- (T-S, S-S, S-T) Exercise 3. Explain that students will hear a recording taken from a podcast. Ask students to listen for any of their ideas from Exercise 1. Play the recording. Then ask students to give examples for and against the Internet of Things. For the first question, remind the students of some of the ideas discussed during Exercise 1. For the second question, students discuss the positives and negatives in pairs.

Answers

Students' own answers

Audioscript 8.1

P = Presenter L = Laila J = Jaber



- P: Without a shadow of a doubt, the next big thing in technology is the 'Internet of Things', or the process by which more and more of the devices and appliances which we use every day, like phones (obviously), watches, fridges, cars and so on, are made 'smart' and connected to the Internet. I say 'the next big thing', but of course it's actually been around for some time. What's new is the scale of what is planned for the future. Within a decade or so almost every appliance in your house could be connected. The fridge will be designed to reorder food as you use it. Your front door will use facial recognition software to decide if you should be allowed into the house or not. You'll have several remote devices that are either wearables or actually embedded in your body to alert your doctor to any medical problems. But how do we feel about the Internet of Things? Studies are being carried out which claim that it will revolutionise our lives. It has even been referred to as 'the fourth industrial revolution'. Tell us what you think. Are you excited about the possibilities, a bit nervous, or just not that impressed? First on the line today we have Laila. Laila, you're a student, right? What are you studying?

- L: Computer Science.
- P: Aha! So you must know something about all of this. How do you feel about it?
- L: I think it's fantastically exciting and will definitely change our lives dramatically. It's going to make everything so much easier, and more efficient. For example, we won't need to drive ourselves around anymore. Think about how much time that could free up for us to do other things.
- P: Yes, that's true, but there are some concerns about the safety of that kind of technology, aren't there? OK ... on line two we have Jaber. Hi, Jaber. What do you think about self-driving cars?
- J: Er, hello. I'm just not convinced about how safe this kind of technology is. I mean, look at the recent crash which was caused by a sensor malfunction in a self-driving car in the USA. Apparently, there was an operator in the car, but he was looking away at the time of the crash. The number of humans who were required to be in the self driving car – ready to take control of it in an emergency – had recently been reduced from two to one. Can you imagine how many accidents are going to be caused by computer error when no one is watching the road?
- L: Sorry to interrupt, but I think these kinds of problems are just because the technology is new. The systems are getting better all the time. It's the same with security. There's some potential for criminals to hack into smart devices, but the security is being improved all the time.
- J: That may be true, but is it worth the risk, especially as most of these smart devices are completely unnecessary? I mean, why on earth would you spend good money buying a smart water bottle that will tell you how much water you've drunk? Or a smart dental floss dispenser that measures out exactly the right amount of dental floss. That's a must-have, isn't it? I can see the adverts now. 'Until I got my smart floss dispenser, I was regularly being kept awake at night worrying about whether I had used too much.' How about smart socks? No, really, that's a thing. Apparently, it can track your body's fat and water

08 LESSON 1A VOCABULARY AND GRAMMAR (SB)

content. Is it just me that doesn't want to be monitored by my socks? In fact, I have to say, I don't really fancy being monitored at all!

- L:** I think you're overlooking the very real benefits of being able to monitor your heart-rate, for example.
- P:** Let's talk to some more of our listeners. Dana, what do you think about the Internet of Things ...?

PRACTICE (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 4. Some students may need to be reminded of tenses and grammatical forms. Go through the first example with the class, before asking them to discuss their answers in pairs. Monitor during the activity and offer support as necessary. Ask volunteers to share their answers at the end.

Answers

- 1** a modal **2** Future Simple **3** a modal
4 Present Continuous **5** Present Perfect **6** Past Simple
7 Past Perfect **8** (future with) *going to*

- 2** (T-S, S-T) Exercise 5. Complete this exercise either separately or when students volunteer their answers at the end of Exercise 4. Guide students to the answers where necessary.

Answers

- 1** with the correct form/tense of the verb *be* + the past participle of the main verb **2** on the action **3** Because the information given that it was the sensor/computer error that caused the crash is the most important or newest information. To emphasise this, we use the passive and put this information at the end (the information principle).

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

PRODUCTION (10 minutes)

- 1** (T-S, S-S) Exercise 6. Students read the sentences and complete the second sentence so it means the same as the first one, using infinitive or gerund passive forms. If necessary, go through the first sentence as a class. Then students complete the sentences and check their answers in pairs.

Answers

- 1** to be available **2** check the weather **3** to be turned on
4 flooding **5** need to be turned off **6** being looked after by

- 2** (T-S, S-S) Exercise 7. In pairs students look at the image of the smart suitcase on page 77 and answer the questions.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to bring a copy of a simple line graph to class. It can be about any topic they like.

CONTINGENCY PLAN

After Exercise 5, refer students back to the infographic on the IoT on page 28 and get them to write two questions about it using the passive (e.g. *What kind of people will smartwatches be worn by?*). In pairs, they swap questions, answer them and discuss their answers with their partner or the class.

There is a downloadable photocopiable resource number 33 to use.

OVERVIEW

Objectives:

- Understand the difference between past and present time in events or situations (GSE 30–35 – A2).
- Use vocabulary appropriately for the topic (GSE 43–50 – B1).
- Use the infinitive and gerund forms of passive structures to talk about actions (GSE 43–50 – B1).

Resources:

- SB: pages 26–27
- WB: pages 20–21

WARM-UP (5 minutes)

(T-S, S-T) Remind students when we use the passive form and give them a couple of simple example sentences to put in the passive form.

PRACTICE (25 minutes)

- 1** (T-S, S-T, S-S) Exercise 1. Go through the example with the class, pointing out they have part of the sentence to help them. Students then rewrite the sentences in the passive. Check answers as a class.

Answers

- 2** could be embedded in your wrist
3 has been downloaded by over two million people
4 was caused by an insect
5 were being regularly hacked into
6 are going to be used by most people in the near future

- 2** (T-S, S-T) Exercise 2. Ask students to read through the sentences in Exercise 2 and decide if they need *by* or *with* to complete them. Check answers as a class.

Answers

- 2** with **3** by **4** by **5** with

- 3** (T-S, S-T) Exercise 3. Read through the four sentences with the class. Students should complete the sentences with the correct forms of *be*. Check answers as a class as there may be several possible answers.

Answers

- 2** to be **3** be **4** was

- 4** (T-S) Exercise 4. Students read the word box and the sentences. Students should complete the sentences with the correct passive forms of the verbs from the box.

Answers

- 2** to be employed **3** to be told **4** be sold **5** being invited

- 5** (T-S, S-T) Exercise 5. Students should use the correct passive forms to complete the email. Go through the completed example. Check answers as a class.

Answers

- 2** was wrapped **3** should be packaged **4** was not checked
5 being sent **6** was not included **7** be sent
8 could be done

- 6** (T-S, S-S) Exercise 6. Students should read through the exercise and complete the sentences using the word in bold and up to 5 words. Ask students to work in pairs to act out their completed work to review answers.

Answers

- 2** were told not to **3** will be ordered
4 should be recycled **5** is made mainly of

- 7** (T-S, S-T) Exercise 7. Students read the advert and complete it with the correct active or passive forms in brackets. Check answers as a class.

Answers

- 2** have been sold **3** designed **4** can answer
5 can be used **6** to be paired **7** are you waiting

PRODUCTION (10 minutes)

(T-S, S-T) Exercise 8. Students write a short paragraph explaining some of the functions of a pair of 'smart shoes'. Stimulate ideas by asking students to share some ideas. Monitor students during the activity and offer support as necessary.

Answers

Students' own answers

WRAP-UP (5 minutes)

(S-S, T-S) Ask students to read aloud their short paragraphs explaining the functions of a pair of 'smart shoes' and share ideas.

HOMEWORK

Ask students to write five sentences in the passive form.

08 LESSON 2A SPEAKING AND VOCABULARY (SB)

OVERVIEW

Objectives:

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

Resources:

- SB: page 28

WARM-UP (5 minutes)

(T-S, S-S) Ask the students what they remember about the Internet of Things and the vocabulary they learnt in Lesson 1A. Ask students for examples of IoT devices and conclude by putting the students in pairs for the following exercises.

PRESENTATION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Talk to students about the different kinds of IoT devices, providing your own recollection of when they might have first become available and when you first used or owned one yourself. Students may be surprised at how new or old these devices are. For the second question, introduce students to the graph. Ask students to consider if it shows how popular IoT devices are in different continents or how many are sold. Put students into pairs and encourage them to think about the difference, and what that might mean (i.e. Asia sells the most IoT devices not because they are more popular there, but because there are more people).

Suggested answers

Students' own answers

- 2 (T-S, S-S) Exercise 2. Go through the phrases in the word box as a class if needed. Then in pairs, students work together to fill in the blanks.

Answers

- 1 steady rise 2 stayed the same 3 grew slightly
4 went up quite dramatically

- 3 (S-S) Exercise 3. Play the recording for students to check their answers.



Audioscript 8.2

N = Narrator

N: The graph illustrates the number of connected devices – in other words the Internet of Things – in six different areas of the world. The numbers on the left are in billions, which is incredible when you think that there are only seven billion people in the world! Overall, there has been a steady rise in the number of IoT devices globally, but the technology has grown more rapidly in some areas than others. In Latin America, the Middle East and Africa and Central and Eastern Europe, growth started off quite slowly, and in fact, in Central and Eastern Europe the number of devices pretty much stayed the same between 2015 and 2018, though it has increased since then. The

number of devices in the Middle East and Africa grew slightly between 2018 and 2021 and then remained steady. It hasn't dropped since, though, which indicates that there is still interest in this kind of technology. The three areas with the biggest growth are North America (or the United States and Canada), Western Europe and Asia. Asia of course includes China, which has a massive population and a growing economy, meaning that more and more people are able to buy these kinds of devices. Western Europe and the United States and Canada had a similar number of devices until 2018 when the number of devices in Western Europe went up quite dramatically. Western Europe is now only second to Asia in terms of the number of IoT devices. In Asia, there has been a sharp increase in almost every three-year period, and this is predicted to continue or even rise more dramatically.

PRACTICE (15 minutes)

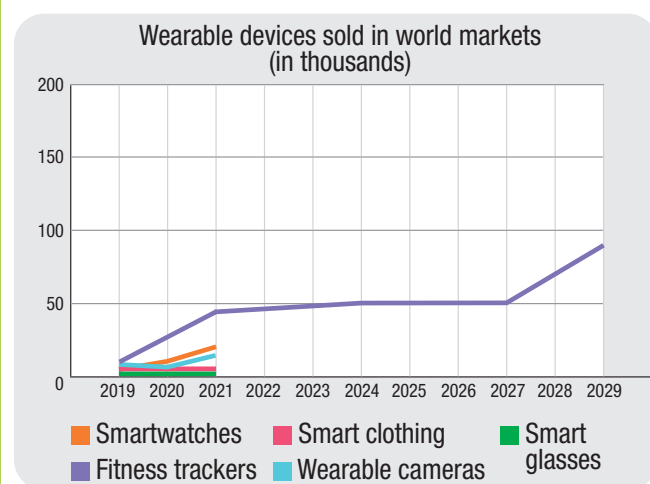
- 1 (T-S, S-S) Exercise 4. Help the students to explore the different ways of introducing, describing or summarising data in the Speaking box, covering the vocabulary carefully. Ask students to complete the exercise in pairs, working through the first sentence from Exercise 2 together. One way this sentence could be rewritten would be to say 'The number of IoT devices used globally has increased steadily.' Ask students to develop this sentence by beginning it with the period covered by the graph (e.g. 'During the period 2009–2024...').

Answers

2 In Eastern Europe, the number of devices remained steady between ... 3 There was a slight increase in the number of devices in the Middle East and Africa between ... 4 Western Europe and the United States and Canada had a similar number of devices until 2018 when the number of devices in Western Europe increased/rose/grew sharply./ when there was a sharp/dramatic increase/growth/rise in the number of devices in Western Europe.

- 2 (S-S) Exercise 5. Explain that students must listen carefully to the recording to complete the graph with a line for fitness trackers. Students will listen to the recording once, and then again, to help check or correct their work.

Answers





Audioscript 8.3

N = Narrator

N: Fitness trackers were immediately popular and from 2019 to 2021 their sales increased steadily from twenty-two thousand a year to around forty-eight thousand a year. Sales are predicted to continue to rise slightly to around fifty thousand a year in 2027 before growing more sharply between 2027 and 2029 to eighty thousand a year.

PRODUCTION (10 minutes)

(S-S, S-T) Exercise 6. Before students start, ask them to take out the graphs they brought in for homework. Give them time to discuss what they show in pairs. Students can complete the lines in pairs, and then feed back to the rest of the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to create a list of all the IoT devices they and their families have at home, and to write a sentence describing if the overall number has increased, decreased or stayed the same over the last year.

CONTINGENCY PLAN

After Exercise 6, put students in pairs or small groups and refer them to the graphs they have drawn. Ask them to take it in turns to present it to their partner/group using language from the Speaking box.

08 LESSON 3A VOCABULARY (SB)

OVERVIEW

Objective:

- Begin to use a repertoire of common idiomatic phrases in routine situations (GSE 47 – B1).

Vocabulary:

- Synonyms: *dated, old-fashioned, outdated*
- Type of technology: *appliances, backed up, bug, compatibility, devices, functionality, gadgets, glitch, handle, latest, obsolete, state-of-the-art, upgrade*

Resources:

- SB: page 29
- Online resources: Photocopiable Resource 34

WARM-UP (5 minutes)

- (S-S, T-S, S-T) Exercise 1. Put students in pairs and ask them to look at the cartoon and read the title of the article. Ask them to discuss with their partner what they think an 'early adopter' is in terms of technology and whether they are early adopters. Then, invite students to share their ideas with the class.

Answers

Students' own answers

PRESENTATION (10 minutes)

(T-S, S-T) Exercise 2. Ask students to read the short article. As a class, discuss if the ideas they talked about match the ones in the article. How are they different? How are they similar?

Suggested answers

The term *early adopter* refers to a person who uses a new product before others. They are likely to pay more for the product than later adopters and do it for a variety of reasons, e.g. if using the product improves efficiency, reduces cost or raises the early adopter's social status. Companies rely on early adopters to provide feedback about product deficiencies.

PRACTICE (15 minutes)

- (T-S, S-S, T-S) Exercise 3. Go through the first answer together, then students, in pairs, complete the exercise. Check answers at the end. Now students are familiar with the article, ask them to consider the cartoon: what is the joke being made? If students are struggling to understand, ask them to notice the square wheels on the caveman's cart.

Answers

- 1 obsolete 2 bugs or glitches 3 functionality 4 outdated
5 state-of-the-art/latest 6 latest/state-of-the-art
7 handle 8 compatibility 9 upgrade 10 backed up

- (T-S, S-S, S-T) Exercise 4. Go through the *Active Vocabulary* box with the students. If there's time, ask them to think of some examples of synonyms. What are the connotations of the words they come up with? In pairs, students complete the exercise, then check the answers at the end.

Answers

- 1 dated 2 outdated 3 old-fashioned 4 gadgets
5 device 6 appliances

PRODUCTION (10 minutes)

- (T-S, S-S) Exercise 5. Ask the students to discuss outdated or obsolete technology in pairs. Encourage them to try to use the vocabulary from the article and *Active Vocabulary* box where appropriate. Listen and offer support if necessary.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to do an Internet search for devices which help people with disabilities. They should choose one device and make notes.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 34 to use.

OVERVIEW

Objectives:

- Guess the meaning of unfamiliar words, when the context is familiar (GSE 43–50 – B1).
- Participate in spontaneous interactions on familiar topics connected to the wider world (GSE 43–50 – B1).

Resources:

- SB: page 29
- WB: page 22

HOMEWORK

For homework, ask students to think about a negative experience and also a positive experience they recently had using technology and what made them so.

WARM-UP (5 minutes)

Do a quick brainstorm activity and ask students to think of as many technology terms as they possibly can. Write some of the most mentioned on the board for reference.

PRACTICE (25 minutes)

- 1** Exercise 1. Students read the clues and fill in the crossword. Check answers as a class.

Answers

Across

8 back up **9** glitches

Down

1 compatibility **2** obsolete **3** latest **4** handle

5 outdated **7** upgrade

- 2** (S-S, T-S, S-T) Exercise 2. Students read the sentences and choose the correct words to fill the gap. Check answers as a class.

Answers

1 obsolete **2** gadgets **3** devices

- 3** (T-S, S-S) Exercise 3. Students read and complete the mini-conversations using the words in bold. Remind them there is a word they don't need in each group. Check answers as a class.

Answers

2 latest **3** handle

4 compatibility **5** dated **6** state-of-the-art

7 bugs **8** back up **9** upgrade **10** old-fashioned

PRODUCTION (10 minutes)

(T-S, S-S, S-T) In pairs, ask students to have a mini-conversation about one of the devices they have at home, how old it is, what they use it for, how it could be improved. Encourage them to use vocabulary and sentence structures from the lesson.

WRAP-UP (5 minutes)

Ask students to feed back to the class about the devices they have just talked about. Whose device is the most old-fashioned? Whose device has the most bugs or glitches?

08 LESSON 4A READING AND VOCABULARY (SB)

OVERVIEW

Objectives:

- Read simple texts aloud including short unrecognised items (GSE 30–35 – A2).
- Scan an extended text, or a number of short texts, to find specific information (GSE 43–50 – B1).

Vocabulary:

- Phrasal verbs: *break off, bump into, calm down, come up against, eat away at, end up, fit in, hold down, went through*

Resources:

- SB: pages 30–31
- TB: Culture Notes page 114

WARM-UP (5 minutes)



(S–S, T–S, S–T) Exercise 1. Ask students to read and listen to the first paragraph of the article. Then put the students in pairs or small groups and ask them to discuss whether the person's experience is positive or negative and why they think the person feels that way. Ask some students to share their thoughts with the class. You can refer to page 114 of the Teacher's Book for more information on ASD, Chris Milk, TED talks and the National Autistic Society.

Answers

A negative experience (the person mentions feeling anxious; the lights are too bright; the loud noise; it's all so overwhelming; needing to calm down, a wave of anxiety overcoming them, needing to get out.)

PRESENTATION (10 minutes)



(T–S, S–S) Exercise 2. Ask students to read the article. As a class, discuss which other experiences are mentioned in the article. Help students with any new or unfamiliar vocabulary.

Answers

Other experiences: having problems at school or holding down a job; using VR to help neurotypical people fully take in what sensory overload feels like. People can watch the video using special 3D glasses, which takes them more fully into the experience. In another experiment, some people went through the virtual experience of chopping down a tree and the experience of being disabled or being in a flood.

PRACTICE (15 minutes)

- 1 (T–S, S–S) Exercise 3. Explain the first question and help students to arrive at the correct answer. Ask students to answer the remaining questions in pairs. Check the answers with the class at the end.

Answers

1 b 2 b 3 c 4 c 5 a

- 2 (T–S, S–T) Exercise 4. Ask students to match the phrasal verbs which are highlighted in the article with the underlined parts of the sentences. They may need to change the forms of the verb. Provide answers at the end.

Answers

1 hold down 2 fitted in 3 ate away at (her)
4 broke off (from) 5 ended up 6 bump into
7 Going through 8 Calm down 9 come up against

PRODUCTION (10 minutes)

(T–S, S–S) Exercise 5. Encourage the students to think creatively when trying to answer the questions. Provide guidance during their discussions.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to do an Internet search for interesting facts/statistics about selfies and make notes.

CONTINGENCY PLAN

Do this activity after Exercise 4. Individually, students write gap-fill sentences with the phrasal verbs in Exercise 4. To make the exercise easier, they could supply the first letter of both parts of the verbs. Then, in pairs, they swap sentences, complete them and check their answers with their partner. After or during Exercise 5, students use the notes they made at home from Lesson 3A to present their chosen device to their partner.

OVERVIEW

Objectives:

- Show understanding of extended exchanges, in informal and some formal contexts (GSE 43–50 – B1).
- Understand the gist of a recording in a range of familiar and unfamiliar topics (GSE 67–75 – B2+).
- Understand the connection between ideas or the line of argument in a talk, discussion or conversation through a range of linking words (GSE 67–75 – B2+).

Resources:

- SB: page 32
- Online resources: Photocopiable Resource 35

WARM-UP (5 minutes)

(S–S, T–S, S–T) Exercise 1. Before students open their books, ask them if they know what the word 'selfie' means. Explain that the word means taking a photo of yourself, usually with a mobile phone. Then put the students in pairs and ask them to think about why people take selfies and if they ever take selfies, and if they do, say why.

Answers

Students' own answers

PRESENTATION (10 minutes)

(T–S, S–S) Exercise 2. Students listen to the radio programme and make a note of the reasons for taking selfies that are mentioned. Ask if they can think of any other reasons people might take selfies.

Answers

presenting a flattering picture of yourself; managing how the world sees you; changing other people's perceptions; remembering an event; making other people feel jealous; showing off about your life.



Audioscript 8.6

P = Presenter F = Faten

- P:** Selfies are everywhere. It's estimated that people take more than a million selfies every day. And if you're young, you're likely to be taking even more. One recent poll found that every third photo taken by those aged eighteen to twenty four is a selfie. Faten Allaham is a journalist who has written a lot about the social phenomenon of the selfie. Faten, why do you think selfies have become such a thing?
- F:** Well, it's partly practical, obviously. As modern smartphones developed, it became just so easy to take a self-portrait, in a way that simply wasn't possible when you needed to use a camera, and ask someone else to take it. But more to the point, social media started to grow about the same time, giving everyone a ready-made audience for their photos, and thus causing a huge social change. From about 2007, 2008, people started taking selfies not just to present a flattering picture of themselves, but also to manage and curate what they wanted to tell the world about their physical attributes,

their personality, their friends, their hobbies. It isn't a good day if you don't break off from having fun to take a group selfie to upload online. Some people say it's a way of remembering an event, but it seems more likely to me that it's about making other people, who aren't there, feel jealous of your social life and all your friends. Taking selfies can also be a way of showing off about all the places you've been to and that's why people started buying selfie-sticks to make it easier to take photos of themselves in well-known tourist destinations.

- P:** But haven't people always done that? In the past, they'd just ask someone else to take the photo, wouldn't they?
- F:** Yes, but that would mean they didn't have the opportunity to get the photo just right. For every photo that gets posted on social media, there are probably fifteen more that were rejected. Though, in fact, I was reading about a new trend to hire a local photographer in advance when you go on holiday, so that you can get some really great pictures of yourself, that reflect well on you, without it looking so much like a selfie.
- P:** Really? Isn't it expensive to hire a photographer?
- F:** Yes, it is, but I guess people think it's worth it if they really care about their image. On a superficial level, their holiday photos look relaxed and natural, but in reality, they've been very carefully planned – and paid for. Appearances can be deceptive. A lot of people also use apps to edit their selfies and make themselves look better just in case someone might judge them. You can add filters to enhance how you look, remove any flaws or even change the shape or size of your facial features.
- P:** Wow. That doesn't sound entirely healthy to me. And of course, taking selfies can also be physically dangerous, can't it? There are quite a number of cases every year where people get themselves into trouble, or even die as a result of trying to take 'extreme' selfies, on the top of high buildings, or in hazardous situations.
- F:** Yes, again, this is really about wanting to signal to the world how exciting your life is, or to get others to perceive you differently. I can understand why some people do this, but it doesn't help when people 'like' the photos or admire them for doing it because the more photos that appear on social media like this, the more some people are encouraged to do something similarly dangerous themselves.

PRACTICE (15 minutes)

- 1** (T–S, S–S, S–T) Exercise 3. Explain the first question and help students to choose the correct answer. Ask students to answer the remaining questions in pairs. Check the answers with the class at the end.

Answers

1 b 2 c 3 b 4 b

- 2** (T–S, S–S) Exercise 4. Ask students to look at the words in the box. Encourage them to check the meaning of any new or unfamiliar words with you or other students. Pairs work together to decide which words should fill the gaps. Then play the recording again so that they can check their answers.

08 LESSON 5A LISTENING AND VOCABULARY (SB)

Answers

1 flattering 2 curate 3 attributes 4 superficial
5 deceptive 6 enhance 7 flaws 8 features

PRODUCTION (10 minutes)

(T-S, S-S) Exercise 5. Students should think carefully about these questions; they may be difficult to answer, as students explore some of the more negative sides of selfies. Encourage positive responses to the idea of flaws in question 2, e.g. *People try to remove flaws to make them seem 'perfect'. Would the world be boring if everyone looked 'perfect'? Isn't everyone's idea of 'perfect' different?*

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to do an Internet search to find out about the inventor Alexander Graham Bell and make notes.

CONTINGENCY PLAN

Before or after Exercise 1, refer students to the notes they made at home and invite them to share any interesting information they found with the class. Individually or in pairs, students write example sentences with the words in Exercise 4. They can then remove the words to create a gap-fill exercise and give it to another student or pair to complete.

There is a downloadable photocopiable resource number 35 to use.

OVERVIEW

Objectives:

- Demonstrate understanding by contributing to, and managing discussions (GSE 85–90 – C2).
- Express opinions in short simple essays on familiar topics (GSE 43–50 – B1).

Resources:

- SB: page 32
- WB: page 23

WARM-UP (5 minutes)

(T-S, S-S) Ask students to describe their favourite app and give a reason as to why it's popular.

PRACTICE (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Refer students to the rubric. Go through the example with them. Students match the adjectives from the word box with their definitions. They could compare answers with a partner. Then check as a class.

Answers

2 appealing **3** upbeat **4** envious **5** endless

- 2** (T-S, S-T) Exercise 2. Students complete the sentences using the adjectives from Exercise 1. Check answers by asking students to read their completed sentences aloud to the class.

Answers

2 influential **3** envious **4** upbeat **5** endless

PRODUCTION (20 minutes)

- 1** (T-S, S-S) Exercise 3. Students write a short paragraph about their favourite app. Students can then swap and compare paragraphs.

Answers

Students' own answers



- 2** (T-S, S-T) Exercise 4. Explain to students that they are going to listen to some sentences about apps. Refer them to the rubric and the sentences. Point out the underlined words all have the letter a in them. They should focus on these when they listen to the recording. Play the recording, repeating if necessary. Take feedback from the class.

Answers

- 1** They are pronounced differently.
2 They are pronounced the same.
3 They are pronounced differently.

- 3** (T-S, S-T) Exercise 5. Read the *Active Pronunciation* box to the class. Refer students to the rubric. Play the recording more than once if necessary.

Answers

2 hat **3** packing **4** art **5** aunt **6** pat **7** hard

Audioscript 8.8



- 1:** bark
2: hat
3: packing
4: art
5: aunt
6: pat
7: hard

- 4** (S-S, S-T) Exercise 6. Read the two letter a sounds in *cat* and *start*. Students then work in pairs to complete the table. Then ask them to repeat the words in each column.

