

3

Influential People



Unit plan

Reading:

Vocabulary:

Grammar:

Listening:

Speaking:

Writing:

multiple matching, identifying and comparing opinions expressed by different writers
words related to influential people, word formation, prepositions, phrasal verbs
gerund and infinitive, *there, it*
multiple choice (extracts), being aware of distractors
comparing photos, talking about role models and influential people, talking about similarities and differences
essay, developing your argument, using examples to support your point

Unit Opener (SB page 31)

- Ask students to read the title and to give you examples of people from history who they believe have been influential.
- Ask them if they think the people with influence today are different to those from the past, and in what way (*eg thinkers, writers and explorers were influential in the past, but today it seems that its celebrities*).

1

- Ask students to read the instructions and check that they understand what they have to do.
- Students can discuss in pairs before checking answers as a class.
- Ask students what helped them to decide on their answers.

Answers

main photo: Aristotle, Greek philosopher and scientist
small photo on the left: Albert Einstein, German-born physicist
small photo on the right: William Shakespeare, English poet, playwright and actor

2

- Ask students to read the instructions and check that they understand what they have to do.
- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary, but do not interrupt fluency.
- Make a note of any mistakes to go over with the class afterwards.

Answers

Students' own answers

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the quotations and explain anything they don't understand.
- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary, but do not interrupt fluency.
- Make a note of any mistakes to go over with the class afterwards.
- Check answers as a class.

Answers

Background information

Aristotle: Aristotle (384-322 B.C.) was an ancient Greek philosopher who was born in Stagira, northern Greece. At the age of 17 he went to Athens where he enrolled in Plato's Academy. Later, he became the tutor of Alexander the Great. He founded his own school, the Lyceum, in Athens, and he spent most of the rest of his life there studying, teaching and writing. He made significant and lasting contributions to nearly every aspect of human knowledge, from logic to biology to ethics and aesthetics. He is one of the most important Greek philosophers, along with Socrates and Plato. Together they laid the foundation for Western thought and civilisation.

Albert Einstein: Einstein was born in Ulm, Württemberg, Germany in 1879. He had a passion for scientific inquiry that eventually led him to develop the special and general theories of relativity. In 1921, he was awarded the Nobel Prize for physics for his explanation of the photoelectric effect. Later he emigrated to the USA. Einstein is considered the most influential physicist of the 20th century. His work had a major impact on the development of atomic energy. He is most widely known by the general public for the equation in his special theory of relativity, $E=mc^2$ ('e' equals 'em' 'cee' squared). Einstein died on April 18, 1955, in Princeton, New Jersey.

William Shakespeare: William Shakespeare (1564-1616) was an English poet, playwright, and actor. He is widely regarded as the greatest writer in the English language and the world's pre-eminent dramatist. He wrote 37 plays of which 14 were comedies, 11 were histories and 12 were tragedies. People are most familiar with his tragedies *Romeo and Juliet*, *Hamlet*, *Macbeth*, *Othello* and *King Lear*. He also wrote sonnets and poems. His plays have been translated into every major living language and are performed more often than those of any other playwright.

TOP TIP

During class discussions, avoid open questions as they allow more confident students to dominate. Direct your questions to specific students and try to ensure that every student gets a chance to contribute to the discussion. This will increase the level of

Let's talk about it!

- Have you been influenced by a famous person? Who? How did they influence you?
- Who are the most influential people in your country at the moment? Is their influence positive or negative?
- If you could make an impact