Answers

cat: hat, packing, pat
 start: art, aunt, hard

WRAP-UP (5 minutes)

(T-S, S-T) Round up with a class poll of the most popular apps.

HOMEWORK

For homework ask students to write about a new app they would like to have and why.

08 LESSON 6A GRAMMAR (SB)

OVERVIEW

Objectives:

- Extract key information from a linguistically complex academic text, if guided by questions (GSE 70 – B2+).

Resources:

- SB: page 33; Grammar Reference page 72
- Online resources: Photocopiable Resource 36

WARM-UP (10 minutes)

(S-S, T-S, S-T) Exercise 1. Before students open their books, ask them what they found out about the inventor Alexander Graham Bell for homework. Then ask them to discuss the question. Do they think the telephone is most important, or another invention? Encourage them to give reasons.

Answers

Students' own answers

PRESENTATION (10 minutes)

- 1 (T-S, S-S) Exercise 2. Ask students to read the article and note down any pieces of information that may not be completely true.

Answers

'Mr Watson, come here, I want to see you' may be the first words ever spoken on a telephone. There may be more phones in the world than people. Perhaps Alexander became interested in studying sound because both his wife and his mother were deaf. Perhaps Alexander Graham Bell was not the inventor of the telephone. Perhaps it was Antonio Meucci.

PRACTICE (5 minutes)

- 1 (T-S) Exercise 3. Guide students through the Impersonal passive structures box, then work through the exercise as a class. Ask students to find five more examples of the same patterns in the article.

Answers

1 c 2 a 3 b

Refer students to the Grammar Reference section on page 72 for more information.

PRODUCTION (15 minutes)

- 1 (T-S, S-S) Exercise 4. Complete the first question together. Ask students to write their answers down. They can work in pairs to rewrite the sentences. Check through their answers at the end.

Answers

- 2 It is expected that more phones will be owned in the future.
- 3 It has been suggested by some people that young people should not have mobile phones.

- 2 (T-S, S-S) Exercise 5. Complete the first sentence together. Ask students to write their answers down. They can work in pairs to rewrite the sentences. Check through their answers at the end.

Answers

- 1 A scientist called Elisha Gray is said to have invented the phone at the same time as Alexander Graham Bell.
- 2 Initially, the telephone was thought to be just for rich people.
- 3 It has been estimated that the majority of people in the world now own a smartphone.

WRAP-UP (5 minutes)

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

HOMEWORK

Students can write five more sentences using impersonal passive structures.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 36 to use.

OVERVIEW

Objectives:

- Communicate using longer stretches of connected clauses and functional language (GSE 36–42 – A2+).

Resources:

- SB: page 33
- WB: page 24
- TB: Culture Notes page 114

WARM-UP (5 minutes)

(T-S, S-T) Ask students what they can remember about Alexander Graham Bell and the telephone. Try to encourage them to use impersonal passive structures where appropriate, e.g. *It is believed that he was not the only person who invented the telephone.*

PRACTICE (25 minutes)

- (T-S, S-T) Exercise 1. Ask students to read the different passive uses and match them with the sentences 1–6. Go over the sentences as a class.

Answers

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

- (T-S, S-T) Exercise 2. Refer students to the rubric. Students choose the correct form to complete the sentences. Allow students time to complete the sentences. Check answers as a class.

Answers

1 was 2 to have been 3 remarked 4 It 5 was 6 be

- (T-S, S-S) Exercise 3. Refer students to the rubric. Go through the example with the class. Remind students to use their knowledge of passives to help them to put the words in brackets in order. Allow students time to complete the sentences. Check answers as a class. You can refer to page 114 of the Teacher's Book for more information about Ray Tomlinson.

Answers

2 It is expected that 3 believed to exist
4 are reported to 5 it is said that
6 is known to have been sent 7 it is not known

- (T-S, S-T) Exercise 4. Ask students to complete the sentences with the correct impersonal passive forms of the words in brackets. Remind students that sometimes more than answer is possible.

Answers

2 are expected to be paid
3 are believed to have been injured 4 is claimed
5 was never expected to do

PRODUCTION (10 minutes)

(T-S, S-S) Exercise 5. Ask students to use impersonal passive structures to report five opinions about teens and technology. To make this more realistic students could tell a partner and they report them in passive structures, then swap over.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-S, S-T) Ask students to each share one of their opinions from Exercise 5 with the class, and have the class vote whether they agree by show of hands.

HOMEWORK

For homework, ask students to research and think about the advantages and disadvantages of social media.

OVERVIEW

Objectives:

- Extract key information from a linguistically complex academic text, if guided by questions (GSE 70 – B2+).

Resources:

- SB: pages 34-35; Word List page 66; Communication page 77

WARM-UP (5 minutes)

- 1 (S-S, T-S, S-T) Exercise 1. Ask students to reflect on the information available about them on social media that they did for homework. Then put students into pairs and give them one or two minutes to discuss the questions in the quiz. Encourage them to share their thoughts. Ask them to check their answers on page 77.

Suggested answers

- 1 You might notice adverts for similar holidays or products based on the kind of holiday you're on.
- 2 It's still not safe to give your day and month of birth because hackers might be able to work out your year of birth from other info you post online.

PRESENTATION (15 minutes)

- 1 (T-S, S-S) Exercise 2. Divide the class into pairs. Ask students to read the Writing task and check that they understand the topic (*a for-and-against essay about companies using cookies to track our data in order to target advertising and content to us*). Elicit one argument for and one against then ask pairs to note down more arguments. Point out that this is also known as an argumentative essay.

Answers

Students' own answers

- 2 (T-S, S-T) Exercise 3. Ask students to read the student's essay on page 34 and find out how many of their ideas are mentioned. Elicit which arguments for and against are mentioned in the essay.

Answers

For	Against
more personalised marketing	invasion of privacy
search results more relevant	adverts are annoying
automatic log on to a site	companies collect a lot of data – no idea what it will be used for

PRACTICE (10 minutes)

- 1 (T-S, S-T) Exercise 4. Complete the exercise as a class, inviting students to help complete the sentences.

Answers

- 1 These days 2 Some people 3 benefits 4 aspect
5 potential 6 estimated 7 obvious

- 2 (T-S, S-S) Exercise 5. In pairs, students look at sentences 1-5 again and identify the linking word used, and its purpose.

Answers

- 1 whereas - conjunction of contrast
2 Although - conjunction of concession
3 even though - conjunction of concession
4 In spite of - preposition of contrast
5 Nevertheless - adverb of contrast

- 3 (S-T) Exercise 6. Students decide which sentences go together, then rewrite using the linker in brackets.

Answers

- 1 (a) Many cookies are harmless. Nevertheless, it should be possible to use the sites without accepting them.
2 (c) In spite of there having been / In spite of the fact that there were several major cyber attacks last year, most companies have not changed their security systems.
3 (b) Good cookies make websites more user-friendly. However, some are designed to steal private information.

PRODUCTION (10 minutes)

- 1 (T-S, S-S) Exercise 7. Ask students to read the *Active Writing* advice and check their understanding of the points made. As well as presenting arguments for and against, they need to state how valid these arguments are and give reasons. Ask them to read the Writing task and make notes about arguments for and against the topic before they start writing their essay, which should be set for homework.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

(T-S, S-T) Exercise 8. Ask students to use their notes from Exercise 7 to complete the essay in Exercise 8 for homework.

CONTINGENCY PLAN

Before students do Exercise 6, put them in pairs or groups of three to discuss possible arguments for and against sharing data. Give groups a few minutes for discussion, then elicit ideas from different groups. Write any valid ideas on the board for the whole class to have available for their essays.

OVERVIEW

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

Objectives:

- All language-related objectives from Unit 8.

Resources:

- SB: Grammar Reference pages 71–72; Word List page 66
- WB: pages 26–27; Self-Assessment 8 page 25
- Assessment: Unit 8 Language Test (Vocabulary, Grammar, Use of English); Unit 8 Skills Test (Dictation, Listening, Reading, Communication); Unit 8 Writing Test

VOCABULARY AND GRAMMAR

Exercise 1.

Answers

1 feature 2 fit in 3 devices 4 enhanced 5 latest

Exercise 2.

Answers

1 are used 2 was woken up by 3 had been asked
4 has just been automated 5 will be controlled by

Exercise 3.

Answers

1 are being bought these days 2 is claimed that virtual reality experiences are exactly the same as the real thing
3 is expected that self-driving cars will reduce the number of traffic accidents 4 is believed to have been lost by at least ...

USE OF ENGLISH

Exercise 4.

Answers

1 was a dramatic increase in 2 By chance, I bumped into
3 has dropped slightly recently/ has recently dropped slightly/
has slightly dropped recently 4 hold down a job

Exercise 5.

Answers

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

SPEAKING

Exercise 6.

Answers

Students' own answers

WRITING

Exercise 7.

Answers

Students' own answers

OVERVIEW

Objectives:

- Initiate interaction and offer extended contributions (GSE 43-50 – B1).

Resources:

- SB: pages 36-37

WARM-UP / PRESENTATION (5 minutes)

(T-S, S-S) Exercise 1. In pairs, students discuss the questions. Encourage pairs to share their experiences with the class.

Answers

Students' own answers

PRACTICE (20 minutes)

- (T-S, S-S) Exercise 2. Students read the article and answer the questions. Monitor and help with any unknown vocabulary. Students compare answers in pairs and then go through them as a class.

Answers

- Because unkind comments are not nice and can make people feel uncomfortable or threatened.
- You should tell a teacher or parent and try to block the person who is cyberbullying.
- When you apply to university or for a job, people might look at your social media history.
- So that you can know who can see what you post online.
- People who might influence you in a negative way.
- It can affect your sleep and make people feel bad about themselves.
- You should turn on privacy settings and a time limit for your social media use. You should turn off location services.

- (T-S, S-S) Exercise 3. Back in pairs, students read the questions and discuss them.

Answers

Students' own answers

- (T-S, S-S) Exercise 4. Ask students to discuss the four questions in pairs, encourage them to give reasons why they think a statement is true or false. Do not elicit feedback at this stage.

Answers

Students' own answers

- (T-S, S-S) Exercise 5. Play the recording to the students and ask them to check if their answers to Exercise 4 were correct.

Answers

- True - it could be archived or saved in a number of different ways
- False - you could 'bury' negative posts by posting a lot of more positive stuff
- False - it's better to have a positive digital footprint than none at all
- False - someone may screenshot and share it, or the app might be hacked

Audioscript 8.9



N = Narrator

N: It's becoming more and more common for university admissions officers or employers to check someone's digital footprint before offering them a place or a job. In fact, 68 percent of executives who took part in an online survey said that they would do such an online search for information as part of the recruitment process. How sure are you that someone investigating your digital footprint would be impressed, and not horrified, by what they found? Think twice before posting anything inappropriate. A good rule of thumb is to ask yourself how you would feel if your grandmother saw what you've shared or posted! Basically, you should behave online as you would in real life. Don't make rude comments, don't steal other people's property – make sure you always check if you need permission to download or share something.

It's also a good idea to do a search on yourself every six months or so and to set up an alert to let you know when someone tags you or mentions you online. Make sure you check both your full name and any nicknames. What if you do find something you're embarrassed about? Well, obviously if you posted it, you should be able to take it down. Once something is posted, it is never completely gone, because any information posted in the very public arena of the Internet can be archived or saved in a number of different ways, but taking it down will certainly help. If someone else posted it, or shared it to another site, you can try contacting the site owner.

If this doesn't work, you can 'bury' the post by posting a lot of new, more positive stuff. For example, you could start a blog, make a lot of comments on other people's sites and blogs, write reviews of books you have read and so on. This will push the negative post down the search engine results. It's important to note that having a positive digital footprint is much better than having no digital footprint at all. Employers these days are very likely to look out for people with an up-to-date presence online who are actively engaging with others in their field of work or study, commenting on blogs, sharing relevant links to articles and so on.

Just be careful what you post, and don't rely on something you post privately staying private. Someone may screenshot it and then share it widely, or the app you use may be hacked into. You should also check your privacy settings as terms and conditions on websites can change, and what was private six months ago might now be more public.

- (T-S, S-S) Exercise 6. Students read through the Life Skills box and then match the tips to the information. Students check their answers in pairs.

Answers

1 e 2 d 3 b 4 a 5 c

PRODUCTION (15 minutes)

- 1 (T-S, S-S) Exercise 7. Put students into pairs or small groups and ask them to discuss the statement. Encourage them to give reasons for their opinions to develop the debate. Ask for brief feedback.

Answers

Students' own answers

- 2 (S-S) Exercise 8. Pairs work together to make a plan to improve their online presence. Encourage them to refer back to advice they have read or heard during the lesson.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-S) Ask students to share ideas about what action they will take to improve their online presence. Encourage them to note down any good ideas that their classmates suggest.

HOMEWORK

Students prepare the presentation in Exercise 8. Set a date for when they will present it and stress that the time limit is two to three minutes, so they shouldn't prepare anything too long.

CONTINGENCY PLAN

As a follow-up to Exercise 6 or during Exercise 7, students do a search for their own name to find out what information is stored about them on the Internet. Students discuss in pairs or small groups how the information available about them makes them feel. Are they happy with the amount of information available? Do they think it's too much or not enough? What can they do to change it?

09 UNIT 9 Mapping

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
Unit 9 Highs and lows	Theme 5: Welfare	<p>Listening: recognising the use of literary devices</p> <p>Reading: determining the type of any sentence in the text</p> <p>Speaking: interacting in pairs and groups; elaborating on a topic using examples; explaining concepts/ ideas in an organised manner using examples or details</p> <p>Writing: using posing questions, problem-solving practices and scenarios to conduct small-scale investigations and projects</p> <p>Viewing and presenting: responding to questions related to a variety of visual texts with examples and justification</p>	<p>Listening: recognise redundancies to help identify main ideas or important points; predict content from context</p> <p>Reading: integrate information presented in different media or formats, as well as in words to develop a coherent understanding of a particular text</p> <p>Speaking: interact in pair and group discussion; speak elaborately with detail providing relevant examples</p> <p>Writing: write analytical essays</p> <p>Viewing and presenting: examine texts and illustrations, analysing the relationship between visual and written information</p>



OVERVIEW

Objectives: Grammar

- Understand simple grammatical meaning and linking of ideas (GSE 30–35 – A2).
- Topics and contexts are rooted in work, school, leisure but may expand beyond what is of direct personal relevance (GSE 43–50 – B1).

Vocabulary:

- Words related to failure and success: *affluent, costly, extravagant, lucrative, splash out, well-off*

Resources:

- SB: pages 38–39; Grammar Reference page 73; Communication pages 76 and 79
- Online resources: Photocopiable Resource 37

WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Refer students to the rubric. Ask them what they think makes a good tourist attraction. Tell them to think of a tourist attraction they have been to and ask some questions, e.g. *Is it easy to get to? Is it cheap/expensive/busy/popular? Is it worth the visit? Why?* etc. Put them in pairs and ask them to discuss what they think makes it successful. Ask individual pairs to share their ideas with the class.

Answers

Students' own answers

PRESENTATION (10 minutes)

- (T-S, S-S, S-T) Exercise 2. Tell students they are going to listen to a radio programme about two tourist attractions in the UK, Marble Arch Mound and the North Coast 500. Tell them that they will find out that one was successful, and one was a failure. Refer them to the questions first so that they know what information they need to listen for. Tell students not to worry about trying to understand everything. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

North Coast 500 was successful because it helped the local area by creating 180 jobs and boosting the local economy by £20 million.

Marble Arch Mound was a failure because it was expensive to build, and people were disappointed by the entrance fee, plants and view from the top.



Audioscript 9.1

P = Presenter F = Fatima

P: If you read the travel pages, you'll probably hear about a new tourist attraction somewhere in the world. So today we're going to be talking about some tourist projects that have had some highs and lows. What is it that makes an attraction popular? And why do some attractions fail to be popular at all? Today we have with us Fatima Alrammal, a tourist consultant. So Fatima, we all love tourism attractions, but what makes them successful?

- F:** That's a really hard question to answer! If a tourist attraction is popular, it can be very good news for the organisers. We can probably all think of theme parks, safaris and the like that are incredibly popular and successful businesses. So people are always looking for new and lucrative ideas for new attractions. Unfortunately, not all of them are successful.
- P:** Can you give us an example?
- F:** Yes, a good example is in London. There, the Marble Arch Mound was an extravagant idea to build a small hill in the centre of London. The hill was planted with grass and a few plants. The organisers hoped that people would want to climb up the hill for exercise and to get views across that part of London.
- P:** Was it expensive to build?
- F:** Yes, the £6 million was a lot more costly than the organisers thought it would be.
- P:** So what happened?
- F:** Unfortunately, the hill looked bare and unappealing and not many people wanted to go up it. Perhaps more people would have wanted to climb it if they hadn't had to splash out on an entrance fee.
- P:** So people had to pay to go up it?
- F:** That's right. After a few weeks, they did remove the entrance fee to try and get more people to visit it, but even this failed. People complained that the plants on the mound were dying and there was not much to see from the top.
- P:** And what was the result of this?
- F:** Sadly the Marble Arch Mound closed after just six months, although the trees were moved to gardens and a play area in another part of London.
- P:** Do you have an example of a more successful tourism project?
- F:** Yes, a good example is a project called North Coast 500. This is actually a driving route around the north of Scotland which was suggested by a Tourism Business Development consultancy. They wanted to get tourists to visit an area that was not very affluent, so they plotted and promoted a driving route of about 500 miles, or 800 kilometres, around the most dramatic scenery and pretty villages of the north of Scotland. The idea was that if you drove the route, you would see castles, beaches and amazing mountains.
- P:** So has the route been successful?
- F:** Yes, the route has been incredibly successful. Most people doing the route take about a week, staying in local hotels and eating in local restaurants, so of course, the hotels, restaurant and shop owners have become more well off because of the route. Since it was started in 2015, it is believed that the route has helped create 180 new jobs and boosted the local economy by more than £20 million. If they hadn't made the North Coast 500, people would be poorer.
- P:** That's amazing. So, one tourism project has hugely helped the local area then. Are there any lessons that you have learnt from this project?
- F:** Yes. So many people now do the route that the north of Scotland's narrow roads are often overcrowded. If the organisers realised this, they would have done things

09 LESSON 1A VOCABULARY AND GRAMMAR (SB)

differently, perhaps. But I think we can say that there are more highs to the project than lows.

P: That's very interesting, thanks for your time.

PRACTICE (15 minutes)

- 1** (T-S, S-S, T-S) Exercise 3. Ask students to read the sentences and then complete them with the correct word from the box. Tell them to work individually and then compare their answers with a partner. Then play the recording again and check.

Answers

1 lucrative **2** extravagant **3** costly **4** splash out
5 affluent **6** well-off

- 2** (T-S, S-S, S-T) Exercise 4. Put students into pairs and refer them to the rubric. Tell them to read the sentences. Elicit the two forms of the verbs in each sentence and tell them that this will help them identify the correct type of conditional. Students match the sentences (1-4) with the correct type (a-d). Check their answers as a class.

Answers

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

Refer students to the Grammar Reference section on page 73 for more information.

- 3** (T-S, S-S, S-T) Exercise 5. Students can work in the same pairs. Refer them to the rubric and ask them to read the first two sentences. Tell them that both sentences have the same meaning, but the first is a conditional. Ask them if they think it is a type zero, first, second or third conditional. Elicit the reason why it is none of these. Then ask them to identify the two tenses used in the sentence and which conditional uses them. Elicit answers from individual pairs and write the correct answers on the board:

If + hadn't made = past perfect (Third conditional)

would be = *would* + infinitive (Second conditional)

Ask students to read the Grammar box and follow the same steps for Sentence 2. Elicit answers from individual pairs and encourage them to provide reasons for their answers. Check their answers as a class.

Answers

Sentences *a* are known as mixed conditionals as they combine clauses from both second and third conditionals.

- 4** (T-S, S-S, S-T) Exercise 6. Ask students to choose the correct forms to complete the sentences. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answer

1 wasn't **2** had learnt **3** would **4** had fallen
5 had looked

- 5** (T-S, S-S, S-T) Exercise 7. Tell students they are going to read an article about the Refugee Olympic Team. Tell them to read the article and then complete the sentences with the correct conditional structure. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

1 wouldn't have
2 didn't help, might/would have
3 weren't, would/might not have competed
4 hadn't lost, might have got
5 didn't have, would not want

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 8. Put students into new pairs. Students A go to page 76 and students B go to page 79 and tell each other about two other ups and downs stories like the refugees'. Monitor the activity and give help if necessary.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to think of a time when they failed at something and what they learnt from the experience. They should make notes for the next lesson.

CONTINGENCY PLAN

Do this activity after Exercise 8. Put students in pairs and ask them to imagine what their life would be like now if they had had more opportunities, fewer opportunities or different ones. Ask students to share their ideas with a partner using mixed conditionals. Give an example about yourself if necessary.

There is a downloadable photocopiable resource number 37 to use.

OVERVIEW

Objectives

- Use vocabulary appropriately for the topic (GSE 43–50 – B1).
- Use a good and varied range of vocabulary, collocations and some complex functions (GSE 67–75 – B2+).

Resources:

- SB: pages 38–39
- WB: pages 28–29

WARM-UP (5 minutes)

(T–S, S–S, S–T) Ask students to remember as many of the words related to failure and success from the previous lesson as they can. Invite individual students to share their answers and write them on the board. In pairs, ask them to write sentences with three of the words. Ask individual students to share their sentences with the class and correct where necessary.

PRACTICE (25 minutes)

- 1** (T–S, S–S, S–T) Exercise 1. Tell students to match the beginnings of sentences 1–5 with the second parts a–e. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

1 b 2 a 3 e 4 d 5 c

- 2** (T–S, S–S, S–T) Exercise 2. Put students in pairs and tell them to match the types of conditionals a–e with sentences 1–5 from Exercise 1. Check their answers as a class.

Answers

a 3 b 1 c 2 d 5 e 4

- 3** (T–S, S–T) Exercise 3. Students work individually to choose the correct words. When students have finished, elicit the answers from individual students and ask them to give reasons for their choices.

Answers

1 a are, **b** don't buy
2 a recommended, **b** less
3 a aren't, **b** didn't buy

- 4** (T–S, S–S, S–T) Exercise 4. Ask students to read the example. Then ask them to complete the sentences with the correct phrase. Students work individually to complete the task. When students have finished, allow them to compare in pairs, then elicit the answers.

Answers

2 wouldn't be feeling **3** wouldn't need **4** 'll pick you up
5 Cancel

- 5** (T–S, S–S, S–T) Exercise 5. Ask students to read the mini-conversations and then work individually to choose the correct form of the verbs in brackets. When students have finished, allow them to compare in pairs, then elicit the answers.

Answers

1 'd passed **2** wouldn't have asked/wouldn't be asking
3 didn't like **4** would donate/would have donated
5 hadn't been

- 6** (T–S, S–S, S–T) Exercise 6. Ask students to read the whole text before they choose the correct words to complete it. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

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

- 7** (T–S, S–S, S–T) Exercise 7. Ask students to read the example, then put them in pairs and ask them to complete the sentences. When they have finished, check their answers as a class.

Answers

2 if/when **3** If **4** unless **5** If **6** When

PRODUCTION (10 minutes)

(T–S) Exercise 8. Ask students to read the task carefully and make notes of what they want to say before they start writing. Remind them to use mixed conditionals. They can refer to the Grammar box in their Student's Book, page 39 if needed.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T–S, S–T) Ask students to swap their paragraphs with a partner and give some positive and constructive feedback. Tell them to take clear notes of the feedback.

HOMEWORK

Ask students to write a final version of their paragraph in Exercise 8 for homework.

09 LESSON 2A LISTENING AND VOCABULARY (SB)

OVERVIEW

Objectives:

- Understand the main details of the events in a short story (GSE 43–50 – B1).
- Understand the main information in extended informal and formal conversations at natural speed (GSE 67–75 – B2+).
- Understand the connection between ideas or the line of argument in a talk, discussion or conversation through a range of linking words (GSE 67–75 – B2+).

Vocabulary:

- Words and phrases related to failure and success: *blunder, flop, flourish, get nowhere, inheritance, masterstroke, mess up, pay off, put aside, setback*

Resources:

- SB: page 40
- Online resources: Photocopiable Resource 38

WARM-UP (5 minutes)

(T-S, S-S, S-T) Write on the board, *We can learn from our mistakes*. Put students into pairs and ask them to share a time they think they learnt something by making a mistake. Invite individual students to share their ideas with the class.

PRESENTATION (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to discuss the questions with their partner. Set a time limit of two or three minutes and then discuss with the class.

Suggested answers

- 1 In A, the shop is going to close/go out of business. In B, she has burnt the pies.
- 2 Students' own answers

PRACTICE (20 minutes)

- 1 (T-S, S-T) Exercise 2. Tell students they are going to listen to four speakers talking about mistakes. Tell them to read the options a–d and then match the speakers 1–4 with the correct option. Play the recording once and students do the task individually. Check their answers as a class.

Answers

1 b 2 c 3 a 4 d



Audioscript 9.2

S1 = Speaker 1 S2 = Speaker 2 S3 = Speaker 3
S4 = Speaker 4

S1: It was my first day at work, and I didn't know my way around the building yet. I was trying to find the meeting room and accidentally opened the door onto the roof. The door shut loudly behind me and ... I was locked out on the roof! I started walking around in a vain attempt to find another door, and then suddenly I saw everyone at the meeting I was supposed to be at, through a window. They opened the window for me, and I climbed in. I was so

embarrassed and felt like I'd really messed up. I thought they'd be shocked at what an idiot I was. But, do you know, it really broke the ice, and it made a great story.

S2: Well, this happened a few years ago. I was taking my school leaving exams and hoping to get a place at university to study Maths. So, there was a lot at stake because I had to get top marks to have any chance of getting in. Anyway, I did my Maths exam, and I was feeling pretty good about how I'd done when I started talking to a friend about it and she asked me what I'd thought about the last question. My heart started banging in my chest. With horror, I realised that I hadn't turned over the last page, and this question was worth eight marks. It was a huge blunder, and, no, I didn't get the marks I needed to go to that university. So, I went to a different university instead. I was really disappointed at the time, but in the end, I flourished there and got a great degree, and I met my husband! So, if I hadn't failed to get into my first university, my life would have been completely different. I guess what we think is a complete disaster often turns out to be a blessing in disguise.

S3: Well, when I left university, I set up my own business. I had what I thought was a really good idea – a masterstroke! It was a website to help people choose the best gym for their needs. The idea was the people would sign up to the gym through my site and I'd get a percentage of the membership fee from the gym. Well, I spent months and months building the site until it all worked perfectly. Then I started going to see gym managers and owners, only to find that they just weren't interested. They already had plenty of paying customers and they just didn't need a site like mine. I really tried, but just got nowhere, and in the end, I gave up. The idea was a complete flop. But I did learn something from the setback – do your market research first. If I'd invested a few weeks in finding out if there was actually a need for my business idea, it would have really paid off.

S4: Well, when I was eighteen, I got an inheritance from an elderly relative. It was a bit of a mixed blessing really because, looking back, I was really too young, or maybe too immature, to have so much money. I started splashing out on new clothes and holidays. Well, to cut a long story short, within a year or two, all the money was gone. I really regret it now because if I still had that money, I would do something useful with it. I could start a business or put a deposit down on a flat. I'm not likely to ever get an unexpected gift of money like that again. But I guess it has helped me in a way because I'm much more careful now to put aside a bit of money every month, rather than spending it all.

- 2 (T-S, S-S, S-T) Exercise 3. Ask students to listen again and answer the questions. Make sure they read the questions before they listen, so they know what information to listen for. Play the recording, pausing after each speaker so students can write their answers. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

- 1 He climbed through the window.
- 2 She would have gone to a different university and she wouldn't have met her husband.
- 3 Because the gym owners weren't interested in it.
- 4 She has learnt to save some of her money.

PRODUCTION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 4. Ask students to put the words from the box into the correct category. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

Success: flourish, masterstroke, pay off

Failure: blunder, flop, get nowhere, mess up, setback

- 2 (T-S, S-T) Exercise 5. Ask students to read the extracts and complete them with the correct words from Exercise 4. Play the recording again so that they can check their answers.

Answers

1 messed up 2 blunder 3 flourished 4 masterstroke

5 got nowhere 6 paid off 7 setback 8 flop

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to write about a success and failure they have experienced. Tell them to use vocabulary from the lesson.

CONTINGENCY PLAN

After Exercise 4 or 5, ask students to add as many success and failure words to the table as they can in two minutes. If they can't think of any, they can use an online thesaurus to look them up. Elicit words from the class, write any new words on the board and elicit or explain their meaning. Encourage students to record any new words in their notebooks.

There is a downloadable photocopiable resource number 38 to use.

09 LESSON 2B VOCABULARY (WB)

OVERVIEW

Objectives:

- Understand a number of words and phrases associated with familiar topics or school/work subjects when spoken clearly (GSE 43–50 – B1).

Resources:

- SB: page 40
- WB: page 30

CONTINGENCY PLAN

You could ask students to write and practise their own dialogues containing examples of adverbial phrases. If you have time you could invite individual pairs to perform their dialogues in front of the class.

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to work in pairs and write down as many words to do with failure and success as they can remember from last lesson. Pairs feed back to the class.

PRACTICE (10 minutes)

(T-S, S-S, S-T) Exercise 1. Tell students to look at the example and ask them to choose the correct words to complete the sentences individually. They then can compare their answers with a partner and check with the class.

Answers

2 admitting 3 take, offer 4 make

PRODUCTION (25 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Refer students to the rubric. Give them a five-minute limit to write their paragraph. Then put them into pairs and ask them to read their partner's paragraphs and correct any mistakes they think they've made. Tell students to make clear notes of the feedback.

Answers

Students' own answers



- 2 (T-S, S-S, S-T) Exercise 3. Tell students that they are going to listen to a dialogue between two friends. Read the *Active Pronunciation* box and model the adverbial phrases. Tell them to listen carefully to the fall-rise intonation and ask them to repeat the phrases after you. Put students in pairs and ask them to practise reading the dialogue. Tell them to pay attention to the fall-rise intonation of the underlined adverbial phrases. Play the recording once and ask students to practise the dialogue again.

WRAP-UP (5 minutes)

(T-S, S-T) Ask students to swap their notes from Exercise 2 with a partner and give some positive and constructive feedback.

HOMEWORK

Ask students to write a final version of their note from Exercise 2 for homework.

OVERVIEW

Objectives: Vocabulary

- Have an appropriate range of words, structures and phrases for familiar or everyday situations (GSE 30–35 – A2).
- Use a range of words, structures and simple collocations (GSE 43–50 – B1).
- Select language appropriate to the context and audience and paraphrase where necessary (GSE 67–75 – B2+).

Vocabulary:

- Binomials: *give and take, more or less, pick and choose, safe and sound, sooner or later, take it or leave it, there and then, touch and go, ups and downs*
- Expressions: *a lucky break, a slim chance, be worth the risk, grab/have the chance/opportunity, pure chance, run the risk*

Resources:

- SB page 41; Communication page 77
- Online resources: Photocopiable Resource 39

WARM-UP (5 minutes)

(T-S, S-S) Exercise 1. Before students open their books, ask them if taking risks is a good or a bad thing. Ask them if they think they are risk-takers. Put them in pairs and tell them to share their thoughts with their partner. Then, ask them to do the quiz on page 41 and check their scores on page 77.

Answers

Students' own answers

PRESENTATION (5 minutes)

(T-S, S-S, S-T) Exercise 2. Refer students to the *Active Vocabulary* box to study the notes about binomials. Then ask them to work individually and complete the activity. Put students in pairs and ask them to check their answers. Check their answers as a class.

Answers

1 pick and 2 ups and 3 sooner or 4 take it or 5 more or
6 safe and 7 give and 8 there and 9 touch and

PRACTICE (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 3. Put students in pairs and ask them to replace the underlined expressions with the correct binomial from Exercise 2. Ask students to make sentences for the remaining four binomials. Check their answers as a class.

Answers

1 Sooner or later 2 pick and choose 3 there and then
4 more or less 5 safe and sound

- 2 (T-S, S-S, S-T) Exercise 4. Put students in different pairs and refer them to the rubric. Pairs study the *Watch Out!* box and then underline the correct expressions in the quiz. Check their answers as a class.

Answers

1 be worth the risk 2 have the opportunity
3 grab the chance 4 lucky break 5 run the risk

- 3 (T-S, S-S, S-T) Exercise 5. Get students to do the activity individually then compare their answers with a partner. Check their answers as a class.

Answers

1 chance/opportunity 2 opportunity
3 chance/opportunity 4 chance/opportunity 5 risk

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 6. Tell students to work individually to complete the sentences so that they are true for them. Then put them in small groups to share their sentences. Then invite students to share their answers with the class

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to write a paragraph giving reasons with examples of why they think they are/aren't a risk-taker. Remind them to use the binomials and expressions they have learnt in the lesson.

CONTINGENCY PLAN

After Exercise 1, students, in pairs, talk about whether they think the results of the quiz are accurate for them and whether they believe they are (or are not) indeed risk-takers. What do they think the consequence of being a risk-taker is? Is it important to take risks?

There is a downloadable photocopiable resource number 39 to use.

09 LESSON 3B VOCABULARY (WB)

OVERVIEW

Objectives:

- Understand detailed information in texts on familiar topics in order to take simple notes or repeat those points to another person (GSE 43–50 – B1).

Resources:

- SB: page 41
- WB: page 31

WRAP-UP (5 minutes)

(T-S, S-T) Put students in small groups and ask them if they can think of any similar expressions in their language. Ask the groups to share their answers with the class.

HOMEWORK

Tell students to write five sentences using examples of the binomials not included in Exercise 4.

WARM-UP (10 minutes)

(T-S, S-S) Before students open their books, put them in pairs and ask them to write down as many of the binomials and expressions they can remember from Student's Book page 41.

PRACTICE (30 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Still in pairs, tell students to look at the binomials and complete the puzzle with the missing parts. Then tell them to complete the mystery binomial. Check answers with the class.

Answers

2 give **3** touch **4** take **5** there **6** sound **7** more
8 later

The mystery binomial is 'pick and choose'.

- 2** (T-S, S-S, S-T) Exercise 2. Tell students to look at the example then ask them to work individually to replace the underlined words with binomials from Exercise 1. They can compare their answers with a partner before you check with the class.

Answers

2 pick and choose **3** sooner or later **4** ups and downs
5 take it or leave it **6** more or less **7** touch and go

- 3** (T-S, S-S, S-S) Exercise 3. Tell students to look at the example. Remind them that *chance* and *opportunity* can have the same meaning but that *chance* also has other meanings. Tell students to work individually to complete the sentences. Check answers with the class.

Answers

2 luck **3** chance **4** chance/opportunity

- 4** (T-S, S-S, S-T) Exercise 4. Ask students to look at the example and complete the mini-conversations with appropriate binomials individually. Then put them in pairs and ask them to check their answers. Check answers with the class.

Answers

2 more or less **3** Take it or leave it **4** Sooner or later

OVERVIEW

Objectives:

- Use layout, titles, headings and visuals to predict the content of a text or line of argument (GSE 43–50 – B1).
- Identify different styles, registers and genres in a range of texts and use this to predict some aspects of content (GSE 67–75 – B2+).
- Understand a variety of discourse devices within and across paragraphs to follow a sequence or line of argument (GSE 67–75 – B2+).

Vocabulary:

- Collocations: *consider your options, do the trick, get off (relatively) lightly, go through an ordeal, (not) have a clue, have no choice but to ..., keep going, make yourself understood, take something for granted, take a toll, take your mind off something*

Resources:

- SB: pages 42–43
- Online resources: Photocopiable Resource 40

WARM-UP/PRESENTATION (5 minutes)

(S–S, T–S, S–T) Exercise 1. Put students into pairs and refer them to the rubric. Tell them to look at the photo and discuss what they think happened. Invite them to share their ideas with the class.

Answers

Students' own answers

PRACTICE (25 minutes)



- 1** (T–S, S–S, S–T) Exercise 2. Tell students to read paragraph A only to find out what really happened. Then tell students that paragraphs B–H are in the wrong order. Put them into small groups and ask them to read the text and decide on the correct order (2–8). Ask groups to share their answers with the class. Then play the recording so that they can check their answers.

Answers

F 2 E 3 B 4 G 5 C 6 H 7 D 8

- 2** (T–S, S–S, S–T) Exercise 3. Refer students to the rubric. Give them time to read the *Active Reading* box. In the same groups, ask them to look at the text again and underline the parts that helped them decide the correct order of the paragraphs. Ask groups to share their ideas.

Answers

Students' own answers

- 3** (T–S, S–S, S–T) Exercise 4. Put students into pairs and ask them to read the news story again. Tell them to look at the questions, find the answers in the text and choose the correct answer from a–c. Check answers with the class.

Answers

1 c 2 b 3 a

- 4** (T–S, S–S, S–T) Exercise 5. Put students into pairs and ask them to read the news story again. Tell them to look at the questions, find the answers in the text and choose the correct answer from a–c. Check answers with the class.

Answers

1 took it for granted 2 make himself understood
3 had no choice but to 4 got off (relatively) lightly
5 done the trick 6 took its toll (on) 7 (not) have a clue
8 take his mind off 9 gone through the ordeal
10 considered his options 11 kept him going

PRODUCTION (10 minutes)

(T–S, S–S, S–T) Exercise 6. Students discuss the reflection question in small groups. Ask them to share their ideas with the class and have a class discussion.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to think of three things about their past which they wish they had done differently and make notes.

CONTINGENCY PLAN

After Exercise 5 or 6, give students a minute to look again at the highlighted collocations in the text and ask them to close their books. Say the first part of each collocation, and ask students to complete it, e.g. *take something for ... (granted)*, *get off relatively ... (lightly)*, *go through an ... (ordeal)*. In stronger classes, students could also do this in pairs, taking turns to say the first part of a collocation for their partner to give the last word. Students write example sentences for the highlighted collocations in the text. Encourage them to try to think of sentences about themselves or people they know if possible.

There is a downloadable photocopiable resource number 40 to use.

09 LESSON 5A GRAMMAR (SB)

OVERVIEW

Objectives:

- Use layout, titles, headings, visuals and diagrams to predict the content of a text (GSE 67–75 – B2+).
- Understand non-literal meanings of everyday fixed phrases (GSE 67–75 – B2+).
- Understand the connection between ideas or the line of argument in a talk, discussion or conversation through a range of linking words (GSE 67–75 – B2+).

Resources:

- SB: page 44; Grammar Reference page 73
- Online resources: Photocopiable Resource 41

WARM-UP / PRESENTATION (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to look at the title of the article and discuss the question in pairs. Give some examples from your own life, e.g. *I should eat more healthily, but I like chocolate and cakes too much to give them up. I wish I'd tried harder when my mum sent me for piano lessons when I was a child, but at the time I just wanted to be outside playing football with my friends.* Ask some students to share their ideas with the class.

Answers

Students' own answers

PRACTICE (20 minutes)

- 1** (S-S, T-S, S-T) Exercise 2. Put students in pairs and tell them to read the online article. Ask them to look at one scenario at a time and discuss with each other what advice they would give. Ask individual pairs to share their ideas for each of the scenarios.

Answers

Students' own answers

- 2** (T-S, S-S, S-T) Exercise 3. In the same pairs, tell students to look at the underlined examples (1–5) in the article and complete the rules. Check answers with the class.

Answers

1 Past Simple **2** would **3** Past Perfect

- 3** (T-S, S-T) Exercise 4. Ask students to look at the examples of past modals in bold (a–e) in the online article. Tell them to match them with the meanings (1–5). Students can do the task individually. Check their answers as a class.

Answers

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

Refer students to the Grammar Reference section on page 73 for more information.

- 4** (T-S, S-S, S-T) Exercise 5. Put students in pairs and ask them to complete the sentences with the correct form of the verb. Check answers with the class.

Answers

1 would pick up **2** didn't need to wait
3 should have had **4** knew **5** had bought

PRODUCTION (15 minutes)

(T-S, S-S, S-T) Exercise 6. Write *Alexander Graham Bell* on the board and ask students what they remember about him from page 33, Unit 8. Ask them to think about the regrets he may have had today, e.g. *I wish I had not heard about other people who claimed to have invented the telephone.* Ask students to think of their own well-known person from history and tell them to take notes about the regrets they think might have had if they were still alive. Then put students into pairs and ask them to share their ideas with their partner. Tell them not to share the name of their well-known person as their partner will need to guess who it is by their regrets. Ask individual students to share their ideas with the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to write a paragraph about something they would change in their life either now or in the past.

CONTINGENCY PLAN

This activity can be done at any point after Exercise 3. Put students in pairs and refer them to the notes they made at home. Get them to share and discuss their ideas using *I wish/ If only*. Then, if time allows, invite a few students to share their ideas with the class.

There is a downloadable photocopiable resource number 41 to use.

OVERVIEW

Objectives: Grammar

- Understand the difference between past and present time in events or situations (GSE 30–35 – A2).
- Follow different time aspects within a conversation or talk when spoken clearly (GSE 43–50 – B1).
- Understand how turns are managed in complex discussions (GSE 67–75 – B2+).

Resources:

- SB: page 44; Grammar Reference on page 73
- WB: page 32

WARM-UP (5 minutes)

(T-S, S-T) Write the sentences *If only I had a car; I wish my teacher wouldn't give us so much homework; I wish I had learnt Spanish at school*. Elicit the structures used for each and why they are used (*If only* + past = present regrets / things we would like to change, *wish* + *wouldn't* + infinitive = how we want someone's behaviour to change; *wish* + past perfect = past regrets). Ask students to write an example of their own using each of the structures. Ask individual students to share their answers.

PRACTICE (25 minutes)

- (T-S, S-T) Exercise 1. Refer students to Exercise 1 and do the example with them. Then tell them to read each sentence and decide which option is correct. Check answers with the class.

Answers

- 1 can't 2 doesn't 3 did 4 didn't 5 but the speaker didn't 6 didn't

- (T-S, S-S, S-T) Exercise 2. Tell students to look at the example. Tell them to complete the sentences with the correct form of the verbs. Ask students to check their answers with a partner and then check with the class.

Answers

- 2 had walked 3 buy 4 to bring 5 could have been 6 shouldn't have said

- (T-S, S-S, S-T) Exercise 3. Tell students to look at the example. Tell them they need to decide on the correct form of the verbs to complete the second sentences. Ask students to check their answers with a partner and then check with the class.

Answers

- 2 could have afforded 3 were 4 knew

- (T-S, S-S, S-T) Exercise 4. Put students in pairs and tell them to look at the example. Tell them to complete the dialogue with the correct forms of the words. Check answers with the class.

Answers

- 2 'd been 3 needn't have bothered

PRODUCTION (10 minutes)

(T-S, S-T) Exercise 5. Ask students to think about two things they regret doing and two things they regret not doing. Ask them to make clear notes as they will need these for their homework. Ask individual students to share their ideas with the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-S, S-T) Ask a few questions related to regrets to round off the lesson. *Do they think people regret things that they did or things they didn't do more? Why? Can people use regrets to plan better for the future and avoid making similar mistakes? How?* Ask students to share their opinions with the class.

HOMEWORK

Tell students to write a paragraph about the things they regret doing and those they regret not doing. Tell them to start their sentences with *I wish ... or If only I ...* and pay attention to the forms of the verbs. Tell them they can refer to the Grammar Reference on page 73 if they need to.

09 LESSON 6A SPEAKING (SB)

OVERVIEW

Objectives:

- Participate in spontaneous interactions on familiar topics connected to the wider world (GSE 43–50 – B1).
- Communicate with accuracy on a wide range of topics (GSE 67–75 – B2+).
- Demonstrate colloquial usage specific to the context (GSE 85–90 – C2).

Resources:

- SB: page 45

WARM-UP (5 minutes)

(T-S, S-T) Ask students what they know about Britain and if they would like to go there. If they answer yes, ask them where they would like to go.

PRESENTATION (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Put students in pairs and ask them to read the text on page 45. Ask them to discuss he questions.

Answers

Students' own answers

- 2** (T-S, S-S, T-S) Exercise 2. Tell students that they are going to listen to a discussion about visiting Britain and the possible ways of travelling. They should make notes about the advantages and disadvantages of each form of transport. Students can make notes individually while you play the recording. Ask students to compare their answers with a partner then play the recording again so they can check their answers and check with the class.

Suggested answers

Rail travel advantages: it is the fastest way to travel from one city to another. Trains are comfortable, often with a restaurant.

Rail travel disadvantages: Train travel is extremely expensive. Routes can be very crowded so you might have to stand.

Coach travel advantages: Coaches go to nearly all towns and cities. They are good value. You will get a seat.

Coach travel disadvantages: Coaches often get stuck in traffic.

Car travel advantages: You can go anywhere.

Car travel disadvantages: Roads are very busy. It is expensive and difficult to park.

Plane travel advantages: It is surprisingly cheap. It's a good way to travel long distances.

Plane travel disadvantages: It is very bad for the environment.



Audioscript 9.5

P = Presenter M = Mariam

- P:** Welcome to our weekly podcast, Travel today. Today our guest is Mariam, a lecturer in Travel and Tourism, and she's here to talk about travel in Britain. Mariam, welcome. So, what advice can you give for visitors to Britain in terms of transport?

M: Well, Britain is famous for its railways. An obvious advantage of rail travel is that trains are the fastest way to get from one city to another. A further benefit of rail travel is that trains are generally comfortable, often with restaurant cars so you can buy food and drink.

P: So, you would recommend visitors travel by train then?

M: On first consideration, this seems like a good option, yes. However, one significant downside to train travel is the cost. Train travel in Britain is extremely expensive. Another possible drawback of train travel is that some routes are very crowded. It is not unusual for people to have to stand on trains.

P: That does not sound good. So what options are there?

M: There is a good network of coaches that serve nearly all the larger towns and cities. A major benefit of coach travel is the cost: they can be very good value, especially if you book in advance, and you will definitely get a seat. However, a potential negative aspect of coach travel is that Britain's roads can be very busy. Coaches often get stuck in traffic.

P: And is that a reason why people might not want to travel by car?

M: That's right. Cars are good in that you can go anywhere. But if you are old enough to hire a car, you will find Britain's roads are very busy. Another significant minus point about driving is that when you reach your destination, it can be very difficult or expensive to park.

P: Are there any other options?

M: Well, an argument for planes is that flying is surprisingly cheap and is a good way to travel long distances. But a major disadvantage to plane travel is that it is very bad for the environment.

P: So what is your conclusion about travelling in Britain?

M: I would say it is best to travel by train or coach. Ultimately, there are arguments for and against these forms of travel on both sides.

P: Having looked at both sides of the argument, I think I'd travel by train if I could afford it, but by coach if I wanted to save money.

M: That sounds like a sensible conclusion.

P: Thank you for listening. Our guest was Mariam ...

PRACTICE (10 minutes)

(T-S, S-S-S-T) Exercise 3. Refer students to the Speaking box and ask them to study it individually. Then tell them to complete the activity and check their answers with a partner. Check answers with the class.

Answers

1 for/against 2 about 3 for 4 of/to 5 of/to 6 on 7 at

PRODUCTION (10 minutes)

- 1 (T-S) Exercise 4. Tell students to look at the rubric and statement. Give them two or three minutes to make a list of at least two advantages and two disadvantages. Tell them they will need to use their notes in the next activity.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 5. Tell students to read the instructions and complete the activity. Tell them they should refer to the examples in the Speaking box and use the example language to form their arguments. Put students into pairs and tell them to share their arguments with their partner. Their partner should take notes while they are speaking so that they can report back to the class. Invite individual students to share their partner's arguments with the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to think about what their dream job might be and make notes so that they are ready to talk about it in Lesson 7A.

CONTINGENCY PLAN

As an extension to Exercise 5, put students in new pairs. Tell them to swap arguments and repeat the task again. If you have time, invite individual students to share their partner's arguments with the class.

09 LESSON 7A WRITING (SB)

OVERVIEW

Objectives:

- Present clearly focused information and points of view using extended stretches of language (GSE 67–75 – B2+).
- Link a series of shorter, discrete, simple elements into a connected, linear sequence of points (GSE 43–50 – B1).

Resources:

- SB: pages 46–47; Word List page 67
- TB: Culture Notes page 114
- Graphic Organiser for this Unit

WARM-UP (5 minutes)

(T–S, S–S, S–T) Start the class by referring students to the notes they made at home from Lesson 6A about their dream job and get them to share their ideas in pairs or small groups. Then invite individual students to share their ideas with the class.

PRESENTATION (10 minutes)

- 1** (T–S, S–S, S–T) Exercise 1. Tell students to read the advert on page 47. Ask them if any of their dream jobs were similar to those mentioned in the advert. Then put students in pairs and ask them to discuss which of the opportunities in the advert would appeal to them most. Elicit ideas from the class encouraging them to provide reasons for their decisions. You can refer to page 114 of the Teacher's Book for more information about The New York Times.

Answers

Students' own answers

- 2** (T–S, S–S, S–T) Exercise 2. Tell them to read the letter of application for one of the jobs. In the same pairs, ask them to decide which opportunity the writer of the application is applying for then check answers as a class. Ask the pairs to decide together whether they think the applicant has a good chance of winning. Tell students they will need to provide reasons for their opinions. Ask individual students to share their answers with the class.

Answers

- 1** Teaching English as a volunteer in Cambodia for six months.
2 Yes, she's well-qualified and she provides lots of reasons why she should win, listing her experience, ambitions and skills.

PRACTICE (10 minutes)

- 1** (T–S, S–S, S–T) Exercise 3. Refer students to the Writing box and give them a few minutes to study it individually. Then they complete the activity in the same pairs. Elicit answers from the class.

Answers

- 1** I am writing **2** responsible **3** but **4** do
5 In addition **6** enclosed **7** look forward **8** won
9 Sir/Madam

- 2** (T–S, S–S, S–T) Exercise 4. Tell students to join the sentences using the words in brackets. Model the first one on the board, then students work individually and write their sentences in their notebooks. Tell them that they will need to add conjunctions in some sentences. Ask them to compare their answers with a partner. As they do the pair work, monitor for proper use of language and correct where necessary. Check answers with the class.

Answers

- 1** As well as being interested in teaching, I also have some experience ... **2** Not only am I fluent in English, but I also speak some ... **3** I believe I would be an asset to the team. Furthermore, I would be willing to ... **4** In addition to having experience, I also have ... **5** Besides being physically fit, I also enjoy cycling. **6** Not only am I hard-working, but I am also dedicated.

PRODUCTION (15 minutes)

(T–S, S–S) Exercise 5. You could use the photocopiable Graphic Organiser for this unit to help with planning. Students then individually write their essays using the language and structure for a letter of an application in the Writing box. Make sure they include all the necessary components in their letters. Ask students to swap essays with their partners to check for any mistakes and assess the essay. They work together to improve the essays. Students can then rewrite their essays at home, based on their partner's feedback.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to revise Unit 9 and study the Word List in the Student's Book page 67. Alternatively, this can be done at the end of the lesson if there is time.

OVERVIEW

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

Objectives:

- All language-related objectives from Unit 9.

Resources:

- SB: Grammar Reference page 73; Word List page 67
- WB: pages 34-35; Self-Assessment 9 page 27
- Assessment: Unit 9 Language Test (Vocabulary, Grammar, Use of English); Unit 9 Skills Test (Dictation, Listening, Reading, Communication); Unit 9 Writing Test

VOCABULARY AND GRAMMAR

Exercise 1.

Answers

1 setbacks 2 off 3 masterstroke 4 risk

Exercise 2.

Answers

1 messed up 2 consider 3 clue 4 take 5 off 6 do
7 choice

Exercise 3.

Answers

1 take 2 less 3 there 4 ups 5 sound

Exercise 4.

Answers

1 wasn't/weren't, wouldn't have interviewed
2 won't be/aren't, know 3 had accepted, would be
4 hadn't given up, would be able to

Exercise 5.

Answers

1 wasn't/weren't 2 would stop 3 had studied
4 needn't have worried/shouldn't have worried

USE OF ENGLISH

Exercise 6.

Answers

1 apply 2 to 3 pick 4 slight/slim 5 had

READING

Exercise 7.

Answers

1 C 2 E 3 D 4 A

SPEAKING

Exercise 8.

Answers

Students' own answers

WRITING

Exercise 9.

Answers

Students' own answers

10 UNIT 10 Mapping

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
Unit 10 Culture culture	Theme 2: Culture Theme 6: Recreation	<p>Listening: recognising the use of literary devices</p> <p>Reading: reading independently and proficiently and comprehending literary texts representing a variety of genres, cultures and perspectives</p> <p>Speaking: interacting in pairs and groups; retelling events and personal experiences using all tenses</p> <p>Writing: applying research methods in academic writing; writing group projects on environmental issues using the problem-solving approach</p> <p>Viewing and presenting: evaluating stylistic choices through analysing the selection and composition of visual presentation; analysing the intended audience and purpose of a visual presentation</p>	<p>Listening: analyse the main ideas and supporting details; make a variety of inferences citing evidence</p> <p>Reading: use note-taking strategies to record key ideas and specific details (e.g. the Cornell, Boxing, and mapping methods)</p> <p>Speaking: interact in pair and group discussions; retell and compare events, situations, narratives and personal experiences in the past using different tenses</p> <p>Writing: use prewriting strategies to generate ideas, develop voice and plan their writing.</p> <p>Viewing and presenting: project voice clearly when speaking, using intonation and pauses; use appropriate body language when presenting; analyse the intended audience and purpose of a visual presentations; give high-tech and visually well-rounded presentation; make connections to more than one of the six-course themes</p>



OVERVIEW

Objectives: Grammar

- Use functional language to deal with less familiar everyday topics (GSE 43–50 – B1).
- Understand simple conversations on familiar topics, if supported by written text (e.g. a menu) or pictures (GSE 30–35 – A2).
- Understand colloquial usage specific to the context and a range of connotative meanings (GSE 85–90 – C2).

Vocabulary:

- Words describing objects: *beige, bronze, circular, cream, curved, enormous, geometric, flat, golden, hollow, ivory, miniature, pocket-size, pointed, rectangular, solid, spherical, wooden*

Resources:

- SB pages 48–49; Grammar Reference page 74; Communication page 78
- Online resources: Photocopiable resource 42

WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to think about which historical period they would visit for a day if they were given the opportunity. Put students into pairs and tell them to discuss their choices. Ask them to give reasons why they chose that particular period. When they have finished, ask them to share their choices with the class.

Answers

Students' own answers

PRESENTATION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Put students into pairs and ask them to look at pictures A–C on page 48 and describe them to each other, using the words in the table. Ask them also to speculate about what these objects might have been used for. Allocate five minutes for the pair activity. When they have finished, ask them to share their discussion with the class.

Answers

Students' own answers

- 2 (T-S, S-T) Exercise 3. Ask the students to listen to the podcast to check their ideas of what they were used for. Ask the students:
Which order are the pictures mentioned in? What do they say the objects are used for?
Check the answers as a class.

Answers

- C - a musical instrument - some sort of flute.
- A - a comb
- B - possibly candle holders, a game, or an ornament

Audioscript 10.1

P = Presenter G = Georgina R = Ray



- P:** And, in the programme today we'll be talking about some famous historical artefacts which are also highly mysterious. We can only guess at where they come from, what they could have been used for and, in some cases, even what they might have been! With us we have Georgina Blythe, curator at the Southpool Museum, and Ray Northland, an archaeologist. Welcome. Georgina, let's start with this object. It looks like it might have been a musical instrument – maybe a flute of some sort?
- G:** Yes, that's exactly what it is. It's known as the Divje Babe flute and is believed to be the oldest musical instrument in the world, made from the bone of a young bear. It was found near the remains of a Neanderthal fire pit, and dates back fifty or sixty thousand years.
- R:** Well, if I might interrupt... it is actually by no means certain that this was a flute or any kind of musical instrument in fact. It appears that the circular holes were deliberately created, but they may well have been made by some kind of predator biting into the bone. Spotted hyenas, which were common in Europe at the time, have very sharp teeth that could have made holes like this.
- G:** Oh no, the holes must have been man-made because they would fit a right-handed musician perfectly. It can't just have been a coincidence.
- P:** What about this object? It is decorated with lots of little circles.
- R:** This would have been a beautiful comb, but obviously today it is incomplete. It's Phoenician and was made in the eighth century BCE. You can see it today in the Iberian Museum of Jaen. A wealthy person must have been planning to use it to comb their hair. It was probably dropped and was somehow lost.
- G:** It must have been very exciting for the person who found it again! It's gorgeous, isn't it? It's made of ivory and the carving is excellent – so much detail in those little decorations. It looks like the comb in the documentary we saw last week.
- P:** I don't remember that. I can't have been paying attention during the film, but it is obviously a comb now you have described it. Now what about this strange metal object.
- G:** That's an example of a Roman dodecahedron. They are pretty mysterious, actually. About a hundred of these objects have been found, but no-one really knows what they might have been used for. There are lots of theories of course. They might have been candle holders, or a kind of game we don't know how to play any more, or some people think they could have been used to knit the fingers on gloves.
- R:** They can't have been used to knit gloves because there would have been much simpler and cheaper ways of doing that. The most likely explanation is that they were just ornaments of some kind...

10 LESSON 1A VOCABULARY AND GRAMMAR (SB)

- 3** (T-S, S-S, S-T) Exercise 4. Ask students to read the extracts from the recording and match the underlined verb forms to their meanings a-c. Ask them to check their answers with a partner then check them as a class.

Answers

1 c 2 a 3 b

PRACTICE (15 minutes)

- 1** (T-S) Exercise 5. Ask students to read the sentences a-d from the recording. Tell them to look at the underlined part in each sentence and first decide which sentences have passive verb forms (b,d) and which ones have continuous forms (a,c). Then ask them to write the grammar rule for each.

Answers

We use the modal + *have been* + present participle for continuous active forms.

We use the modal + *have been* + past participle for passive forms.

Refer students to the Grammar Reference section on page 74 for more information.

- 2** (T-S, S-S) Exercise 6. Read the *Watch Out!* box with the students and go through the examples. Then ask them to read the six sentences and choose the best verb form for each sentence.

Answers

1 have been looking 2 would/must 3 can't
4 would have started 5 might/may 6 can't



- 3** (T-S, S-S) Exercise 7. Ask students to read the text and complete it with the correct forms of the words in brackets. Tell them to compare their answers with a partner. Then play the recording for the final check.

Answers

1 might never have been discovered
2 would have been made 3 can't have been
4 must have been 5 might have been

Audioscript 10.2

An amazing new discovery at Petra in Jordan might never have been discovered if archaeologists hadn't used a satellite to study the ancient city. When archaeologists studied the photos from the satellite, they found a large stone platform. The archaeologists also found pots on the platform that would have been made in around 150 BCE, at about the same time as the city of Petra grew up. The platform was high up and can't have been easy for people to reach, although it was only a kilometre from the centre of Petra. Archaeologists don't know what the platform was used for, but think it must have been important because it was so big. They think it might have been used as a kind of stage.

PRODUCTION (5 minutes)

(T-S, S-S) Exercise 8. Ask students to work in pairs, look at the photo and speculate about what the Costa Rican balls could have been used for. Then direct them to the Reading on page 78 to find more information about these objects.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Tell students to do an Internet search for photos of ancient artefacts. Ask them to choose one and bring the photo of the object to the next class.

CONTINGENCY PLAN

Put students in pairs or small groups and assign four words from the box in Exercise 2 to each pair/group. Students write definition for their words. If they are not sure, they should look the words up in a dictionary.

There is a downloadable photocopyable resource number 42.

OVERVIEW

Objectives

- Understand the difference between past and present time in events or situations (GSE 30–35 – A2).
- Extract specific information from a simple text (GSE 30–35 – A2).
- Use an appropriate range of words, structures and phrases for familiar and everyday forms of writing (GSE 30–35 – A2).

Resources:

- SB: pages 48–49
- WB: pages 36–37

WARM-UP (5 minutes)

(T-S, S-S) Before students open their books, ask them to work in small groups and take turns to show the photos of their artefacts to the others and everyone should speculate about what the artefact might have been/might have been used for.

PRACTICE (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Remind students how to use modals for speculation. Then ask them to read the sentences and choose the part in each sentence that refers to the past. Tell them to discuss their choices in pairs then check the answers as a class.

Answers

- 1** might have been made **2** can't have belonged
3 must have been **4** may have been used
5 must have been wearing **6** might have been used

- 2** (T-S, S-S, S-T) Exercise 2. Put students into pairs. Tell them to read the sentences and to choose the one of the three options that is the most suitable for replacing the underlined part in each sentence. Encourage them to discuss their choices with each other. Then check the answers as a class.

Answers

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

PRODUCTION (25 minutes)

- 1** (T-S, S-S) Exercise 3. Ask students to work individually and explain that in each sentence they need to use the past modal that has got the same meaning as the expression in the first sentence. Read the first sentence pairs and elicit from the students which part of the first sentence means the same as the modal phrase. Then ask them to complete the rest of the sentences. When they are ready, they should compare their answers with a partner. Check the answers as a class.

Answers

- 2** can't have been **3** must/would have been
4 must/would have been **5** can't have been
6 must/would have been

- 2** (T-S, S-S) Exercise 4. Tell students that they are going to read two mini-conversations and that they will need to complete them with the correct continuous modal forms of the verbs given in brackets. Remind students how to form the continuous modal forms. Ask them to complete the sentences individually, then practise them in pairs.

Answers

- 2** can't have been shopping **3** might have been going
4 must have been revising

- 3** (T-S, S-S) Exercise 5. Tell students that they will need to complete the sentences so that the new sentences have the same meaning as the first ones. Ask them to rewrite the sentences individually. When they have finished, put them into pairs to check their answers. Monitor pairs and if necessary, discuss the answers as a class.

Answers

- 2** can't have been perfectly **3** part would have been
4 may have been spherical **5** might have been shaped
6 sections would have been

- 4** (T-S, S-S) Exercise 6. Read the instruction to the students and emphasise that there might be sentences where more than one modal verb can be used. Then read the first sentence and elicit from the students why the modal verb 'might' is the correct one. Ask them to complete the sentences individually. When they have finished, they should check their answers with a partner. Monitor the activity and if necessary, discuss the answers as a class.

Answers

- 2** must have been shocked
3 might/may/could/would never have found
4 would have belonged **5** must have been trying
6 can't have been left

- 5** (T-S, S-S) Exercise 7. Students write a short paragraph speculating about a mysterious object they found on the beach, supporting their speculation with evidence. Elicit some ideas from the students before they start writing. Monitor the activity and offer support as necessary.

Answers

Students' own answers

WRAP-UP (5 minutes)

(S-T, T-S) Ask students to read their paragraphs aloud to the rest of the class. Alternatively, display their writing in the classroom where they can read each other's work. Ask students to provide positive and constructive feedback to each other and ask follow-up questions if needed.

HOMEWORK

Ask students to find out what *embroidery* means and how it is used in Jordan today.

10 LESSON 2A LISTENING AND VOCABULARY (SB)

OVERVIEW

Objectives:

- Identify specific information in descriptions, talks or conversations if spoken clearly (GSE 43–50 – B1).
- Understand the main information in extended informal and formal conversations at natural speed (GSE 67–75 – B2+).

Vocabulary:

- Words related to culture and embroidery: *dye, geometric, heritage, precious stone, silk, threads*

Resources:

- SB: page 50
- Online Resources: Photocopiable Resource 43

WARM-UP (5 minutes)

(T-S, S-S, S-T) Tell students that the topic of the lesson is Jordanian embroidery. Ask them what they found out about it for homework. Put students into small groups (4–6) and ask them to discuss the question. Set three minutes for the discussion, bring the students together and ask them to share their answers with the class.

PRESENTATION (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Put students into pairs. Tell them to read the Quiz questions and work out or guess the correct answers. When they have finished, tell them that you are going to play a recording from a radio programme about Jordanian embroidery and that they will hear the correct answer to each question in the programme.

Answers

Students' own answers

- 2** (T-S, S-T) Exercise 2. Play the recording. Ask students to give you the correct answer to each question. Find out also how well they did in the quiz.

Answers

1 a 2 b 3 b 4 b 5 c



Audioscript 10.3

P = Presenter J = Professor Jawad Alqassab

- P:** Hello, and welcome to Culture from around the world. Each week we look at different types of traditional arts and culture from different countries. This week, we're going to be looking at a craft which I like very much: the embroidery of Jordan. With me is Professor Jawad Alqassab who has written a book about it. So, Professor, what can you tell us about Jordanian embroidery?
- J:** Hello, and thank you for having me. Well, embroidery has always been very important in Jordanian culture and traditionally has been made by women. In fact, thousands of years ago, people might have been wearing similar clothes then to the traditional clothes they wear today.
- P:** Where can you see Jordanian embroidery?

- J:** One type of embroidered dress is the thaob. The thaob is made from silk and is usually black. The silk is embroidered with threads of wool or cotton. They also sometimes use other materials such as metal or precious stones.
- P:** That sounds beautiful. Is the embroidery coloured?
- J:** Yes. Traditionally, the threads were coloured with natural dyes from plants, although today, coloured threads are often imported. Decorative designs on the thaob may feature plants, geometric shapes or birds. The patterns and colours of the thaob differ from region to region so that people can tell where the wearer comes from.
- P:** That's very interesting. When did people first wear the thaob?
- J:** Historians believe the thaob has been worn for around 3,000 years.
- P:** Amazing! So is the thaob still worn today?
- J:** Today it is usually only worn by women for cultural events such as weddings and national festivals. However, modern clothes designers want to keep the heritage of the thaob alive by using traditional embroidery designs in other products such as on placemats, cushions, bags and purses.
- P:** So visitors to Jordan can buy these forms of embroidery?
- J:** Yes, these can be bought in handicraft stalls around the country. Modern Jordanian embroiders are also promoting their designs online and some have even appeared in fashion shows.
- P:** So embroidery is very much part of Jordan today. That's all we have time for this week, so many thanks for sharing your knowledge.

PRACTICE (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 3. Ask students to read the sentences. Tell them that these sentences are from the programme and they are going to listen to the recording again. Their task is to complete each sentence with no more than three words. Play the recording. Then put students into pairs and ask them to check their answers. Monitor this step and play the recording again if students need more support to complete the task.

Answers

1 made by women 2 might have been 3 usually black
4 are often imported 5 or birds 6 comes from
7 national festivals 8 bags and purses

- 2** (T-S, S-S) Exercise 4. Tell students to read the sentences taken from the recording and match the highlighted words to their definitions. Get them to check their answers in pairs.

Answers

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

PRODUCTION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 5. Put students into pairs and ask them to discuss the task using some of the words from Exercise 4. Ask them to share their answers with the class.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 6. Put students into groups and ask them to discuss the question. Ask them to share their answers with the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

In preparation for the next lesson ask students to think about their favourite actors and actresses, and to prepare a few reasons for their choice to present to the class.

CONTINGENCY PLAN

If students are unable to come up with extra ideas for Exercise 5, you could ask them to plan a cultural event and decide on what traditional clothes people could wear there.

There is a downloadable photocopiable resource number 43 to use.

10 LESSON 2B VOCABULARY (WB)

OVERVIEW

Objectives:

- Understand simple phrases and sentences on topics of personal relevance (GSE 30–35 – A2).
- Understand a wide range of words and phrases associated with unfamiliar or complex topics if spoken clearly (GSE 67–75 – B2+).

Vocabulary:

- Adjectives describing art and colour: *clashing, distinctive, insipid, jarring, rich, subdued, subtle, vibrant*

Resources:

- SB: page 50
- WB: page 38

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to work in pairs and write down as many adjectives to describe arts and crafts as they can remember from last lesson. Pairs feed back to the class.

PRACTICE (15 minutes)

- 1** (S-S) Exercise 1. Students work in pairs to decide if each word is positive or negative in meaning. They can use a dictionary.

Answers

1 P 2 N 3 P 4 N 5 P 6 P 7 N 8 N

- 2** (S) Exercise 2. Students can do the task individually.

Answers

1 distinctive 2 vibrant 3 subtle 4 insipid 5 subdued

PRODUCTION (20 minutes)



- 1** (T-S, S-T) Exercise 3. Ask students to read the sentences aloud to see if they can work out which sound disappears with contractions. Play the recording for them to check their answers. Then read the *Active Pronunciation* box and highlight other common contractions which follow the same rule.

Answers

1 must've 2 may've

In both sentences, the *hə* sound disappears.

- 2** (T-S, S-T) Exercise 4. Explain that students will hear pairs of past modals. They need to listen and tick the one they hear first.

Answers

2 should've 3 might have 4 could have 5 would've

Audioscript 10.5



- 1 must've must have
2 should've should have
3 might have might've
4 could have could've
5 would've would have

- 3** (S-S, T-S) Exercise 5. Students practise saying each pair of past modals from Exercise 4. They then listen and check.

WRAP-UP (5 minutes)

(T-S) Ask students if there is anything they should have done this week that they did not.

HOMEWORK

Ask the students to write a short paragraph about something they should have done in the past, but did not.

OVERVIEW

Objectives: Grammar

- Understand the difference between past and present time in events or situations (GSE 30–35 – A2).
- Recognise a wide variety of functional language in a conversation or talk if spoken clearly (GSE 67–75 – B2+).
- Understand colloquial usage specific to the context and a range of connotative meanings (GSE 85–90 – C2).

Resources:

- SB: page 51; Grammar Reference page 74
- Online resources: Photocopiable Resource 44

WARM-UP (10 minutes)

(T-S, S-S, S-T) Put students in pairs. Ask them to tell their partner who their favourite actor/actress is and why. Give them a minute or two to share their choices. Then bring the class together to find out which actors/actresses are most popular and why.

PRESENTATION (10 minutes)

- 1 (T-S, S-S) Exercise 1. Ask students to read the factfile about Cameron Brian and tell their partner which piece of information they found the most interesting and why.

Answers

Students' own answers

- 2 (T-S, S-S) Exercise 2. Now tell students to read the article excerpt about Cameron and share with their partner which piece of information they think is the most surprising about him.

Suggested answers

he has dyslexia so finds it hard to read yet he starred in a film; his childhood was very similar to the life of the boy in the film

PRACTICE (10 minutes)

(T-S, S-S, S-T) Exercise 3. Ask students to read the underlined and numbered participle clauses in the excerpt and match them to the participle clauses a-c. Explain that these sentences talk about the functions of the underlined clauses in the text. The students need to read the text to understand the context.

Answers

a 3 b 1 c 2

PRODUCTION (10 minutes)

- 1 (T-S, S-T) Exercise 4. Tell students to rewrite the sentences, using reduced participle clauses. Check answers as a class.

Answers

- 1 Having won several awards, the actor's work is well-known.
- 2 Being best friends, Asma and Dalia enjoy working together.
- 3 Not expecting the play to be so successful, the actor didn't realise it would run for seven seasons.

- 2 (T-S) Ask students to read the information about how to use participle clauses in the *Watch Out!* box.
- 3 (T-S, S-S, S-T) Exercise 5. Ask students to rewrite the sentences, replacing the underlined section with a participle phrase in each sentence. Tell them to check their sentences with a partner then discuss the answers as a class.

Answers

- 1 Cameron starred in the film despite finding it difficult to read.
- 2 Cameron has been in more than one film, also appearing in a British TV programme.
- 3 Cameron won an award, getting the best actor prize.
- 4 Wanting to do better in life, Cameron learnt to act.

Refer them to the Grammar Reference section on page 74 for more information.

- 4 (T-S, S-S) Exercise 6. Tell students to combine the sentences, using participle clauses. Get them to check their answers in pairs.

Answers

- 1 Not realising what time it was, I missed the train.
- 2 Having lost my key, I couldn't get in the house.
- 3 Having been standing for hours, I felt very tired.
- 4 Knowing what had happened, I wasn't surprised.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to write five sentence pairs – similar to the ones in Exercise 5 – about a friend. They will need these sentences for the next lesson.

CONTINGENCY PLAN

You could ask students to write their own exercise similar to Exercise 6 and give it to another pair of students to try to make participle clauses. Make sure that they understand that the two sentences need to be a sequence of two events, two things happening at the same time or an action and the result of the action.

There is a downloadable photocopiable resource number 44 to use.

10 LESSON 3B GRAMMAR (WB)

OVERVIEW

Objectives:

- Understand a wide and varied range of vocabulary, collocations and some complex functional language (GSE 67–75 – B2+).
- Understand unstructured texts that use complex structures (GSE 85–90 – C2).
- Use an appropriate range of words, structures and phrases for familiar or everyday situations (GSE 30–35 – A2).

Resources:

- SB: page 51
- WB: page 39

Answers

- 2 Having met her before 3 Feeling 4 leaving
5 After having been

PRODUCTION (10 minutes)

(T-S, S-S) Exercise 5. Read the rubric to the students. Clarify what you expect them to write. You may want the students to write a paragraph of 80-100 words or you may ask them to write individual sentences, using participle clauses in each sentence. For the second approach tell the students how many sentences they are expected to write.

Answers

Students' own answers

WARM-UP (5 minutes)

Before students open their books, tell them to swap the sentences they wrote for homework with a partner and combine them, using participle clauses. This activity can be done orally.

PRACTICE (25 minutes)

- 1 (T-S, S-S) Exercise 1. Tell students to read the sentences containing reduced participle clauses and circle the subject in each sentence. Make it a race to see who is the fastest. Check the answers with the class.

Answers

- 2 Hala and Faten 3 Fadi 4 the child

- 2 (T-S, S-S, S-T) Exercise 2. Ask students to connect the two parts of the sentences. When they finish, check the answers as a class.

Answers

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

Extra activity

Put students in small groups. Tell them that they need to write a different ending to sentences 1–8. When they have finished, invite them to share the new sentences.

- 3 (T-S, S-S) Exercise 3. Ask students to complete the adverbial clauses with the adverbial phrases in the box. Give them time to check and discuss their answers in pairs or small groups once they have finished.

Answers

- 2 Knowing 3 Wanting 4 Never having been 5 Thinking
6 After having had 7 Not wanting to offend

- 4 (T-S, S-S, S-T) Exercise 4. Explain to the students that they will need to replace the underlined sentence parts with participle clauses. Look at the example sentence together. Ask students to explain why the past participle form is the correct one. Tell them to analyse the remaining sentences, paying attention to the time of the action in the underlined parts in relation to the time in the other clauses. When they have finished, ask them to compare their answers. Monitor this part and if students have different answers, encourage them to explain why they chose that particular form before you check as a class.

WRAP-UP (5 minutes)

(T-S, S-T) Finish the lesson with inviting a few students to share their descriptions. Ask the other students to provide positive and constructive feedback. Make notes of mistakes – if there are any.

HOMEWORK

Ask students to think about a film they watched recently either on TV or at the cinema, and be prepared to talk about it in detail in the next lesson, including how/where they heard about it, why they chose to watch it, etc.

OVERVIEW

Objectives: Reading

- Understand a range of vocabulary, phrasal verbs and collocations in topic areas which may expand beyond the immediately familiar (GSE 43–50 – B1).
- Understand detailed information in texts on most topics in order to take notes or repeat those points to another person (GSE 67–75 – B2+).

Vocabulary:

- Prepositional phrases: *at least, by accident, in addition, in all likelihood, in fact, in suspense, on purpose, on your part, under the impression*

Resources:

- SB: pages 52–53

WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1 Put the word 'spoiler' on the board ask: *What is a spoiler? Where can you find spoilers? How do you feel about spoilers?* Put the students into small groups and ask them to discuss the questions. Then have a class discussion. Then ask them to look at the cartoon at the bottom of page 53 in the book and find out whether this situation has ever happened to them.

Answers

Students' own answers

PRESENTATION (10 minutes)



- 1** (T-S, S-T) Exercise 2. Ask students to read the article to find out how the writer feels about spoilers and whether their opinion is the same as the writer's.

Answers

Students' own answers

- 2** (T-S, S-S, S-T) Exercise 3. Put students into pairs. Tell them that they need to find answers to the six questions in the article. Read through the questions together and deal with any questions they may have. Tell them to scan the article and mark the sections with the answers. Allocate three minutes for this. Then check the answers as a class.

Answers

1 Because we enjoy being kept in suspense. **2** knowing what is going to happen could enhance enjoyment. **3** knowing what happens enhances enjoyment all the way through, not just at the end of the story. **4** knowing the ending made the stories less moving and thought-provoking. **5** They are very emotionally involved with what they are reading. **6** He mentions how everyone watches different things at different times.

- 3** (T-S, S-T) Exercise 4. Ask whether after reading the article any of the students have changed their minds about spoilers. Tell students to raise their hands if that is the case and call up a few to share their reasons with the class.

Answers

Students' own answers

PRACTICE (10 minutes)

- 1** (T-S) Exercise 5. Tell students to work individually and complete the phrases with the prepositions from the box. Emphasise that they can use a preposition more than once.

Answers

1 in **2** at **3** in **4** in **5** in **6** under **7** on **8** by **9** on

- 2** (T-S, S-S) Exercise 6. Tell students to check their answers by finding these prepositional phrases in the article. Put them into pairs and ask them to split the list of phrases between them. Remind them to scan the article and underline the phrases once they found them. The pairs then share their findings. Allocate two minutes for this task. Ask students whether they need clarification on the meaning of any phrase and either give them help or tell them to use a dictionary.

Answers

Some people are under the impression that ...; we are in suspense about what is going to happen; News sites are usually careful to at least signal that...; In addition, the second group were also given brief introductions; spoilers can in fact enhance our experience; In all likelihood, we enjoy it more; ... gave away the ending on purpose; ... avoid spoilers by accident; it requires less effort on their part.

PRODUCTION (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 7. Tell students that they need to rewrite the sentences, using the appropriate prepositional phrases to replace the underlined sentence parts. Ask them to work individually and when they have finished, check their answers in pairs before you discuss the answers as a class.

Answers

1 spoiled the ending by accident /didn't spoil the ending on purpose **2** I was under the impression **3** In all likelihood **4** in suspense **5** should watch at least **6** in addition to **7** In fact **8** a mistake on her part **9** did it on purpose

- 2** (T-S, S-S) Exercise 8. Put the students in pairs. Tell them that they have four questions to discuss. Ask them to use prepositional phrases in their answers whenever possible. Monitor the discussions and offer help and clarification if needed.

Answers

Students' own answers

10 LESSON 4A READING AND VOCABULARY (SB)

WRAP-UP (5 minutes)

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

CONTINGENCY PLAN

This activity can be done after Exercise 6 or 7. Students choose five prepositional phrases from Exercise 6 and write sentences using them. They then remove the preposition from each phrase to create a gap-fill exercise. Students swap exercises with a partner and complete them, then swap back and check their answers.

HOMEWORK

Tell students to be prepared to talk about a book they read recently/liked the most. They should think about why they chose that book, what they like about it, etc.

OVERVIEW

Objectives:

- Use a good and varied range of vocabulary, collocations and some complex functions (GSE 67–75 – B2+).
- Demonstrate colloquial usage specific to the context (GSE 85–90 – C2).
- Generally uses vocabulary appropriately for the topic (GSE 43–50 – B1).

Vocabulary:

- Words and phrases connected to performance: *appalling, be a must watch, be on the edge of your seat, cast, catch up on an episode, cheesy, comical, crack a few jokes, deliver the punchline, do a stand-up routine, exceptional, feature-length, heckle somebody, lively, offensive, play the lead, unconvincing*
- Easily confused words: *alive/lively, childish/childlike, classic/classical, comic/comical, historic/historical, invaluable/worthless, tasteful/tasty*

Resources:

- SB: page 54; Communication page 78
- Online resources: Photocopiable Resource 45

WARM-UP (5 minutes)

(T-S, S-S, S-T) Put the following words on the board: *theatre, comedy, film, TV*. Ask students to work in small groups and discuss which types of performance they like the most and the least. Encourage them to give reasons for their choices. Then bring the class together and ask the groups to share their answers.

PRESENTATION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Go through the word list with the students and check they all know the meanings. Then ask them to write the words into the table. Point out that there are words that can be written to more than one performance type. After they have done the task individually, tell them to check with a partner. Check their answers as a class.

Answers

Theatre: cast, costume, dialogue, humour, plot, scene, set, stage

Comedy show: dialogue, humour, joke, sitcom, stage

Film: cast, costume, dialogue, humour, feature-length, plot, set, scene

TV: cast, costume, dialogue, episode, humour, plot, season, set, scene, sitcom

- 2 (T-S, S-T) Exercise 2. Go through the phrases with the students and elicit/explain the meanings if necessary. Ask them to add these phrases to the table of the previous exercise. Check the answers as a class.

Answers

Theatre: be on the edge of your seat, play the lead

Comedy show: crack a few jokes, deliver the punchline, do a stand-up routine, heckle somebody

Film: be a must-watch, be on the edge of your seat, play the lead

TV: be a must-watch, be on the edge of your seat, catch up on an episode, play the lead

PRACTICE (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 3. Tell students that they are going to use the phrases from Exercise 2 as they have to rewrite the six sentences, replacing the underlined parts with a suitable phrase. Warn them that they might need to make slight changes to some sentences. Ask them to do the task individually, then they check with a partner before you elicit the answers.

Answers

1 deliver the punchline 2 be a must watch

3 do a stand-up routine 4 be on the edge of your seat

5 catch up on the latest episode 6 cracked

- 2 (T-S, S-S, S-T) Exercise 4. Go through the list of adjectives with the students, elicit or explain the meanings if necessary. You could ask them to come up with a collocation (adjective + noun) to check how accurately they understand the meaning of these adjectives. Then ask them to complete the sentences with the adjectives, working individually. Mention that there are sentences in which more than one adjective would work. Ask them to check with a partner first, then check and discuss the answers as a class.

Answers

1 cheesy (appalling / offensive also possible) 2 unconvincing

3 appalling (offensive also possible) 4 exceptional

5 offensive / appalling 6 comical

7 lively (exceptional also possible)

PRODUCTION (15 minutes)

- 1 (T-S, S-S) Exercise 5. Put students into pairs and ask them to read the *Active Vocabulary* section about easily confused words. Encourage them to discuss the differences in meaning and use between the pairs of words. Tell them to check their ideas on page 78 in the book.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 6. Ask students to work individually and choose the correct word in each sentence. Then tell them to compare and discuss their answers in pairs. Monitor the activity and if needed, bring the class together for a final check.

Answers

1 lively 2 comic 3 worthless 4 classic 5 historical

6 tasteful 7 childlike

10 LESSON 5A VOCABULARY (SB)

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to write a short paragraph about a performance they have seen, using appropriate expressions to describe both the performance and their opinion about it.

CONTINGENCY PLAN

After they have completed Exercise 6, you could ask students to work in pairs to write sentences using the words which were not used in the sentences (alive, comical, invaluable, classical, historic, tasty, childish). Ask them to read their sentences to each other missing out the 'easily confused word'. Other students try to guess the missing word.

There is a downloadable photocopiable resource 45 to use.

OVERVIEW

Objectives:

- Write a very simple informal, personal email or letter with generally appropriate opening and closing (GSE 30–35 – A2).
- Express opinions in short simple essays on familiar topics (GSE 43–50 – B1).
- Use a good and varied range of vocabulary, collocations and some complex functions (GSE 67–75 – B2+).

Resources:

- SB: page 54
- WB: page 40

WARM-UP (5 minutes)

(S-S) Tell students to work in pairs, swap their homework with their partner, read it and ask questions to find out more about the performance and the writer's opinion about it.

PRACTICE (20 minutes)

- 1 (T-S, S-S) Exercise 1. Ask students to list as many easily confused word pairs as they can. Then tell them to complete the sentence pairs in Exercise 1 individually. When they have finished, get them to check their answers with a partner. Monitor the activity and make notes of the words students have made mistakes with. Bring the class together to check the answers. If there are words that need further clarifications write them on the board and let the students suggest contexts they are used in.

Answers

- 1 a comic b comical 2 a historical b historic
3 a classic b classical 4 a tasteful b Tasty
5 a lively b alive 6 a invaluable b worthless
7 a childlike b childish

- 2 (T-S, S-S, S-T) Exercise 2. Tell students to look at the sentences and choose the best word for each gap. Get them to discuss their answers in pairs before you check the answers as a class.

Answers

- 1 b 2 c 3 a 4 c 5 a

- 3 (T-S, S-S) Exercise 3. Tell students to read the preview and write an appropriate word in each gap. Ask them to do the task individually before you check the answers with the class.

Answers

- 2 must 3 seat 4 played 5 routine 6 crack 7 deliver
8 heckle

PRODUCTION (15 minutes)

(T-S, S-S) Exercise 4. Tell students that they need to write a message to their friends, recommending a TV show or film they love. As a first step, ask them to make notes: name the film or TV show they choose and create a mind map with adjectives, phrases they want to use in their writing. Tell them that this step ensures that they think about not only the content but the structure as well.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-S) Finish the lesson with displaying the messages and encourage students to read a few, choose which recommendation they like the most and find out more about that programme from the person who wrote it.

HOMEWORK

Ask students to bring flyers/programmes for theatre/film/dance performances for the next class. If they don't have printed copies tell them to find a programme on the Internet and print it.

10 LESSON 6A SPEAKING (SB)

OVERVIEW

Objectives:

- Participate in spontaneous interactions on familiar topics connected to the wider world (GSE 43–50 – B1).
- Express ideas, including abstract ideas, and opinions with precision and present and respond to complex or hypothetical lines of argument convincingly (GSE 67–75 – B2+).

Resources:

- SB: page 55; Communication page 78

WARM-UP (5 minutes)

(S-S) Find out how many students brought in flyers/ programmes for theatre/film/dance performances or exhibitions. Organise them into groups, with one flyer/ programme in each group. Get students to ask questions about that particular programme e.g. whether the student has seen it, what it is like, when/where it is on, etc.

PRESENTATION (15 minutes)

- 1** (T-S, S-S) Exercise 1. Ask students to work in pairs, read the programme extracts and discuss the questions. Bring the class together and ask a few students to report on their discussion, particularly on the second question.

Answers

Students' own answers

- 2** (T-S, S-S, S-T) Exercise 2. Ask the students to read the task. Suggest that they make notes when listening. Play the recording. Allow a few minutes for the students to organise their notes to be able to answer the questions. If needed, play the recording again. Then ask the students to compare their answers in pairs.

Answers

1 Eman wants to go to a talk about olive production. Zeina wants to see a display of traditional handicrafts. Ghada wants to listen to some folklore.

2 Ghada thinks a talk about olive oil sounds boring. Ghada doesn't like traditional handicrafts. Zeina thinks that folklore is more suitable for children.



Audioscript 10.7

E = Eman G = Ghada Z = Zeina

- E:** OK, so what are we going to go and see at the National Olive Festival? How would you feel about going to one of the talks about olive production? I often wondered how they grow olives.
- G:** A talk? I dunno Eman. Isn't that a bit boring and just for the olive farmers? I don't know if I'd fancy that, really.
- E:** Well, there's also a chance to taste olive oil. It looks amazing.

Z: Sorry, Eman, I can see what you're saying, but I don't really think they're my thing either. I like olive oil, but only in cooking, not on its own. I thought perhaps we could go and see some of the traditional displays.

E: What kind of thing were you thinking of, Zeina?

Z: There's a display of traditional handicrafts which look interesting.

E: I could go along with that. What about you, Ghada?

G: I don't want to be awkward, but I don't like traditional handicrafts. I prefer modern things. I'd rather go and listen to some of the folklore. It's traditional but more fun than looking at handicrafts.

Z: The review says that some of the folklore is aimed more at children.

G: OK, well, yes, it might be more for children but it sounds fun.

E: Fair enough, but we're not children, are we?

Z: Typical Ghada, you don't think anything is worth doing unless kids like it!

E: Right, so you want to see handicrafts, Zeina, and you want to learn about the folklore, Ghada. So, how can we resolve this? Maybe we should just go and see different things.

G: Oh no. I don't want to do that.

Z: Where's the fun in that?

E: OK. Supposing we did something completely different and went and saw the displays of traditional food. It sounds delicious.

G: Oh yes, traditional food with top olive oil! I feel hungry just thinking about it.

Z: I'm happy with that. Anything for a quiet life!

E: Goodness! Have you two finally agreed on something? That must be the first time this week!

- 3** (T-S, S-T) Exercise 3. Direct students to the Speaking box and explain that these are examples of different stages of negotiation. Play the recording again. Students should complete the phrases as they listen. Check answers as a class.

Answers

1 feel **2** perhaps **3** bit **4** kind **5** along **6** Fair **7** see
8 awkward **9** resolve

PRACTICE (10 minutes)

(T-S, S-T) Exercise 4. Go through the *Watch Out!* box with the students. Ask them to rewrite the sentences in the exercise. Check answers as a class.

Answers

- 1** we saw a traditional food display instead
2 we saw a traditional food display instead
3 perhaps we could see a traditional food display instead
4 OK if we saw a traditional food display instead

PRODUCTION (10 minutes)

(T-S, S-S) Exercise 5. Direct students to page 78 in their Student's Book. Ask them to read the description of three more events. Organise the students into groups and tell them to negotiate, using the phrases from the Speaking box, which show to see tonight. If time allows, ask one group to repeat their negotiation in front of the whole class.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

In preparation for the next lesson, ask students to think about films, TV programmes and theatre shows they have seen, and make notes about which they preferred and why.

10 LESSON 7A WRITING (SB)

OVERVIEW

Objectives:

- Have control of a set of basic structures, words and phrases for everyday situations (GSE 30–35 – A2).
- Write a straightforward description or narrative as part of an article or review (GSE 43–50 – B1).

Resources:

- SB: pages 56–57; Word List on page 68

WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to work in small groups and discuss the following question: *Do you prefer to watch a film, a TV programme or go to the theatre?* Point out that they need to give reasons for their choices. Allow four minutes for the discussion then collate the information on the board to see what form of entertainment the majority of students prefer. Then elicit the advantages/disadvantages for each type.

Answers

Students' own answers

PRESENTATION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Ask students to read the notice. In pairs they should discuss whether they agree with the magazine article's claim or not. Encourage them to give reasons.

Answers

Students' own answers

- 2 (T-S, S-S, T-S) Exercise 3. Refer students to the rubric. Ask them to work in pairs and think of a good title for an article about their opinions on TV box sets. Then compare their ideas with the article below. Check that they understand the concept of 'chewing gum for the eyes' (easy to understand and enjoyable but easily forgotten - like chewing gum which tastes nice but provides no nutrition and gets thrown away after chewing). Do they think it's a good title. Why or why not?

Answers

Students' own answers

PRACTICE (15 minutes)

- 1 (T-S) Exercise 4. Ask students to read the full article and answer the questions. Encourage them to underline examples of the techniques used.

Answers

Grabbing the reader's attention at the beginning of the article - the title 'Is TV 'chewing gum for the eyes'?

Addressing the reader directly - 'If you don't believe me, start watching *Fisherman*.'

Giving personal opinions - 'I was blown away by the performance of Lewis Owen...'

Giving concrete examples - 'Just to give one example: I recently watched *Fishermen* series...'

Using a range of interesting vocabulary - compelling viewing, blown away by, breathtaking (accept other examples)

Using emphatic structures - I do know I'm way behind

- 2 (T-S) Exercise 5. Students read the Writing box and underline examples in the article.

Answers

Introduction

The introduction should grab the reader's attention and outline what the article is about.

People used to think TV was ...but in recent years I would say...

Main paragraph describing the performance

- Give key information and summarise the plot:

The series tells the story of a young fisherman, William Kyle, and his family who live by the sea.

- Talk about the major themes or the plot:

Each episode has a different storyline, but the main characters remain the same. In series 1 there are also sub-plots that run through the different episodes throughout the series ...

- Describe the lead actors' performance(s):

I was blown away by the performance of Lewis Owen ...

I was particularly impressed by the quality of his acting skills, which are breathtaking. I shouldn't have been surprised as he has won lots of awards for his acting...

Main paragraph giving your opinion

- Give your opinion and make connections between the events:

I was blown away by.../ I was particularly impressed by.../ Although I sometimes struggled to follow the plot, the series certainly entertained me... / ...an excellent example of... / I would argue... (that)

Conclusion

Summarise the main points:

Far from being .../I believe ...

- 3 (S-T) Exercise 6. Students scan the text for synonyms. Feed back as a class. Other synonyms may be possible.

Answers

1 acting 2 programme 3 breathtaking 4 plot

- 4 (S-S, S-T) Exercise 7. Students study *Watch Out!* They can work in pairs to complete the text. Feed back as a class.

Answers

1 one 2 them 3 their 4 such 5 so

PRODUCTION (10 minutes)

(T-S, S-S) Exercise 8. Ask students to read the 'Articles Wanted!' notice and plan an article using the bullet points for guidance. Ask students to swap their plans and give each other positive and constructive feedback on them. Ask them to focus on whether the bullet points in Exercise 8 will be covered and what information they could add to the article to engage the readers' interest.

They will write the article for homework.

WRAP-UP (5 minutes)

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

HOMEWORK

Students should write the article at Exercise 8.

CONTINGENCY PLAN

If there is time after they have written their article plan, students could work in pairs to think of interesting titles for their articles.

OVERVIEW

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

Objectives:

- All language-related objectives from Unit 10.

Resources:

- SB: Grammar Reference page 74; Word List page 68
- WB: pages 42-43; Self-Assessment 10 page 41
- Assessment: Unit 10 Language Test (Vocabulary, Grammar, Use of English); Unit 10 Skills Test (Dictation, Listening, Reading, Communication); Unit 10 Writing Test

VOCABULARY AND GRAMMAR

Exercise 1.

Answers

- 1 hollow 2 enormous 3 bronze 4 cheesy 5 circular
6 solid

Exercise 2.

Answers

- 1 cast 2 Crack 3 plot 4 punchline 5 sitcom
6 stand-up routine

Exercise 3.

Answers

- 1 can't have been made 2 must have been made
3 could have been made 4 would have needed
5 might have been looking 6 would be

Exercise 4.

Answers

- 2 Looking / Having looked at the diamond carefully, she said 'I think it's a fake'. 3 Walking into town, she met several old friends. 4 Having studied Mathematics, she was used to making complicated calculations. 5 Knowing the background to the situation, I understood how she felt. 6 Having watched the film several times, he remembered every scene.

USE OF ENGLISH

Exercise 5.

Answers

- 1 Having seen the film 2 would have been very rich
3 can't have been listening 4 Not knowing the city
5 must have been used

LISTENING

Exercise 6.

Answers

- 1 c 2 c 3 a

Audioscript 10.8



1

A: I really like this embroidery. I'd like to buy this black cushion with the white threads.

B: I like the cushion, but I think we'll want something people will see when we're out. You know, something a bit more colourful.

A: I'm not sure. I suppose the bags are more colourful. What were you thinking of?

B: Would it be OK if we bought the purse? I need a new one and I love the geometric patterns on this one.

A: Oh, alright, I'm happy with that!

2

A: Have you seen the last episode of *The Surprise*?

B: Yes, I have. I saw the ending coming a mile off. The plot wasn't exactly complex.

A: Yeah, but it was kind of easy to watch. You didn't need to get too stressed about what was going to happen and could just sit back and enjoy the acting.

B: I agree. The actor who played the lead gave a really convincing portrait of the police officer.

A: The music was good too.

B: But it was the mesmerising performances of the whole cast that stands out in my mind.

A: I think so too.

3

S: The Municipal Players are proud to present *Those were the days*, which will be held in the small auditorium in the Arts Centre. The plot centres around the adventures of an eccentric archaeologist who is searching for an ancient artefact that holds a deathly secret! Tickets cost five euros each and can be bought online or from the ticket office. School groups are very welcome. In fact, the Municipal Players will be delighted to meet students backstage and to show them the costumes and props. All children and teachers attending will be offered a complementary ticket to the new exhibition at the town museum. An event not to be missed!

SPEAKING

Exercise 7.

Answers

Students' own answers

WRITING

Exercise 8.

Answers

Students' own answers

OVERVIEW

Objectives:

- Develop practical skills necessary to succeed in the twenty-first century, and to encourage collaboration, critical thinking and creativity (GSE 30-35 – A2).

Resources:

- SB pages 58-59

WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to look at the pictures on pages 58-59 and in pairs discuss what they see. How would they describe the pictures? What is the common element they all depict? Elicit answers from the students, put their suggestions on the board, then ask them to read the definition of resilience. Refer back to the students' suggestions and ask whether the suggestions lead to the definition of resilience.

Answers

Students' own answers

PRESENTATION (10 minutes)

(T-S, S-S S-T) Exercise 2. Ask students to read the article on page 58 then, using the information from the reading, complete the summary in the Life Skills box. Get them to check their answers in pairs. Find out which piece of advice they found the most useful.

Answers

1 change 2 control 3 perspective 4 give 5 learn
6 Eat 7 enjoy 8 support

PRACTICE (15 minutes)

- 1 (T-S, S-S) Exercise 3. Ask students to read the three questions. Put them into pairs – or allow them to choose their partner – and get them to discuss these questions. Tell them to listen carefully to each other and at the end give each other some positive and constructive feedback/ advice if possible. Bring the class together and ask for volunteers to share their discussions with the class.

Answers

Students' own answers

- 2 (T-S, S-T) Exercise 4. Ask students to look back at the questions they discussed and think about why questions like those are frequently asked at job interviews. Elicit answers from the class.

Suggested answers

The interviewers want to know how you will respond in the future under stress or if things go wrong. They are looking for someone resilient because they are usually more determined, more tolerant of other people, more likely to take 'good' (sensible) risks and will need less support overall.

PRODUCTION (10 minutes)

(T-S, S-S) Exercise 5. Organise students into small groups. Tell them to read the statement they are going to conduct a debate about. Ask them to make notes for their arguments, listing the pros and cons of each part of the statement. If time allows, work as a whole class and elicit from students what arguments they would use in the debate.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S) Exercise 6. Tell students that in the next lesson they are going to do mini-presentations. Get them to read the information in the Life Skills box and ask them to form groups. Ideally there should be five students per group. Each group should choose a famous person who is resilient.

HOMEWORK

Students should do some research about their chosen person and make notes about each point listed in the Life Skills box.

MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
CULTURE SPOT: Jordan's Parliament	Theme 2: Culture	<p>Listening: analysing main ideas and supporting details</p> <p>Speaking: expressing opinions and points of view</p> <p>Reading: using text-to-world connections to develop literacy skills and multi-cultural consciousness</p>	<p>Listening: analyse the main ideas and supporting details in an oral text and explain how they add to the topic</p> <p>Speaking: debate regularly in a deliberative discussion as an innovative teaching strategy</p> <p>Reading: discuss, with a classmate, the meaning of an unfamiliar word and seek confirmation from teacher; assess reading comprehension using different reading strategies such as monitoring; provide a summary of a text distinct from personal opinions or judgments</p>

OVERVIEW

Objectives:

- Develop students' awareness of how Jordan's parliament works.

Resources:

- SB: pages 60-61

WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Students should work in groups. Read the question and ask students to note down anything they might know about Jordan's Parliament. Take feedback and discuss as a class.

Answers

Students' own answers

PRESENTATION (10 minutes)

- 1 (T-S, S-T) Exercise 2. Read the rubric to the students and check understanding. Tell students to skim read the article, looking for general facts to help them answer the question in Exercise 1. Check answers as a class.

Answers

Students' own answers

- 2 (T-S, S-S) Exercise 3. Ask students to read the gapped sentences. Allow students time to read the article again, this time in more detail. They can refer to the glossary on page 61 to help them. Students complete the task individually. Check answers as a class.

Answers

1 appointed

2 four-year

3 elected

4 Act of Parliament

5 governorates

6 governor

PRACTICE (10 minutes)

- 1 (T-S,S-T) Exercise 4. Students should work in pairs. Refer students to the rubric. Allow students time to discuss the statements. Encourage students to guess the answer if they do not know. Take feedback as a class, but do not tell them the answers. They will check these in the next task.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 5. Explain that they are going to listen to a conversation and should listen to check their answers to the quiz. Play the recording. Allow students time to record their answers. Play the recording again if necessary. Check answers as a class.

Answers

1 True

2 True

3 True

4 False (India has around 1.5 million inhabitants for each MP).

5 True

Audioscript CS1.1

A = Abbas L = Laith



- A:** You know that project I'm doing on politics around the world?
- L:** Yeah?
- A:** I've found some interesting facts.
- L:** Such as?
- A:** Well, stuff like where you can find the world's oldest and biggest parliaments, for example.
- L:** Really? Give me an example.
- A:** OK, so, where do you think has the world's oldest parliament that still exists today?
- L:** That still exists today? Oh, I'm not sure. Somewhere with an ancient history, maybe Egypt or Greece?
- A:** Yes, I thought that too. But you're wrong. It's Iceland! It was called the Althing and was founded in the year 930.

- L:** Interesting! Tell me what else you found.
- A:** OK, well, Jordan has 138 MPs, right? So which country do you think has the largest parliament?
- L:** Not Jordan, I know that! It must be a big country. China?
- A:** Yes - well done. China's parliament has 3,000 members.
- L:** Wow, that's a lot.
- A:** And can you guess which has the smallest parliament?
- L:** That's more difficult. A small country, obviously, but I really don't know.
- A:** Well I couldn't have guessed either. It's Micronesia, a group of islands in the Pacific. Their parliament has just 14 members.
- L:** What else did you learn?
- A:** Here's an interesting fact. Most MPs round the world represent about 146,000 people, but in India, it is much more. MPs in India represent around 1.5 million people!
- L:** 1.5 million! Oh wow! That's a lot.
- A:** And to finish, one final fact. Which country has the world's largest parliament building?
- L:** I'll guess somewhere like the USA.
- A:** No, actually, it is in Bucharest in Romania. The building has more than 1,000 rooms!
- L:** That's a big building.

PRODUCTION (5 minutes)

(T-S, S-S, S-T) Exercise 6. Explain that they are now going to check their understanding of some of the key vocabulary from the recording. Read the words in the box as a class and check understanding. Students can work in pairs to complete the sentences. They can use a dictionary if necessary. Check answers as a class.

Answers

1 approval **2** political **3** minority **4** representatives
5 proposals **6** independence

WRAP-UP (5 minutes)

(T-S, S-S, S-T) Exercise 7. Students should work in pairs for this exercise. Read the question from the Student's Book to the class. Allow students time to discuss and prepare answers to share with the class.

Suggested answers

So that proposals can be debated carefully by both houses before important decisions are made

HOMEWORK

Students can write a short text summarising how Jordan's parliament works.

CONTINGENCY PLAN

Students could use the Internet to research information for Exercise 7, which they can use for their homework.

MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
LITERATURE SPOT: Stopping by Woods on a Snowy Evening	Theme 1: Society Theme 2: Culture	Listening: responding to critical-thinking questions before, during and after listening and justifying answers Speaking: interacting in pairs and groups Reading: determining two or more central ideas and analysing their development over the course of a text; determining the author's purpose or point of view and analysing how he/she distinguishes his/her position from that of others	Listening: identify cultural influences in audio-texts and performances; guess the meaning of unknown vocabulary words and phrases from context Speaking: interact in pair and group discussions Reading: make use of contextual clues and metalinguistic knowledge to infer meanings of unfamiliar words, phrases or idiomatic expressions; confirm predictions with a teacher or classmate Writing: write reflective and literary texts

OVERVIEW

Objectives:

- Summarise, comment on and discuss a wide range of factual and imaginative texts (GSE 66 – B2).
- Express and comment on ideas and suggestions in informal discussions (GSE 56 – B1+).

Resources:

- SB: pages 62-63

Note that the poem is set in a non-specific place, but it is snowing which limits the number of places in the world where it could be (it was written in Massachusetts, US). It is set during the Winter solstice (The darkest evening of the year). The speaker is stopping on a journey to admire the beauty of the snow falling in the woods, but is aware that he cannot stay long.

Answers

Students' own answers

- 2** (S-S, S-T) Exercise 2. Ask students to look at the highlighted words in the poem and elicit any that they may already know. Ask them to match the rest to the definitions. Ask them to do this unaided in the first instance, but allow them to use a reference if needed. Be sure that they know how to correctly pronounce the vocabulary.

Answers

- 1 sweep
- 2 queer
- 3 downy
- 4 shake
- 5 flake
- 6 harness

WARM-UP (5 minutes)

You may want to ask students to find out as much as they can about Robert Frost in a set time if they have access to online devices. Alternatively, you may want them to look at the photo on page 63 and elicit ideas about what the poem might be about and what they think the themes might be. This could also be a good time to give or elicit the following vocabulary:

Verse (n) a group of lines that form one part of a poem

Syllable (n) any of the units of sound which a word is divided into which contain a vowel sound and often one or more consonant sounds

Alliteration (n) the use of the same letter or sound at the beginning of words which are close together in a poem or piece of writing

Rhyme (v) (of words) to have the same sound at the end of the word as another word (not necessarily the same spelling), e.g. *tough* and *stuff*.

Answers

Students' own answers

PRESENTATION (15 minutes)

- 1** (S-T, S-S) Exercise 1. Ask students to read the poem or if you feel comfortable, read it out to them. Ask them to discuss the questions in pairs. When they have finished, elicit ideas and write them on the board. You may want to keep them there so you can come back to them later in the lesson.

PRACTICE (15 minutes)

- 1** (S-S, S-T) Exercise 3. Put students in pairs and ask them to read the poem together and answer the questions. Encourage them to say the words so they can hear the rhymes. When they have finished, elicit the answers to the questions as a class.

Note that in the first three verses, the final words in the 1st, 2nd and 4th line all rhyme. However, in the fourth and final verse, all of the final words rhyme, and the 4th line is a repeat of the 3rd line. In addition, in verses 2 and 3, the final words in the 1st, 2nd and 4th line rhyme with the final word of the 3rd line in the previous verse. In the final verse, the lines all rhyme with the final word in the 3rd line of verse 3. This can be simplified as an 'aaba bbcb ccdc dddd' rhyme scheme. The repetition of the last two lines gives the idea of the long journey ahead, but gives a sense of renewed focus.

- 2** (S, S-S, S-T) Exercise 4. Ask students to read the statements individually, then check answers in pairs. When they have finished, check answers as a class. Encourage students to give reasons for their answers and elicit discussion of the answers as you go along.

Answers

- 1** False. 'His house is in the village though'; (the owner of the woods lives in the village which is not close by, so the speaker does not think he will be seen.)
 - 2** True. 'He will not see me stopping here' (The speaker is not on his own land and so is technically trespassing. It also reflects his concern over how society has an impact on his experience. All he is doing is enjoying a beautiful, natural scene, but he could get in trouble for doing so.)
 - 3** False. 'My little horse must think it queer To stop without a farmhouse near'. (The speaker uses the supposed thoughts of the horse to show his own awareness of what he should be doing, i.e. busily continuing his journey, compared with what he wants to do, i.e. rest and enjoy the peaceful scene.)
 - 4** False. The darkest evening of the year. (This refers to the Winter solstice which is around December 21st in the Northern hemisphere and June 20th – 22nd in the Southern hemisphere. Robert Frost was in Massachusetts, USA when he wrote this, so it was the Northern hemisphere. This line indicates that it's a time to reflect and also of transition.)
 - 5** False. He gives his harness bells a shake. Of easy wind and downy flake. (There's also a gentle wind and the bells on the horse's harness. Nevertheless, these sounds are gentle and add to the sense of peace.)
 - 6** True. 'The woods are lovely, dark and deep, But I have promises to keep,' (This line shows how inviting the scene is, but the speaker knows that he cannot stay as he has business to attend to. After a quiet moment of reflection, he continues into not just his journey, but also the future.)
- 3** (S, S-S, S-T) Ask students to answer the questions individually and make notes about their answers. Then ask them to discuss them in pairs. Monitor and help them where needed. When they have finished, discuss the questions as a class. Elicit answers from pairs.

Answers

- 1** The speaker is feeling tired. It's evening and he's travelling in very difficult, cold conditions. It's so cold the lake is frozen. He is also arguably a little depressed as he's attracted to the darkness and solitude of the woods and would like to escape to it, yet acknowledges that he has responsibilities.
- 2** The fact that the speaker has a 'little horse' and is travelling alone at night indicates that he is probably not rich. He is also on someone else's land in an area that he's familiar with, as he knows where the landowner lives, but is not his final destination. This suggests he's passed through the area maybe several times before while on business. He travels a lot on horseback and is out at a time when wealthier people are likely to be in a more comfortable situation rather than outside in the cold.
- 3** The supposed thoughts of the horse really reflect the speaker's conscience rather than the horse itself. He knows that he can't stay long, both for legal and business reasons (he's trespassing and has other things to do and so can't really afford to rest and enjoy the scene).

- 4** 'The darkest evening of the year' shows that it's the Winter solstice. It's a time of transition as the days will now get longer as summer nears. It's also a time of reflection and rest, as typically people stay inside during the cold weather and the darkness.
- 5** As the horse shakes his bells, we can understand that it is perhaps nervous and wants to continue the journey rather than stop in a cold, dark place. It wants to move on to a sheltered place (a farmhouse). The fact that even a strong animal like a horse or a pony is uncomfortable helps to give the impression of how severe the weather is.
- 6** For the speaker, the woods represent peace and isolation from society. He works hard and has responsibilities. They are also on another man's land. He can only really admire them, but isn't permitted to go into them, as beautiful as they are. So there is a sense of longing too. They represent a brief and beautiful break from the hardship of the speaker's life. However, in looking at them, he receives a sense of purpose and acknowledges that he must attend to his responsibilities rather than rest

PRODUCTION (5 minutes)

(S, S-S, S-T) Exercise 6. This task focuses on some of the style and imagery elements in the poem. Ask students to read the questions and answer them. You may want to either allow them to use a reference to look up 'alliteration' for question 3, or elicit it before the task. You may also want to ask them to find other examples of alliteration. These include 'sound's the sweep' and 'His house'. When they have finished, check answers as a class and discuss as needed.

Answers

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

WRAP-UP (5 minutes)

(S-T, S-S) Exercise 7. Ask students to think about the work they did in the class and imagine how the speaker feels at the end of his day. This is a chance for them to think about the themes of the poem and put them into their own words. Ask students to write at least 50 words of a diary entry. Ask them to use the questions to help them. Be sure to give them feedback on their work.

CULTURE NOTES

Unit 6

LESSON 3A GRAMMAR

Passive houses were first discussed in 1988 between universities in Sweden and Germany. The German state of Hessen then funded the development of the concept and the first passive houses were built in Germany in 1990.

Unit 8

LESSON 1A VOCABULARY AND GRAMMAR

Internet of Things (IoT) is the interconnection of computing devices – such as a smartphone, a heart monitor implant or a microchip – via the Internet. The term is used to refer to objects which can ‘talk’ to each other by sending and receiving data over a network without requiring human-to-human or human-to-computer interaction. The idea behind the IoT is to make digital interactions happen more seamlessly than they would with human involvement.

LESSON 4A READING AND VOCABULARY

ASD (Autism Spectrum Disorder), often referred to as autism, is a lifelong developmental condition which affects how people perceive the world and interact with others. Autistic people see, hear and feel the world differently to other people. Some say that the world feels overwhelming, which often causes them considerable anxiety. Autistic people can struggle to interpret both verbal and non-verbal language whilst others may not speak or have fairly limited speech. Autism affects more than one in 100 people, and its exact cause is still being investigated.

Chris Milk (1975–) is an American entrepreneur, director, photographer and artist. He started his career as a music video director and photographer but became best known for using cross-media innovations as mediums for storytelling. He is founder and CEO of a Virtual Reality (VR) media company, and co-founder of a VR production company. Milk has produced award-winning virtual reality content, working with the United Nations and the *New York Times*. In 2015 Milk presented a TED talk on using VR as a medium to advance humanity.

TED is a non-profit organisation devoted to spreading ideas through short talks. It began in 1984 as a one-off conference on technology, entertainment and design, but has since become a viral video phenomenon and worldwide community, broadening its outlook to cover almost all topics.

TED talks are usually 18 minutes or less and are given in more than 100 languages around the world. Since 2006, TED talks are available for free viewing online.

National Autistic Society (NAS) is a British charity for autistic people, founded in 1962 by a group of parents in London, UK. The NAS supports the rights and interests of around 18,000 people with autism by providing a range of support services for adults and children.

LESSON 6B GRAMMAR

Ray Tomlinson (1941–2016) was an American scientist credited with being the inventor of email. He also picked the ‘@’ symbol for email addresses. In 1971, he invented a computer programme called ARPANET (Advanced Research Projects Agency Network), a predecessor to the Internet. The system allowed people to send messages (emails) to other computer users. He won several awards for his work.

Unit 9

LESSON 7A WRITING

The New York Times is an American daily newspaper based in New York City. Founded in 1851, it had won the Pulitzer Prize 120 times by the early twenty-first century and today holds more prizes than any other newspaper. In 1995, it launched its online edition and in 1997 it started to use colour in its photos. Like many other papers, it struggled financially in the Internet era of free information and responded by launching a subscription for its digital edition, thereby limiting readers’ access to free content.

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 or 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 students 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 presents 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 the useful language for debating on the next page, for them to refer to during the school year.

DEBATE TOPICS

Unit 6

We don't need to travel when we can see the world on the Internet.

Unit 7

Films should not cover social issues and only be for entertainment.

Unit 8

Developments in artificial intelligence endanger mankind.

Unit 9

Failure is always a bad thing.

Unit 10

The theatre has no place in today's online culture.
- CLASS DEBATES | 115

Presenting the motion

We are going to speak in favour of/against the statement/
motion that ...
I am going to try to explain why we think/don't think that ...
Today I hope to persuade you to agree that ...
This morning we have the easy task of convincing you that ...
First, I will talk about ... I shall also argue that ...
Consider this ...
I would like to put forward the idea/motion that ...

Introducing the speakers

I, as the first speaker, will talk/will be talking about ...
The next speakers will then explain why/discuss ...
[Halima] will then talk about ...
The next speakers will explain why ...
[Osama] will conclude by ...

Presenting the most important point

The main thing/point is ...
The (single) most important thing/point is ...
Most importantly, ...

Presenting a list of arguments

First of all, ...
Firstly, ...
To begin with, ...
Secondly, ...
My first/second argument is ...
Let me come to my first/second/next argument.
Perhaps I should also mention that ...
In addition, ...
What's more, ...
Also, ...
We also need to think about ...
Something else to think about is ...
Another important point is ...
Furthermore, ...
In addition to that, ...

Giving your opinion

In my view/opinion, ...	It seems to me that ...
My view is that ...	I close up believe that ...
The way I see it, ...	(Personally,) I feel/believe
If you ask me, ...	that ...
As far as I'm concerned, ...	We are convinced that ...
It goes without saying that ...	It is our belief that ...

Expressing certainty

Clearly/Obviously, ...
There is no doubt that ...
Let the facts speak for themselves.
In fact, ...
Without a shadow of a doubt, ...
Frankly, I think it's obvious that ...

Clarifying/Reiterating

I'm talking about ...
What I'm trying to say is ...
What I mean (by that) is ...
I'm saying that ...
To clarify, ...
To reiterate, ...
To elaborate, ...

Supporting your view with examples/ evidence

For example, ...
For instance, ...
Let me give you an example: ...
Take, for example, ...
An example of this is ...
To illustrate ...
Recent research has shown that ...
New studies confirm that ...

Discussing advantages and disadvantages

On the one hand, ... On the other hand, ...
Some people believe that ... while others say that ...
While ... , we should not forget that ...
An argument for/in favour of/against ...

Concluding/Summarising

So, finally, ...
So, in short, ...
To sum up, ...
All in all, ...
To conclude, let me stress that ...
So, as we have seen ...
Therefore, we must conclude that ...
This clearly reinforces everything I have said up until this
point.
In light of what was said earlier, we can see that ...

Jordan

High Note

Grade 11

Semester 2

PHOTOCOPIABLE RESOURCES

CONTENTS

RESOURCE	FOCUS	WHEN TO USE	TIME (MINUTES)
06 WHERE WE LIVE			
24 Read my mind	Grammar: modal and related verbs	After UNIT 6, LESSON 1 VOCABULARY AND GRAMMAR	15
25 Making the world your home	Audio script: extra activities	After UNIT 6, LESSON 2 LISTENING AND VOCABULARY	15
26 Geography quiz	Grammar: articles	After UNIT 6, LESSON 3 GRAMMAR	15
27 Mend it, fix it, rent it	Vocabulary: household problems and solutions	After UNIT 6, LESSON 5 VOCABULARY	15
07 IS IT FAIR?			
28 There's no planet B	Grammar: reported speech	After UNIT 7, LESSON 1 VOCABULARY AND GRAMMAR	15
29 It's an issue	Vocabulary: social issues	After UNIT 7, LESSON 2 VOCABULARY	10
30 Documentary films and social issues	Audio script: extra activities	After UNIT 7, LESSON 3 LISTENING AND VOCABULARY	15
31 Acts of kindness	Reading: understanding complex and compound sentences	After UNIT 7, LESSON 4 READING AND VOCABULARY	15
32 Tell me what they said	Grammar: reporting verbs	After UNIT 7, LESSON 5 GRAMMAR	15
08 DIGITAL PERSPECTIVES			
33 Find someone who ...	Grammar: the passive	After UNIT 8, LESSON 1 VOCABULARY AND GRAMMAR	15
34 Pitch it!	Vocabulary: technology and gadgets	After UNIT 8, LESSON 3 VOCABULARY	15
35 Selfies are everywhere!	Audio script: extra activities	After UNIT 8, LESSON 5 LISTENING AND VOCABULARY	15
36 Spot the mistake	Grammar: impersonal passive structures	After UNIT 8, LESSON 6 GRAMMAR	15
09 HIGHS AND LOWS			
37 On one condition	Grammar: conditionals; mixed conditionals	After UNIT 9, LESSON 1 VOCABULARY AND GRAMMAR	10
38 Mistakes	Audio script: extra activities	After UNIT 9, LESSON 2 LISTENING AND VOCABULARY	15
39 What's on my card?	Vocabulary: chance, risk and opportunity	After UNIT 9, LESSON 3 VOCABULARY	10
40 Lost at sea	Reading: following events in a narrative	After UNIT 9, LESSON 4 READING AND VOCABULARY	15
41 I wish I could use those words!	Grammar: wish, if only, past modals	After UNIT 9, LESSON 5 GRAMMAR	10
10 CULTURE VULTURE			
42 It must have been a clock!	Grammar: past modals	After UNIT 10, LESSON 1 VOCABULARY AND GRAMMAR	10
43 Jordanian embroidery	Audio script: extra activities	After UNIT 10, LESSON 2 LISTENING AND VOCABULARY	15
44 I'll race you	Grammar: reduced adverbial clauses	After UNIT 10, LESSON 3 GRAMMAR	10
45 Show it, draw it, explain it	Vocabulary: performance	After UNIT 10, LESSON 5 VOCABULARY	10

PHOTOCOPIABLE RESOURCES

TEACHER'S NOTES

Unit 6

24 Read my mind

(Lesson 1 Vocabulary and Grammar)

Aim: to practise modal and related verbs

Interaction: individual, pairs

Type of activity: writing and completing gapped sentences

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Put students in pairs and hand out the worksheet. Explain or elicit that the verbs in Exercise 1 are modal and related verbs, then explain the activity: individually, students write six sentences about themselves using the verbs. Three of them should be true and three should be false. They then remove the verbs from their sentences to make a gap-fill exercise. **(2)** Allow plenty of time for this stage while you monitor to ensure students' sentences are correct.

(3) Students now swap worksheets with their partner, who has to complete the gap-fill exercise. **(4)** In their pairs, students check their partner's answers to the gap-fill exercise. They then have to guess which of their partner's sentences are true and which are false. Encourage them to give reasons/expand on their answers.

Optional follow-up: Round off the task by asking students to share with the class what they found out about their partner.

25 Making the world your home

(Lesson 2 Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 6.3 for them to check/complete their answers. Alternatively, check answers by going through the extract with the class.

(3) During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

- 1** 1 to feed **2** to give up **3** to travel **4** to have **5** having
6 having **7** getting **8** consider **9** to be **10** to combine
11 to consider **12** to be **13** being **14** Having
15 to connect **16** being **17** being **18** being
19 to unplug

26 Geography quiz

(Lesson 3 Grammar)

Aim: to practise articles

Interaction: individual, pairs

Type of activity: quiz

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Put students in pairs and hand out the worksheet. Explain to students that they are going to do a quiz about world geography, but some of the articles in the quiz are gapped. **(2)** Students first complete the gaps with *a*, *the* or *-* (no article). They should do this individually, then, if time allows, compare their answers in pairs. **(3)** Check answers with the class. **(4)** Students then do the quiz in their pairs. When they have finished, check answers with the class, ask students to total up their scores and congratulate the pair with the highest score.

Answers:

Activity: **1** - **2** -, the **3** the **4** - **5** the **6** the **7** The, -
8 a **9** the, the **10** - **11** - **12** a

Quiz: **1** c **2** b **3** b **4** a **5** c **6** b **7** a **8** c **9** c **10** a
11 a **12** c

27 Mend it, fix it, rent it

(Lesson 5 Vocabulary)

Aim: to practise vocabulary related to household problems and solutions

Interaction: pairs

Type of activity: speaking, collaborative writing

Time: 15 minutes

Materials: one worksheet per pair

In class: (1) Put students in pairs and hand out the worksheet. Tell students that they own the apartment in the picture and need to get it ready to rent. **(2)** Ask them to look at the picture and work together to decide what needs to be done in order to get the apartment ready. They can use the words in the boxes to help them complete their to-do list. For weaker classes, break down the activity into stages: first get students to identify the issues and then go through these as a class, writing them on the board if necessary. Then go through the vocabulary in the boxes and check understanding. Finally, give students 3-4 minutes to write their to-do lists. During the activity, monitor for any difficulties and offer help where necessary. **(3)** When students have finished, invite them to read out their to-do lists and invite discussion where pairs have taken different approaches to problems. **(4)** For stronger classes, you could extend the activity by asking students to decide how they will divide the tasks between them and why, and whether they need to employ someone to carry out any of the more difficult tasks, for example, replacing the window. Students could also work out a budget for the work. If you decide to use budgets, you could get pairs to compare these at the end of the class. Whose budget is the most realistic?

Optional follow-up: Explain to students that now they have got the apartment ready to rent, they need to write an advertisement to attract tenants. They can do this in class in their pairs or as homework. If you do the activity in class, give students 5-6 minutes to write their advertisement. Monitor pairs and note one or two good examples. At the end of that activity, ask a few pairs to share their advertisement with the class.

Unit 7

28 There's no planet B

(Lesson 1 Vocabulary and Grammar)

Aim: to practise reported speech

Interaction: pairs

Type of activity: collaborative writing

Time: 15 minutes

Materials: one worksheet per pair

In class: (1) Put students in pairs and hand out the worksheet. Explain to students that they are going to read what a reporter is saying during a visit to an African village, and go through the instructions with them. **(2)** For weaker classes, you might like to review the grammar on page 70 of the Student's Book before students begin and/or do an example with the class. **(3)** Allow students 8–10 minutes to write their report, then, if time allows, get them to swap their report with another pair for peer correction.

Model answer:

I spoke to charity worker Ali while I was visiting a village in Africa. We were just outside a village when I saw some children. I asked Ali what they were doing. Ali said they should be at school, but unfortunately they had to spend the morning walking to the nearest well to get fresh water for their families. I asked him what the charity was doing about this. He explained that in August the year before, they had started putting pipes in to bring fresh water to the village for the first time. He said that people would start using the taps a few weeks later. I said that should make a huge difference to their lives and then asked him what else the charity was doing to help. He said that they had provided the people with water filters. He explained that the water from the wells was fresh, but it was not always completely clean. The filters would help them to stay well. He said that the following year, they were going to install new toilets in the village school, too. I said that the villagers must be very happy that they were helping them. Ali said that he hoped their lives would be easier in the future and more importantly, that nobody got ill because of dirty water.

29 It's an issue

(Lesson 2 Vocabulary)

Aim: to practise vocabulary related to social issues

Interaction: pairs

Type of activity: word building, presentation

Time: 10 minutes

Materials: one worksheet per pair

In class: (1) Put students in pairs and hand out the worksheet. Explain to students that they are going to write words with the suffixes on the left, making any necessary changes. **(2)** For weaker classes, you might like to review the Active vocabulary box on Student's Book page 18. **(3)** When they have completed the table, go through the answer with the class. **(4)** Now ask them to prepare a talk about an issue they care about. They can take notes in the space provided. Encourage them to use words from the table. **(5)** When they are ready, pairs can take turns to give their talks.

Suggested answers:

equality	-ity
happiness	-ness
difference	-ance/ence
practice	-ice
complicate	-ate
hopeless	-less
shorten	-en
reliable	-able
entertainment	-ment
hopeful	-ful

30 Documentary films and social issues

(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 7.5 for them to check/complete their answers. Alternatively, check answers by going through the texts with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

- 1** 1 vanishing 2 mysteries 3 protection 4 bleaching
5 happening 6 prompted 7 beauty 8 polluting
9 easily 10 illness 11 disability

31 Acts of kindness

(Lesson 4 Reading and Vocabulary)

Aim: to practise the skill of understanding complex and compound sentences

Interaction: individual, pairs

Type of activity: reading text and activities

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Put students in pairs, give them 2–3 minutes for Exercise 1, then elicit ideas around the class. **(2)** For Exercise 2, you may wish to do the first item as an example with the class. In stronger classes, students can then do the exercise individually, then discuss and compare their answers in pairs if time allows. In weaker classes, they can do it in pairs. **(3)** Check answers with the class. **(4)** Get students to complete Exercise 3 individually. Encourage them to underline the parts of the text that give them the answers. If there is time, get them to compare answers in pairs before checking with the class.

Answers:

- 1 Student's own answers.
- 2 (Independent clauses are underlined. Dependent clauses are in italics.)
 - 1 He found himself stuck between a train, which wasn't moving, and the station platform.
 - 2 Hamblin could have continued to run the race alone, but after helping D'Agostino up, she ran with the injured D'Agostino to help her complete the race.
 - 3 Others might make and sell cakes, bringing in money for charity, which can help the homeless, for example.
- 3 1 T ('it is also human nature to look after yourself first, before you help other people.')
- 2 F ('usually you can help other people without any risk to yourself. There are some famous examples ...')
- 3 T ('the New Zealander, Nikki Hamblin, fell over. As she fell, she knocked over the American Abbey D'Agostino.')
- 4 F ('both won awards for their sporting behaviour.')
- 5 T ('Being kind helps to lower people's heart rates and makes people feel more relaxed.')
- 6 T ('Of course, you don't have to wait until February to do such things.')

32 Tell me what they said

(Lesson 5 Grammar)

Aim: to practise reporting verbs

Interaction: pairs/groups of three

Type of activity: writing/speaking

Time: 15 minutes

Materials: one set of verb cards and one set of sentence cards per pair or group

In class: (1) This activity can be done orally or as a written exercise, with students working in pairs or groups of three. **(2)** Copy the worksheet and cut out the cards as indicated. **(3)** Put students in pairs or groups of three and give each pair/group one set of verb cards and one set of sentence cards. They should shuffle them and spread them out on the table, keeping them in their sets. **(4)** Explain to students that the sentence cards show sentences in reported speech, using the reporting verbs *said* and *told*. Students have to match each sentence to an appropriate reporting verb from the white cards, then change the sentence using that reporting verb. They can only use each reporting verb once and there are four reporting verbs which do not have a match. Tell them that it's a race and that the first pair/group to match their sentences and verbs and create grammatically correct sentences should put their hand(s) up. **(5)** Start the activity and monitor, but do not tell students if their sentences are correct. When a few pairs/groups have finished, stop the activity and check the sentences of the first one(s) to finish. If they have the most correct sentences, they are the winners.

Optional follow-up: In pairs, students can use the remaining four reporting verbs to either write reported sentences or, depending on the time available, write sentences with *said/told* for another pair to change.

Answers:

- The guard warned us not to walk on the bridge because it wasn't safe.
- He regretted handing in his notice when his manager spoke to him rudely.

- In the end, the company apologised for sacking him due to his height.
- The suspect denied taking the money.
- She reminded me to feed the cat.
- I persuaded my brother to apply for the job.
- The headteacher congratulated us on/for passing our exams.
- He blamed me for losing his job.
- The employee refused to wear a tie at the office.
- The woman accused the sales assistant of short-changing her.
- My boss agreed to give me one day off for charity work.
- I offered to help the new employee with the report.

Unit 8

33 Find someone who ...

(Lesson 1 Vocabulary and Grammar)

Aim: to practise the passive

Interaction: individual, whole class

Type of activity: a questionnaire

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Hand out the worksheet and tell students that they are going to interview their classmates. **(2)** Students first form questions to ask their classmates using the prompts on the questionnaire. Explain that they need to use the correct form of the passive in each question and refer them to the example. **(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. **(5)** Start the activity and monitor to check students are using the passive 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 them to sit down, then invite class feedback on what the class learnt about each other.

Optional follow-up: Individually or in pairs, students write two or three questions of their own using the passive, then either mingle to find people who answer *yes* to their questions or ask and answer their questions in groups.

Answers:

- 2 Have you been invited to a family party recently?
- 3 Were you sent a text yesterday?
- 4 Have you ever been introduced to someone famous?
- 5 Are you often woken up by an alarm clock?
- 6 Have you been given a gift recently?
- 7 Will you be required to take a test soon?
- 8 Have you ever been bitten or stung by an insect?
- 9 Have you ever been asked to do something strange, funny or difficult?
- 10 Were you visited by a friend or relative last week?

34 Pitch it!

(Lesson 3 Vocabulary)

Aim: to practise vocabulary related to technology and gadgets

Interaction: pairs or groups of three or four

Type of activity: collaboration; a presentation

Time: 15 minutes

Materials: one worksheet per pair or group

In class: (1) Put students in pairs (or groups of three or four, to reduce the time taken for the class feedback stage according to the time available) and hand out the worksheet.

(2) Tell students that they have five minutes to come up with a thirty-second pitch for a new gadget to present on a TV show. It can be something already in existence or something students invent themselves. However, there is a catch: students will get more money the more words and phrases from the worksheet they use. Each word/phrase is worth 500 dinars. **(3)** Students can write their presentation notes on the worksheet and present their pitch to the class for the class to total the amount of money they will receive. The class reserves the right to reject any words which do not fit naturally into the presentation. Alternatively, students can record their presentation on their phone, either in class or as a collaboration in students' own time. They can then upload their video presentation to the online shared classroom space for voting or show the video to another pair in the next lesson for feedback.

Optional follow-up: Once the class has had a chance to review all the pitches, individual students should choose one gadget idea which they would invest in if they were a businessperson. Students should say why they chose the gadget and why they think it is likely to be a more successful venture than the others. This can be done either orally in class or as written class-/homework.

35 Selfies are everywhere!

(Lesson 5 Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 8.7 for them to check/complete their answers. Alternatively, check answers by going through the extract with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

- 1 recent 2 social 3 flattering 4 physical 5 jealous
6 well-known 7 local 8 natural 9 facial
10 hazardous

36 Spot the mistake

(Lesson 6 Grammar)

Aim: to practise impersonal passive structures

Interaction: individual, pairs

Type of activity: error correction

Time: 15 minutes

Materials: one worksheet per pair/group

In class: (1) Hand out the worksheet. **(2)** Tell students that they have some sentences containing impersonal passive structures. Explain that some of the sentences are correct and some need correcting. You are going to read each sentence out and they should put a tick if they think it is correct or a cross if there is a mistake. **(3)** Read out the first sentence, allow students to think about their answer before you move on to the next one. **(4)** At the end, students can work in pairs to correct the sentences they think are false. **(5)** Check their answers. Give points to pairs who ticked sentences correctly and who corrected the mistakes correctly.

Answers:

- 1 It is expected that the new social media platform ~~to~~ **will** reach 200 million users in less than a year.
- 2 Technology has often been said ~~it is~~ **to be** a major source of social change.
- 3 There ~~It~~ has been revealed that cybercrime costs around one percent of global income.
- 4 ✓
- 5 Two million people were said to have ~~be~~ **been** affected by the recent social media hack.
- 6 It is ~~estimating~~ **estimated** that the world's technological advances have developed in the last 100 years.
- 7 ✓
- 8 It has often **been** remarked / It ~~is~~ often remarked that social networking sites deprive people of their right to privacy.
- 9 ✓
- 10 ✓

Unit 9

37 On one condition

(Lesson 1 Vocabulary and Grammar)

Aim: to practise conditionals

Interaction: pairs or small groups

Type of activity: a card game

Time: 10 minutes

Materials: one set of cards per pair/group

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Put students in pairs or small groups and hand out one set of cards to each pair/group. They should shuffle them and put them in a pile face down on the table. **(3)** Explain to students that they are going to play a game using conditionals. They will take it in turns to pick up a card, read the conditional stem, complete the sentence and then say if it is a mixed conditional sentence or a first, second or third conditional one. The other student(s) in the group must decide if the student is correct. If the sentence is correct, the student keeps the card and play passes to the next student. If it is incorrect, the card is returned to the bottom of the pile and the next student has a turn. If there is disagreement, students

should ask you to confirm whether a student's answer is correct or not. **(4)** Students play until all the cards have been used or for as long as time allows. The student with the most cards at the end of the game is the winner.

Alternative approach: Do this as a whole-class game: divide the class into two teams and read out each stem for teams to answer in turn, scoring a point for each correct answer. The team with the most points at the end are the winners.

Optional follow-up: Students make up their own sentence stems for their classmates to complete.

38 Mistakes

(Lesson 2 Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 9.2 for them to check/complete their answers. Alternatively, check answers by going through the texts with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

1 1 around 2 out 3 up 4 at 5 at 6 over 7 out 8 up
9 up 10 off 11 back 12 out

39 What's on my card?

(Lesson 3 Vocabulary)

Aim: to practise vocabulary related to chance, risk and opportunity

Interaction: groups of three or four

Type of activity: guessing game

Time: 10 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)** Ask groups to nominate a student to keep score. **(4)** Explain that the cards show vocabulary related to chance, risk and opportunity, then explain the game: students should take it in turns to turn over a card and, without letting anyone else see it, read the word/phrase on the card, then speak for 30 seconds about a subject of their choice, including that word/phrase. The aim is for the other students in the group to guess the word/phrase on each card. They can interrupt at any point to make a guess. If they are correct, they get a point. If they are wrong, they lose a point and the speaker continues. If a speaker reaches the end of their talk and no one guesses the word/phrase on the card, the card is returned to the bottom of the pile and play passes to the next student. **(5)** If you think students

will have difficulty thinking of topics to talk about, you could brainstorm some with the whole class and write them on the board for students to refer to during the game. **(6)** Start the game and continue until everyone in the group has had at least two goes or for as long as time permits. **(7)** Find out from the groups who had the highest score and congratulate the winner(s).

40 Lost at sea

(Lesson 4 Reading and Vocabulary)

Aim: to practise the skill of following events in a narrative

Interaction: individual, pairs

Type of activity: reading text and activities

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can do Exercise 1 individually or in pairs. Explain that they have to read the article quickly and put the paragraphs in the correct order. Refer them to the typical structure of a narrative text and point out that they should use descriptions 1–5 to help them decide on the correct order of the paragraphs. If students do the exercise individually, you could get them to compare answers in pairs before class feedback. **(2)** Get students to complete the exercise in pairs, then check answers with the class. **(3)** Explain Exercise 3 and get students to complete it individually or in pairs. Check answers with the class.

Answers:

- 1** 1 B (The paragraph talks about how Alvarenga's ordeal began and how it would end.)
- 2 E (The paragraph talks about the start of their journey and why they had problems.)
- 3 D (The paragraph gives the main events of his ordeal.)
- 4 C (The paragraph concludes the main events and how Alvarenga was saved.)
- 5 A (The paragraph talks about what happened to Alvarenga after the main events.)

2 Student's own answers.

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

41 I wish I could use those words!

(Lesson 5 Grammar)

Aim: to practise *wish*, *if only* and past modals for present and past regrets

Interaction: pairs

Type of activity: guessing game

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 going to play a game using *I wish*, *if only* and past modals. If necessary, review the language on page 73 of the Student's Book before they begin. **(3)** Students take it in turns to choose one of the situations on their worksheet and tell their partner what they would think or say in that situation, using *I wish*, *if only* and past modals. They can say anything they want but they cannot use any of the words on their card. Their partner tries to guess the situation and can interrupt at any point to make a guess. If their guess is incorrect, the first

student can continue to give hints. **(4)** During the activity, monitor and help as necessary. **(5)** Students play until they have used up all their situations or for as long as time permits.

Optional follow-up: Students make up their own situations for their partner to guess.

Unit 10

42 It must have been a clock!

(Lesson 1 Vocabulary and Grammar)

Aim: to practise past modals

Interaction: pairs or groups of three

Type of activity: speaking

Time: 10 minutes

Materials: one worksheet per pair/group

In class: (1) Put students in pairs or groups of three and hand out the worksheets. **(2)** Explain the activity: students look at each photo in turn and use past modals to speculate what each of the things in the photos is and what it might have been for/used for. You may wish to demonstrate with a stronger student and/or review the target language on page 48 of the Student's Book before students begin. **(3)** Start the activity and while students are working, monitor and offer help as necessary. **(4)** When they have finished, elicit ideas around the class. If pairs/groups disagree, encourage students to give reasons. If there is time, you could share some of the information from the answer key below with the class.

Answers:

The photos show:

- 1** the Antikythera mechanism, an ancient Greek mechanical device. It was used to calculate information about astronomy.
- 2** neolithic stone balls found in Scotland, which might have been used as ornaments, as weights or as toys.
- 3** prehistoric wall paintings in the Magura Cave, Bulgaria.
- 4** a small ball court for the old Mayan sport pok-ta-pok, in Coba, Mexico.
- 5** a throne in Governor's Palace, Uxmal, Yucatan, Mexico.
- 6** antique Japanese coins.
- 7** a Roman oven near Hadrian's Wall in England.
- 8** an ancient Aztec calendar.

43 Jordanian embroidery

(Lesson 2 Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 10.3 for them to check/complete their answers. Alternatively, check answers by going through the podcast with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students

in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

1 to **2** at **3** worn **4** to **5** materials **6** with **7** region
8 from **9** around **10** as **11** by **12** around **13** in

44 I'll race you

(Lesson 3 Grammar)

Aim: to practise reduced adverbial clauses

Interaction: pairs

Type of activity: matching and constructing sentences

Time: 10 minutes

Materials: one worksheet per pair

In class: (1) Put students in pairs and hand out the worksheets. Tell students that they will work together to match the sentences, then join them into one sentence using a reduced adverbial clause. The first pair to complete the activity with the most correct sentences are the winners. **(2)** Start the activity. Monitor but do not correct any errors at this stage. **(3)** When pairs have finished, they should put their hands up. Continue until a few pairs have finished, then ask students to swap worksheets with another pair for the feedback stage. Check answers with the class – students should mark the other pair's answers. Find out which pair had the most correct sentences and congratulate them.

Answers:

- 1** (c) Having waited in the rain for my friend to turn up, I got very wet.
- 2** (a) Having acted in a famous play, he was asked to audition for a film.
- 3** (h) Having lost my keys, I couldn't open the door.
- 4** (f) Tripping over a can, he twisted his ankle. / He twisted his ankle tripping over a can.
- 5** (b) Having worked in a multinational company, our new colleague knew what to expect from his new job.
- 6** (d) Having worked at home for ten years, she wasn't looking forward to commuting.
- 7** (e) Not realising the famous person was standing right behind me, I didn't see him.
- 8** (g) Seeing the front door was open, I knew someone was in my house.

45 Show it, draw it, explain it

(Lesson 5 Vocabulary)

Aim: to practise vocabulary related to performance

Interaction: whole class

Type of activity: word game

Time: 10 minutes

Materials: one worksheet for the whole class

In class: (1) Divide the class into two teams down the middle of the room. Divide the board into two and provide one marker for each team. Shuffle and place the cards in a pile face down at the front of the classroom. Appoint one student from each team to time-keep. **(2)** Tell students that they are going to play a game with vocabulary related to performance and explain the game: two students, one from each team,

come to the front, pick up a card and read it to themselves. At this point the time keeper should start the clock for 30 seconds. The two students have to help their team guess the word(s) on the card by drawing pictures on their side of the board, miming or giving an explanation. They can show their team the number of words on the card and also tell them if it's an adjective, noun, phrase, etc. Members of the teams can guess the word/phrase at any time. If they guess correctly, the student puts the card face up on the table and another student comes to the front for a turn. If neither team has guessed the word(s) by the end of the 30 seconds, the students return to their seats putting the card face up on the table and the next two students have a turn. **(3)** Start the game and monitor to ensure fair play. The winning team is the team with the most correct guesses at the end of the game.

Read my mind

UNIT 6, LESSON 1 VOCABULARY AND GRAMMAR
(Modal and related verbs)

1 Write six sentences about you using these verbs and phrases. Three must be true and three false. Then remove the verbs/phrases from your sentences to make a gap-fill exercise.

must have to don't have to

 ought to should

be permitted succeed in **may**

be allowed **can't** be required

mustn't be obliged to needn't

could can manage to

be able to be forbidden

1 _____	4 _____
_____	_____
2 _____	5 _____
_____	_____
3 _____	6 _____
_____	_____

2 Give your exercise to a partner to complete.

3 Check your partner's answers. Can they guess which sentences were true?

Making the world your home

UNIT 6, LESSON 2 LISTENING AND VOCABULARY (Audio script: extra activities)

1 6.3 Choose the correct words to complete the extract from a radio interview.

- Presenter:** Thousands of years ago our ancestors were nomads, constantly moving from one location to another in search of grasslands ¹*to feed / feeding* their animals. In those days, this mobile lifestyle was a necessity, not a choice. But today there's a new breed of nomad, the 'digital nomad' – people who actively choose ²*to give up / giving up* their permanent homes ³*to travel / travelling* the world, working from their laptops while they travel. Today I'm talking to a digital nomad who runs his own website design company. Every few months, he packs his bags and travels to a different part of the world. Right now he's speaking to us from Bali. Hani? Hello? Hani? How are you doing?
- Hani:** Hi! Very well, thanks.
- Presenter:** Thanks for talking to us today. So ... so tell us, what drew you to the nomadic lifestyle? What was going on in your life before that?
- Hani:** Well, after graduating from university, I got a good job in Irbid. For the first two years, I felt really lucky ⁴*to have / having* a permanent job. I didn't especially enjoy ⁵*to have / having* to work from nine to five every day, and the forty-five-minute commute to work was **a bit of a drag**. **But what really got to me** was ⁶*to have / having* only three- or four-weeks' annual leave, which really limited my chances of ⁷*get / getting* away. That's when I started to seriously ⁸*consider / considering* the idea of working remotely, i.e. having a job where I'm not required ⁹*to be / being* in an office, which would enable me ¹⁰*to combine / combining* a life of work and travel.
- Presenter:** So that's when you became a website designer. What did your family think about your decision?
- Hani:** When I first told them, I don't think they were convinced I'd do it for very long. They thought I'd soon get sick of **life on the move**, and I'd soon want to come back home and settle down. I think they were also pretty doubtful about whether I'd be able to earn a stable income. I expect their biggest fear was that I was going to start asking them for loans! But anyway, here I am still doing it three years later, and my business is going well.
- Presenter:** What are the best locations for a digital nomad? What do you need ¹¹*to consider / considering* when choosing where to go?
- Hani:** Well, **first and foremost**, the location needs ¹²*to be / being* affordable and have good wi-fi. That makes places like Ho Chi Minh City in Vietnam and Bangkok popular nomad destinations. Those cities don't appeal to me though. I find them too hectic – but then neither do really remote places. **For me, the priority is** to be part of a community, and that's why I always look for somewhere which offers co-working spaces – shared spaces – where freelancers like me can all work together. Bali, where I am now, has some fantastic co-working spaces with stunning views of the sea.
- Presenter:** Sounds amazing ... but isn't this mobile lifestyle hard? Never ¹³*to be / being* able to **put down roots** anywhere? ¹⁴*To have / Having* to make new friends and to settle into new places?
- Hani:** You don't need a permanent base to make new friends, and there's a big digital nomad community now. We've got websites, social media groups and various other ways ¹⁵*to connect / connecting* with people. And what's nice is that the people you meet share the same values and attitudes. For example, they put freedom to travel before home comforts and possessions. What's harder is keeping up friendships with people back home. You can chat online, of course, but **it isn't quite the same as** ¹⁶*to be / being* face-to-face. But going back to your question, no I don't find it hard, I enjoy being on the move. I'm not ready to be tied down to one place yet. There'll be plenty of time for that in the future!
- Presenter:** And what about the work side of things? Is it hard to **get down to work** when you're travelling?
- Hani:** That's an interesting question. Some people think ¹⁷*to be / being* a digital nomad is like ¹⁸*to be / being* on one non-stop, super-long vacation. But, actually, **the opposite is true**. That's the hardest part about this lifestyle, in my view. You can work from anywhere, which means that you do. It's hard ¹⁹*to unplug / unplugging*. Work travels with you anywhere you go. Sometimes I deliberately take myself to somewhere with a terrible wi-fi signal, so people can't contact me. But despite the downsides, I wouldn't give up the lifestyle **for anything**. Not for a while anyway ...
- Presenter:** Hani, thanks very much for talking to us ... and enjoy Bali!

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.

1 Complete the quiz questions with **a**, **the** or **-** (no article).

GEOGRAPHY QUIZ



1 Which country is _____ Cairo the capital of?

- a Armenia
- b Syria
- c Egypt

2 Which ocean is _____ east of _____ United States?

- a Pacific
- b Atlantic
- c Indian

3 Which is _____ biggest desert?

- a Arabian
- b Sahara
- c Gobi

4 Which city is not in _____ Europe?

- a Doha
- b Reykjavik
- c Prague

5 Which is _____ world's highest mountain?

- a Kilimanjaro
- b K2
- c Mount Everest

6 How many lakes make up _____ Great Lakes?

- a three
- b five
- c six

7 _____ United Kingdom is made up of how many _____ countries?

- a four
- b five
- c six

8 Which country does not have _____ border with Germany?

- a Netherlands
- b Czech Republic
- c Slovakia

9 Which is _____ longest river in _____ world?

- a Amazon River
- b Congo River
- c Nile River

10 Which country is not in _____ Asia?

- a Egypt
- b China
- c Oman

11 What is the capital of _____ India?

- a New Delhi
- b Mumbai
- c Jaipur

12 Which of these is not _____ sea?

- a Caspian
- b Aral
- c Baikal

2 In pairs, do the quiz in Exercise 1. Then listen to your teacher and check your answers.
How many did you guess correctly? How many did you already know?

Mend it, fix it, rent it
UNIT 6, LESSON 5 VOCABULARY
(Household problems and solutions)

Work in pairs. Imagine you own the apartment in the picture, and you want to get it ready to rent. Look at the picture, decide what needs to be done, and complete your to-do list. Use the words/phrases from the boxes to help you.

- deal with do up get rid of mend mop up pick up replace rub sweep up wipe down
- dishcloth dustpan and brush scratched screen shattered glass tangled leads and wires



To-do list

- _____
- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____
- _____

There's no planet B

UNIT 7, LESSON 1 VOCABULARY AND GRAMMAR (Reported speech)

Fadi is visiting a village in Africa where a charity worker is helping the people with a new supply of water. Read the exchanges and then, in pairs, prepare a short written report for Fadi's news blog. Use reported speech where possible.



OK, so I'm here just outside a village in Africa with charity worker Ali, from Amman. Ali, can you tell me what these children are doing? Shouldn't they be in school?

Hi. Well, yes, the children should be at school but unfortunately they have to spend the morning walking to the nearest well to get fresh water for their families.



I see. What is the charity doing about this?

In August last year, we started putting in pipes to bring fresh water to the village for the first time. People will start using the taps in a few weeks.



That should make a big difference to their lives. What else is the charity doing to help?

We've provided the people with water filters. The water they collect from the wells is fresh, but it is not always completely clean. The filters will help them to stay well. Next year, we are going to install new toilets in the village school, too.



The villagers must be very happy that you are helping them.

Well we hope their lives will be easier in the future and more importantly, that nobody gets ill because of dirty water.



It's an issue

UNIT 7, LESSON 2 VOCABULARY (Social issues)

Complete the table with words that use these suffixes, making any necessary changes. You can use some words more than once.

	-ity
	-ness
	-ance/ence
	-ice
	-ate
	-less
	-en
	-able
	-ment
	-ful

Work in pairs. Prepare a talk about a social issue that you care about. Try to use at least five words from the table.

[illegible]

Now give your talk.

Documentary films and social issues

UNIT 7, LESSON 3 LISTENING AND VOCABULARY

(Audio script: extra activities)

1 7.5 Complete what the speakers say with words formed from the words in brackets.

1

Coral reefs around the world are ¹_____ (VANISH) at an **alarming rate**. In this film a team of divers, photographers and scientists set out to discover why and to reveal the ²_____ (MYSTERY) of the underwater world. While coral reefs only occupy a tiny fraction of the ocean floor, they are a vital ecosystem as more than 25% of all creatures in the sea depend on them. In addition, they provide ³_____ (PROTECT) for our coastlines from tsunamis, hurricanes and floods. Over a three-year period the team visited many coral reefs and filmed the changes that were taking place. They documented the ⁴_____ (BLEACH) of many reefs and linked this destruction to a rise in sea temperatures. The film-makers used a technique called time-lapse photography which allows photographers to show events ⁵_____ (HAPPEN) that take so long they would be invisible to the naked eye. The results made this one of the most stunning documentaries I have ever seen and ⁶_____ (PROMPT) me to want to **take action**.

2

What does Earth **look like** from space? In the film *A Beautiful Planet*, you can see the ⁷_____ (BEAUTIFUL) of Earth as it was seen by astronauts on board the International Space Station. You can see storms in clouds passing over different countries, snow covering the ground and huge deserts where nothing grows, all filmed from 400 kilometres above our planet. The film also shows some of Earth's problems: growing cities covering huge areas with light at night, smoke from factories ⁸_____ (POLLUTION) our skies, and the disappearing trees of our forests: every day, over 10,000 acres of trees are lost. It's an amazing film that shows how ⁹_____ (EASY) our planet could be destroyed.

3

Unconquered: Helen Keller in Her Story tells the story of an amazing woman who died in 1968 aged 87. Helen was only 19 months old when she got an ¹⁰_____ (ILL). Although she got better, doctors tested her and discovered she would be permanently deaf and blind at a time when people with such a ¹¹_____ (DISABLED) had **little hope in life**. However, with the help of a teacher, Helen not only learned to communicate, read and write, but went on to have a very successful career. The fact that she could not see or hear did not stop her from enjoying the same things as all of us. **In fact**, she also helped many other people with disabilities and even wrote 14 books. The documentary proves that having a disability does not always stop people from doing amazing things.

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.

- 1 You are going to read an article about acts of kindness. In pairs, think of different ways people can be kind to each other.
- 2 Look at the underlined sentences in the article (1-3). Separate out the dependent and independent clauses.
- 3 Read the article and decide if the statements are true (T) or false (F).
 - 1 ☐ It is natural to look after yourself before you help other people.
 - 2 ☐ The people on the station in Australia risked hurting themselves when they helped the man who had fallen.
 - 3 ☐ The two women runners both fell over during the 5,000-metres race.
 - 4 ☐ The runners failed to get any awards because of the accident.
 - 5 ☐ It can help you to relax if you help other people.
 - 6 ☐ You don't have to wait until Random Acts of Kindness Day to help other people.

ACTS OF KINDNESS

It is, we hope, human nature to want to help another person. However, it is also human nature to look after yourself first, before you help other people. For example, if you had to escape from a sinking ship, most of us would make sure you were safe first, before you thought about the people around you.

This, of course, is an extreme example and usually you can help other people without any risk to yourself. There are some famous examples of people doing amazing such acts of kindness, too. In 2014, a man fell at a railway station in Perth, Australia. ¹He found himself stuck between a train, which wasn't moving, and the station platform. He could not get out, so all the people on the platform worked together to push the train to one side. This opened up a space for the man to escape, and luckily, he was not badly injured.

But sometimes acts of kindness can be a disadvantage to the person who is being kind. In 2016, an American and New Zealander were running in the 5,000-metres women's race. Around half-way through the race, the New Zealander, Nikki Hamblin, fell over. As she fell, she knocked over the American Abbey D'Agostino. Hamblin was unhurt, but the American runner injured her foot. ²Hamblin could have continued to run the race alone, but after helping D'Agostino up, she ran with the injured D'Agostino to help her complete the race. Neither won, of course, but both won awards for their sporting behaviour.

So is it just human nature that makes us want to help other people? Interestingly, researchers at the universities of Exeter and Oxford have found that being kind to other people is actually good for your health. Being kind helps to lower people's heart rates and makes people feel more relaxed.

Some countries now celebrate Random Acts of Kindness Day each February. On this day, people are encouraged to do something kind to help other people. These acts can be anything from going shopping for an elderly neighbour to telling someone, such as a parent, that you appreciate what they do for you. ³Others might make and sell cakes, bringing in money for charity, which can help the homeless, for example. Of course, you don't have to wait until February to do such things. Try doing something kind this week. You'll probably feel much better for it!

Tell me what they said

UNIT 7, LESSON 5 GRAMMAR
(Reporting verbs)

Verb cards



accuse	admit	advise	agree
congratulate	offer	deny	encourage
remind	apologise	persuade	praise
blame	refuse	regret	warn

Sentence cards



The guard told us not to walk on the bridge because it wasn't safe.	He said he wished he hadn't handed in his notice when his manager spoke to him rudely.	In the end, the company told him they were wrong to sack him due to his height.
The suspect said he hadn't taken the money.	She knew I might forget to feed the cat, so she told me to feed it.	My brother didn't want to apply for the job but I told him to.
The headteacher said we should be proud of ourselves because we had passed our exams.	He said it was my fault he had lost his job.	The employee was asked to wear a tie at the office, but he said he wasn't going to.
The woman said the sales assistant had short-changed her.	I asked my boss if I could take one day off for charity work, and he said yes.	I told the new employee that I would help her with the report.

1 Write questions using the passive.

Question	Name
1 born / in winter <i>Were you born in winter?</i>	
2 invite / to a family party / recently _____	
3 send / a text / yesterday _____	
4 ever / introduce / to someone famous _____	
5 often / wake up / by an alarm clock _____	
6 give / a gift / recently _____	
7 require / take a test / soon _____	
8 ever / bite or sting / by an insect _____	
9 ever / ask / to do something strange, funny or difficult _____	
10 visit / a friend or relative / last week _____	

2 Ask your questions to other students. Find someone who answers 'yes' and write their name in the table. Try to give extra information when you answer other students' questions.

Listen to your teacher's instructions and prepare a thirty-second pitch for a new gadget.

latest device
outdated
adaptor handle
bug back up
appliance compatibility
upgrade
crash glitch overheat
functionality trend
cable
gadget swipe
state-of-the-art



A large rectangular area with horizontal lines for writing a pitch.

Selfies are everywhere!

UNIT 8, LESSON 5 LISTENING AND VOCABULARY (Audio script: extra activities)

1 8.6 Complete the extract from a radio programme with the adjectives from the box.

facial flattering hazardous jealous local natural physical recent social well-known

- Presenter:** Selfies are everywhere. **It's estimated that** people take more than a million selfies every day. And if you're young, you're likely to be taking even more. One ¹_____ poll found that every third photo taken by those aged eighteen to twenty-four is a selfie. Faten Allaham is a journalist who has written a lot about the ²_____ phenomenon of the selfie. Faten, why do you think selfies have become such a thing?
- Faten:** Well, it's partly practical, **obviously**. As modern smartphones developed, it became just so easy to take a self-portrait, in a way that simply wasn't possible when you needed to use a camera, and ask someone else to take it. **But more to the point**, social media started to grow about the same time, giving everyone a ready-made audience for their photos, and thus causing a huge social change. From about 2007, 2008, people started taking selfies not just to present a ³_____ picture of themselves, but also to manage and curate what they wanted to tell the world about their ⁴_____ attributes, their personality, their friends, their hobbies. It isn't a good day, if you don't break off from having fun to take a group selfie to upload online. Some people say it's a way of remembering an event, but **it seems more likely to me that** it's about making other people, who aren't there, feel ⁵_____ of your social life and all your friends. Taking selfies can also be a way of showing off about all the places you've been, to and that's why people started buying selfie-sticks to make it easier to take photos of themselves in ⁶_____ tourist destinations.
- Presenter:** But haven't people always done that? In the past, they'd just ask someone else to take the photo, wouldn't they?
- Faten:** Yes, but that would mean they didn't have the opportunity to get the photo just right. For every photo that gets posted on social media, there are probably fifteen more that were rejected. Though, in fact, I was reading about a new trend to hire a ⁷_____ photographer in advance when you go on holiday, so that you can get some really great pictures of yourself, that reflect well on you, without it looking so much like a selfie.
- Presenter:** Really? Isn't it expensive to hire a photographer?
- Faten:** Yes, it is, but I guess people think it's worth it if they really care about their image. **On a superficial level**, their holiday photos look relaxed and ⁸_____, but in reality they've been very carefully planned – and paid for. **Appearances can be deceptive**. A lot of people also use apps to edit their selfies, and make themselves look better just in case someone might judge them. You can add filters to enhance how you look, remove any flaws, or even change the shape or size of your ⁹_____ features.
- Presenter:** Wow! That doesn't sound entirely healthy to me. And, of course, taking selfies can also be physically dangerous, can't it? There are quite a number of cases every year where people get themselves into trouble or even die **as a result of** trying to take 'extreme' selfies, on the top of high buildings or in ¹⁰_____ situations.
- Faten:** Yes, again, **this is really about** wanting to signal to the world how exciting your life is or to get others to perceive you differently. I can understand why some people do this, but it doesn't help when people 'like' the photos or admire them for doing it because the more photos that appear on social media like this, the more some people are encouraged to do something similarly dangerous themselves.

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.

Spot the mistake

UNIT 8, LESSON 6 GRAMMAR
(Impersonal passive structures)

1 Listen to your teacher. Put a tick if the sentence is correct or a cross if it is incorrect.

	✓/✗	Corrections
1 It is expected that the new social media platform to reach 200 million users in less than a year.		
2 Technology has often been said it is a major source of social change.		
3 There has been revealed that cybercrime costs around one percent of global income.		
4 There isn't reported to be a significant link between the availability of technology and the quality of education.		
5 Two million people were said to have be affected by the recent social media hack.		
6 It is estimating that the world's technological advances have developed in the last 100 years.		
7 The invention of the Internet is thought to have brought about the biggest technological advance of all time.		
8 It has often remarked that social networking sites deprive people of their right to privacy.		
9 Excessive Internet use is believed to negatively affect people's work, health and social lives.		
10 It is claimed that social media is a powerful tool for businesses.		

2 Correct the sentences you think are false.

On one condition

UNIT 9, LESSON 1 VOCABULARY AND GRAMMAR
(Conditionals; mixed conditionals)



If you weren't in debt, ...	If we had bought that house, ...	If we hadn't been brought up in an affluent area, ...	If she didn't have such an extravagant lifestyle, ...
If you could have one wish, ... ?	You would have to take out a loan unless ...	If the business idea hadn't been lucrative, ...	Had he not missed his flight, ...
If you didn't get a job, ...	What would you have done if ... ?	If you hadn't counted the money, ...	If she puts aside money each month, ...
If you experience hardship, ...	If we pass all our exams, ...	If you become well-off, ...	If he hadn't studied Business at university, ...
If they weren't so reliable, ...	If I had won the competition, ...	If she wasn't so well-off ...	If we hadn't splashed out on a new car, ...

Mistakes

UNIT 9, LESSON 2 LISTENING AND VOCABULARY (Audio script: extra activities)

1 9.2 Choose the correct prepositions to complete what the speakers say.

1

It was my first day at work and I didn't know my way ¹*through / around* the building yet. I was trying to find the meeting room and accidentally opened the door onto the roof. The door shut loudly behind me and ... I was locked ²*out / away* on the roof! I started walking around **in a vain attempt** to find another door, and then suddenly I saw everyone at the meeting I was supposed to be at, through a window. They opened the window for me and I climbed in. I was so embarrassed and felt like I'd really messed ³*over / up*. I thought they'd be shocked ⁴*at / about* what an idiot I was. But, do you know, it really **broke the ice**, and it made a great story.

3

Well, when I left university, I set ⁸*up / off* my own business. I had what I thought was a really good idea - a masterstroke! It was a website to help people choose the best gym for their needs. The idea was the people would sign ⁹*up / in* to the gym through my site and I'd get a percentage of the membership fee from the gym. Well, I spent months and months building the site until it all worked perfectly. Then I started going to see gym managers and owners, **only to find that** they just weren't interested. They already had plenty of paying customers and they just didn't need a site like mine. I really tried, but just got nowhere, and in the end I gave up. The idea was **a complete flop**. But I did learn something from the setback - do your market research first. If I'd invested a few weeks in finding out if there was actually a need for my business idea, it would have really paid ¹⁰*out / off*.

2

Well, this happened a few years ago. I was taking my school-leaving exams and hoping to get a place at university to study Maths. So, there was a lot ⁵*for / at* stake because I had to get top marks to have any chance of getting in. Anyway, I did my Maths exam, and I was feeling pretty good about how I'd done when I started talking to a friend about it and she asked me what I'd thought about the last question. **My heart started banging** in my chest. **With horror**, I realised that I hadn't turned ⁶*over / around* the last page, and this question was worth eight marks. It was **a huge blunder**, and, no, I didn't get the marks I needed to go to that university. So, I went to a different university instead. I was really disappointed at the time, but in the end, I flourished there and got a great degree, and I met my husband! So, if I hadn't failed to get into my first university, my life would have been completely different. I guess what we think is a complete disaster often turns ⁷*around / out* to be **a blessing in disguise**.

4

Well, when I was eighteen, I got an inheritance from an elderly relative. It was a bit of **a mixed blessing** really, because, looking ¹¹*over / back*, I was really too young, or maybe too immature, to have so much money. I started splashing ¹²*out / away* on new clothes and holidays. Well, **to cut a long story short**, within a year or two, all the money was gone. I really regret it now because if I still had that money, I would do something useful with it. I could start a business or put a deposit down on a flat. I'm not likely to ever get an unexpected gift of money like that again. But I guess it has helped me in a way, because I'm much more careful now to put aside a bit of money every month rather than spending it all.

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.



there and then	last chance	wait and see
piece of luck	more or less	be worth the risk
give and take	have the opportunity	piece of luck
pure chance	lucky break	sooner or later
safe and sound	run the risk of	ups and downs
given the opportunity	by chance	take it or leave it

Lost at sea

UNIT 9, LESSON 4 READING AND VOCABULARY (Following events in a narrative)

1 The paragraphs in the article below are in the wrong order. Look at the typical structure of a narrative text (1-5) and read the article. Use 1-5 to help you put paragraphs A-E in the correct order.

- | | |
|---|---|
| 1 <input type="checkbox"/> summary of what happened | 4 <input type="checkbox"/> conclusion |
| 2 <input type="checkbox"/> background to the events | 5 <input type="checkbox"/> coda (where the writer makes a comment or brings the story up to date) |
| 3 <input type="checkbox"/> main events | |

2 Look at the words in bold in the texts. In pairs, discuss how you say them in your language. Then write example sentences with the words.

3 In what order did these things happen? Number the sentences in the correct order (1-8).

- | | |
|---|--|
| a <input type="checkbox"/> Alvarenga now had to survive alone. | e <input type="checkbox"/> They survived by eating fish and food wrapped in plastic. |
| b <input type="checkbox"/> Some people did not believe his story was real. | f <input type="checkbox"/> Alvarenga and Cordoba left the coast to go fishing. |
| c <input type="checkbox"/> They called for help but the storm pushed them from the coast. | g <input type="checkbox"/> Alvarenga finally saw his family again. |
| d <input type="checkbox"/> The owners of a house went to get help. | h <input type="checkbox"/> Alvarenga finally arrived at a small island. |

LOST AT SEA

A It took some time before Alvarenga was well enough to travel again, but after 11 days he was allowed to return home to see his family back in El Salvador. It had been a terrible ordeal for him, but he had survived. He also said he had learned an important lesson from his experience: 'You only have one chance to live – so appreciate it.'

B Fisherman Salvador Alvarenga left the coast of Mexico one November to go fishing. Little did the 36-year-old man from El Salvador in Central America know that nobody would see him again for over 430 days! Alvarenga's tale became one of the most famous survival stories ever recorded.

C Alvarenga was so weak that he found it difficult to walk, but he managed to cross the island until he saw a house. The owners saw Alvarenga and asked him inside, but they did not understand Alvarenga when he told them what had happened to him. They gave him food and drink and the next day, went to a larger island to ask for help. Alvarenga was then examined by a nurse and taken to the larger island where he started to recover. News soon **spread** about a man who had survived at sea for 438 days. Some people did not think this was possible, and that Alvarenga must have invented his story. But experts confirmed that his story was almost certainly true.

D No help arrived, and the storm continued. Strong winds pushed the boat further and further from the coast. They had nothing to find where they were except for the stars in the sky, which they could finally see when the storm

stopped. But they did not know where the **tides** and wind would carry the boat. They caught fish so that they had something to eat and collected water from rain so they could drink. Sometimes they found and ate food **wrapped** in plastic, **drifting** in the sea. Sometimes they caught birds to eat. But this diet was not healthy and they did not have enough to drink. One day, poor Cordoba died. Lonely and **upset**, Alvarenga realised that now he had to try and survive alone. Sometimes he saw ships pass by, but they were too far away to see his boat. Then, one day, he saw a tiny island and he was able to reach a sandy beach. By pure chance, he had reached one of the many Marshall Islands, in the middle of the Pacific Ocean.

E Alvarenga's problems started when he and a young **crewman** called Cordoba ran into a storm on the day after they had left. They were around 70 kilometres from the coast with a boat full of the fish they had caught the previous day. But the boat was also soon filling with water. His crewman, Cordoba, was inexperienced and did not know what to do, and for a time, the ship's radio had stopped working. After some time, Alvarenga got the radio to work and called for help. The waves, however, were **massive** and they realised that they had to do something before help arrived. They decided to throw their **precious** fish back into the sea, along with some of their equipment. If the ship were lighter, it was less likely to sink. But then the radio stopped working again, and worse still, so did the boat's engine.

I wish I could use those words! | Student A

Work in pairs. Take turns to choose one of the situations and tell your partner what you would think or say, for your partner to guess the situation. Use *wish/if only*, and past modals. You cannot use any of the words on your card!

1

Your parents told you to revise for your exams, but you didn't listen, and now you've failed most of them.

2

Your brother got a full-time job straight out of university. You think it might have been a good idea to travel first before getting a job.

3

Your work colleague chews gum loudly at his desk all day preventing you from concentrating.

4

Your friend dropped your smartphone and smashed the screen. You shouted at your friend, and you feel bad about it now.

5

You left your lunch box at home and you haven't got any money to buy some lunch. You're hungry!

6

Your teacher has just given the class extra homework for the weekend and now you won't be able to go to your uncle's party.



I wish I could use those words! | Student B

Work in pairs. Take turns to choose one of the situations and tell your partner what you would think or say, for your partner to guess the situation. Use *wish/if only*, and past modals. You cannot use any of the words on your card!

1

Your friend spent all their money on a round-the-world cruise instead of paying for college. Now he regrets it.

2

You called the police when you thought your phone and wallet had been stolen but it wasn't necessary – they'd fallen out in your car!

3

You spent ages choosing your chicken costume for a school party but when you arrived, you discovered it wasn't a fancy dress party!

4

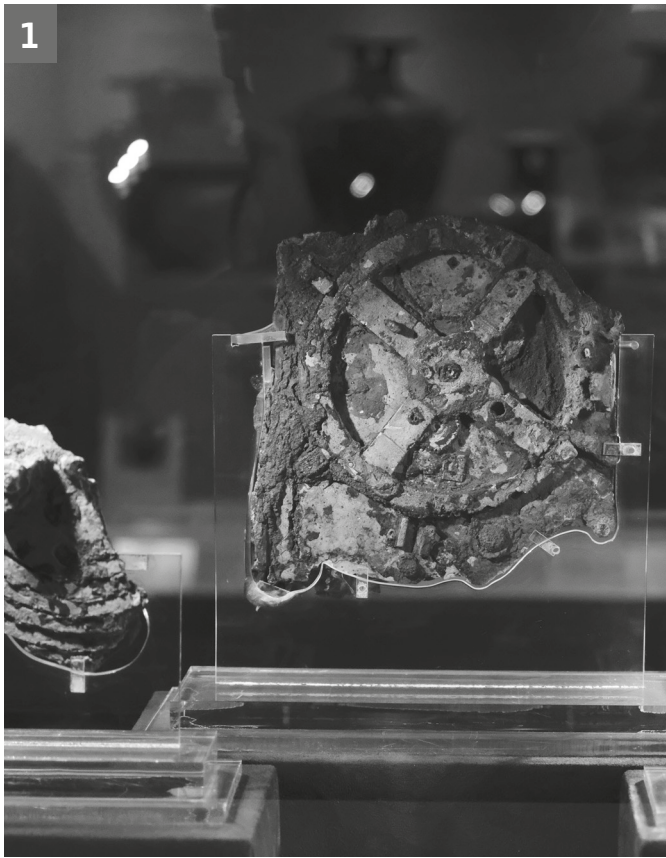
You'd love to go on holiday this summer but your work schedule is crazy.

5

You invited your friend to come running but they are much faster than you, and you can't keep up.

6

Your friend shouted at someone in the supermarket when they pushed her by accident. You don't agree with how she handled the situation.



It must have been a clock!

UNIT 10, LESSON 1 VOCABULARY AND GRAMMAR
(Past modals)

5



6



7



8



Jordanian embroidery

UNIT 10, LESSON 2 LISTENING AND VOCABULARY (Audio script: extra activities)

1 10.3 Complete the podcast with one word in each gap.

Presenter: Hello, and welcome to Culture from around the world. Each week we look at different types of traditional arts and culture from different countries. This week, we're going ¹ _____ be looking ² _____ a craft which I like very much: the embroidery of Jordan. With me is Professor Jawad Alqassab who has written a book about it. So, Professor, what can you tell us about Jordanian embroidery?

Jawad: Hello, and thank you **for having me**. Well, embroidery has always been very important in Jordanian culture and traditionally has been ³ _____ by women. In fact, thousands of years ago, people might have been wearing similar clothes then ⁴ _____ the traditional clothes they wear today.

Presenter: Where can you see Jordanian embroidery?

Jawad: One type of embroidered dress is the thaob. The thaob is made from silk and is usually black. The silk is embroidered with threads of wool or cotton. They also sometimes use other ⁵ _____ such as metal or precious stones.

Presenter: That sounds beautiful. Is the embroidery coloured?

Jawad: Yes. Traditionally, the threads were coloured ⁶ _____ natural dyes from plants, although today, coloured threads are often imported. Decorative designs on the thaob **may feature** plants, geometric shapes or birds. The patterns and colours of the thaob differ from region to ⁷ _____ so that people can tell where the wearer comes ⁸ _____.

Presenter: That's very interesting. When did people first wear the thaob?

Jawad: Historians believe the thaob has been worn for ⁹ _____ 3,000 years.

Presenter: Amazing! So is the thaob still worn today?

Jawad: Today it is usually only worn by women for cultural events such ¹⁰ _____ weddings and national festivals. However, modern clothes designers want to **keep the heritage of the thaob alive** ¹¹ _____ using traditional embroidery designs in other products such as on placemats, cushions, bags and purses.

Presenter: So visitors to Jordan can buy these forms of embroidery?

Jawad: Yes, these can be bought in handicraft stalls ¹² _____ the country. Modern Jordanian embroiders are also promoting their designs online and some have even appeared ¹³ _____ fashion shows.

Presenter: So embroidery is very much part of Jordan today. **That's all we have time for** this week, so many thanks for sharing your knowledge.



2 Look at the expressions in bold in the podcast. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

In pairs, match sentences 1-8 with sentences a-h. Then combine the sentences using participle clauses. The first pair to complete the activity with the most correct sentences are the winners.

1 I had been waiting in the rain for my friend to turn up. ☐

a He was asked to audition for a film.

2 He had acted in a famous play. ☐

b He knew what to expect from his new job.

3 I'd lost my keys. ☐

c I got very wet.

4 He tripped over a can. ☐

d She wasn't looking forward to commuting.

5 Our new colleague had worked in a multinational company. ☐

e I didn't see him.

6 She had worked at home for ten years. ☐

f He twisted his ankle.

7 I didn't realise the famous person was standing right behind me. ☐

g I knew someone was in my house.

8 I saw the front door was open. ☐

h I couldn't open the door.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____



a must-watch	do a stand-up routine	crack a joke	appalling	exceptional
cast	catch up on an episode	cheesy	unconvincing	childlike
stage	sitcom	comical	costume	deliver the punchline
dialogue	episode	feature-length	heckle somebody	historical
humour	joke	lively	season	set
offensive	be on the edge of your seat	play the lead	plot	scene

In pairs, match sentences 1-8 with sentences a-h. Then combine the sentences using participle clauses. The first pair to complete the activity with the most correct sentences are the winners.

1 I had been waiting in the rain for my friend to turn up. ☐

a He was asked to audition for a film.

2 He had acted in a famous play. ☐

b He knew what to expect from his new job.

3 I'd lost my keys. ☐

c I got very wet.

4 He tripped over a can. ☐

d She wasn't looking forward to commuting.

5 Our new colleague had worked in a multinational company. ☐

e I didn't see him.

6 She had worked at home for ten years. ☐

f He twisted his ankle.

7 I didn't realise the famous person was standing right behind me. ☐

g I knew someone was in my house.

8 I saw the front door was open. ☐

h I couldn't open the door.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

Jordan High Note

Grade 11
Semester 2

GRAPHIC ORGANISERS

CONTENTS

RESOURCE	FOCUS	WHEN TO USE	TIME (MINUTES)
06 WHERE WE LIVE			
Lesson 7 A report	Writing: A report	Before 6.7A WRITING TASK, Ex. 7	15
07 IS IT FAIR?			
Lesson 7 An article	Writing: An article	Before 7.7A WRITING TASK, Ex. 8	15
08 DIGITAL PERSPECTIVES			
Lesson 7 An essay	Writing: A for-and-against essay	Before 8.7A WRITING TASK, Ex. 8	15
09 HIGHS AND LOWS			
Lesson 7 A letter of application	Writing: A competition entry/A letter of application	Before 9.7A WRITING TASK, Ex. 5	15
10 CULTURE VULTURE			
Lesson 7 An article	Writing: An article	Before 10.7A WRITING TASK, Ex. 8	15

GRAPHIC ORGANISERS

TEACHER'S NOTES

Unit 6

6 A report

(Lesson 7 Writing)

Aim: to plan a report

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 13 of the Student's Book. **(2)** Hand out the worksheet and ask students to read the text in the correct sections of the box. **(3)** Give students time to make notes individually. **(4)** Remind them how a report is structured. **(5)** Remind them they will need to organise their report correctly when they do the task. **(6)** 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. **(7)** Students then complete the Writing Task individually, in class or as homework.

Unit 7

7 An article

(Lesson 7 Writing)

Aim: to plan an article

Interaction: individual, pairs

Type of activity: pre-writing task

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Tell them that they are going to prepare for doing the Exercise 8 Writing Task on page 25 of the Student's Book. **(2)** Hand out the worksheet and ask students to look at 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 A for-and-against essay

(Lesson 7 Writing)

Aim: to plan a for-and-against essay

Interaction: individual, pairs

Type of activity: pre-writing task

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Tell them that they are going to prepare for doing the Exercise 8 Writing Task on page 35 of the Student's Book.

(2) Hand out the worksheet and ask students to look at 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 9

9 A competition entry/A letter of application

(Lesson 7 Writing)

Aim: to plan a letter 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 5 Writing Task on page 46 of the Student's Book. **(2)** Hand out the worksheet and ask students to read the text prompts. **(3)** Give students time to make notes individually. **(4)** Remind them that they are going to need to use a more formal writing style and register when they do the task. **(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 10

10 An article

(Lesson 7 Writing)

Aim: to plan an article

Interaction: individual, pairs

Type of activity: pre-writing task

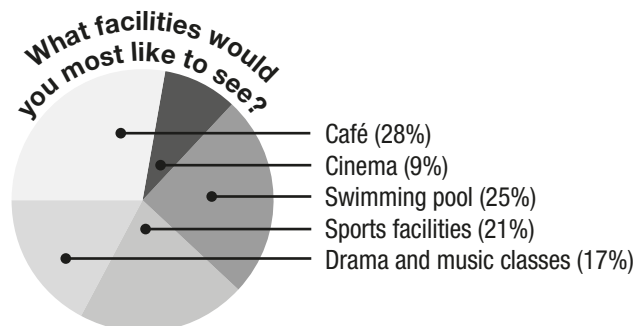
Time: 15 minutes

Materials: one worksheet per student

In class: (1) Tell them that they are going to prepare for doing the Exercise 8 Writing Task on page 57 of the Student's Book. **(2)** Ask them to work individually. **(3)** Hand out the worksheet and give students time to make their notes for their review in the Describing wheel. **(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.

1 Read the Writing Task and look at the survey results. Make notes for your report in the boxes below.

Your local council wants to introduce more recreational facilities where people can meet. You have been asked to write a report and make recommendations. You have done the survey and the results are here.



Introduce your report and say how you obtained the information.

Introduction

Report the opinions. Use quantifiers to express these.

Opinion 1

Opinion 2

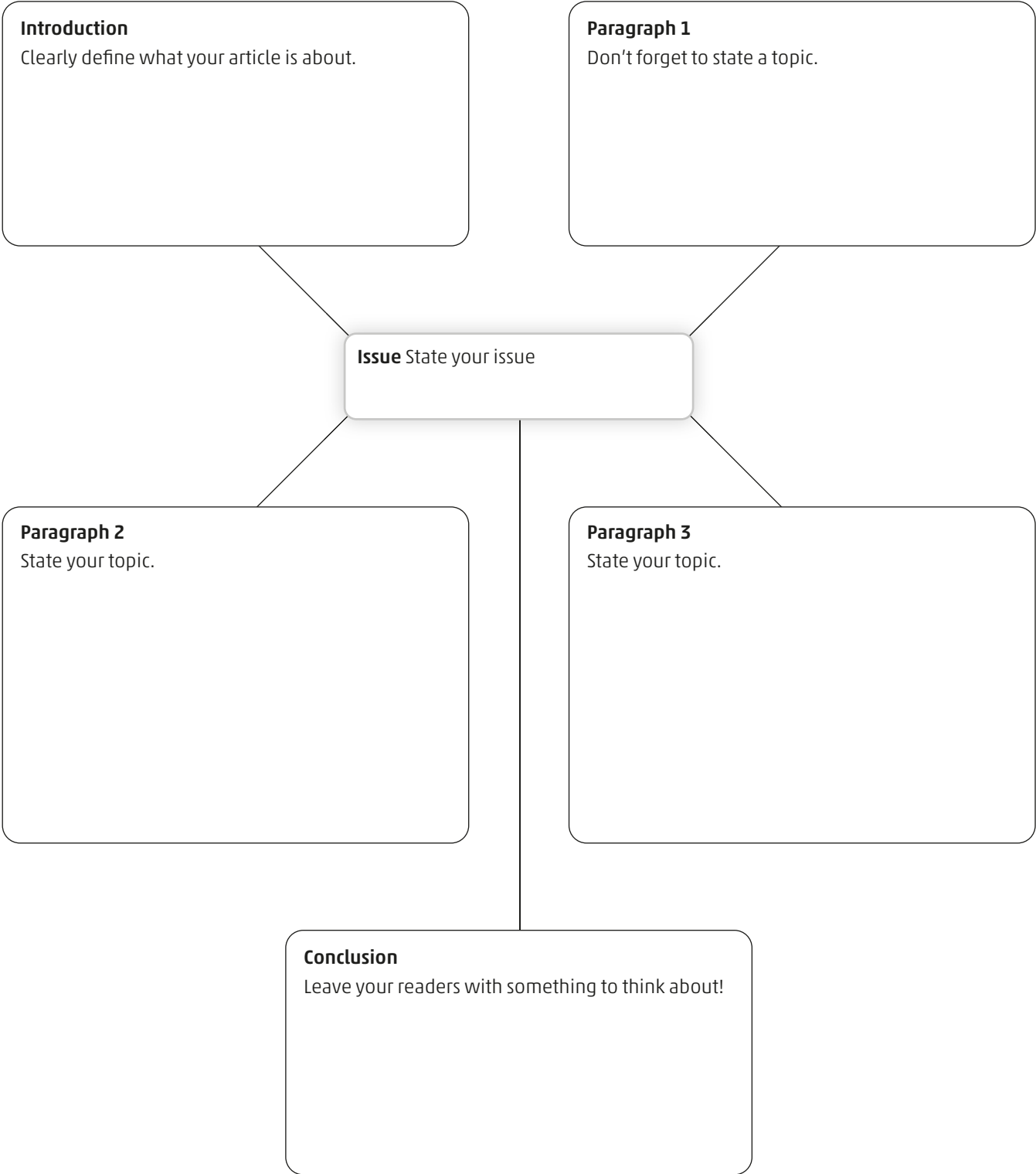
Opinion 3

End with your conclusions and suggestions.

Conclusion and recommendations

2 In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?

1 Decide on an environmental issue you feel strongly about. Organise your ideas in the appropriate sections of the mind map below.



2 In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?

1 Use the plan below to organise your essay.

INTRODUCTION

Summary of topic _____

Outline of the discussion _____

MAIN BODY

Paragraph 1 (Give reasons in favour of the situation.)

Paragraph 2 (Give reasons against the situation.)

CONCLUSION

Summarise and give your opinion _____

2 In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?

A letter of application
UNIT 9, LESSON 7 WRITING (A competition entry/A letter
of application)

1 Make notes for your application. Use a more formal writing style and register.

Date:

Greeting:

Say why you are writing:

BEGINNING

Relevant experience:

Relevant qualifications:

MIDDLE

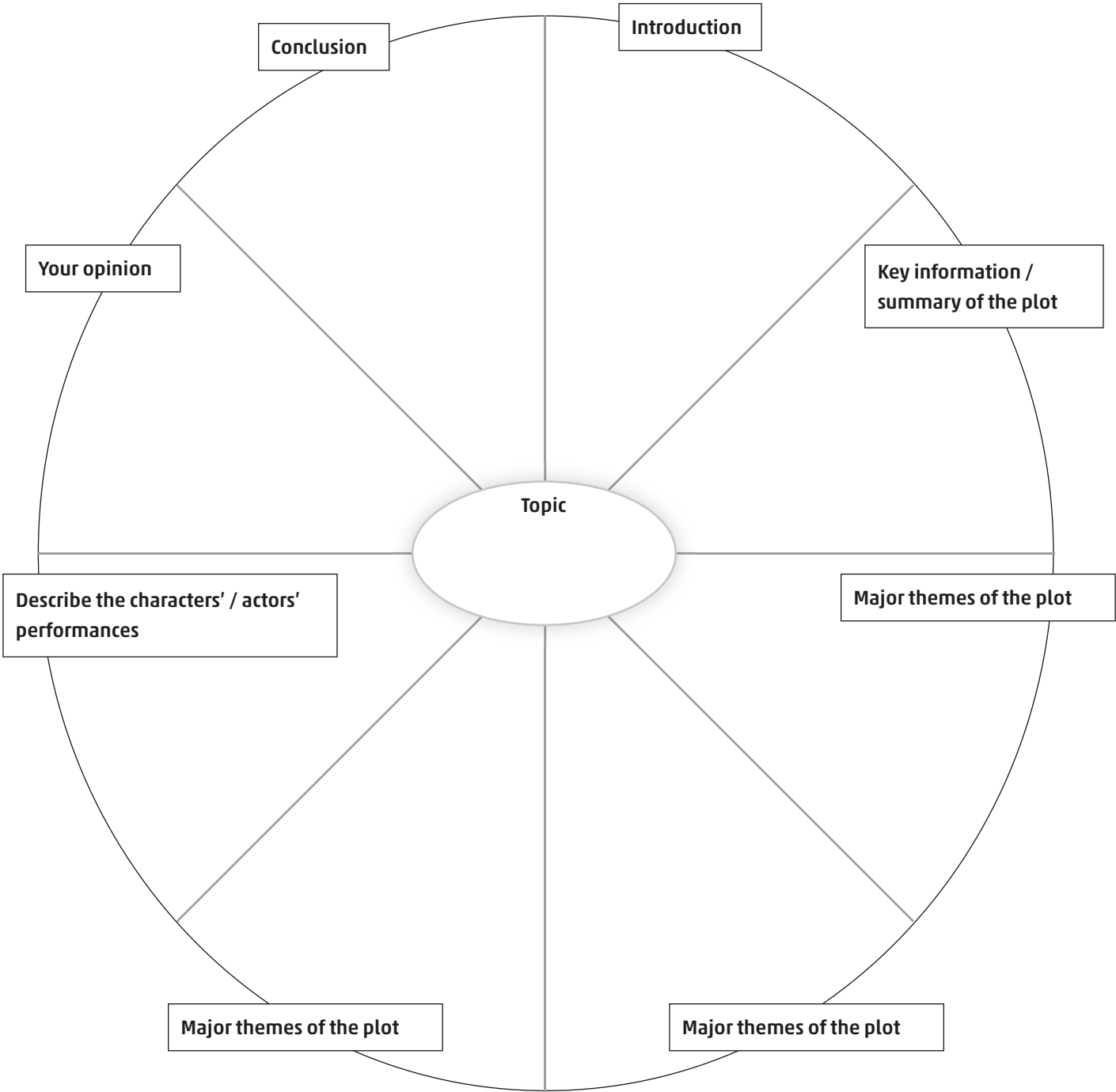
Closing paragraph:

END

Sign-off

2 In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?

1 Use the Describing wheel below to organise your article.



2 In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?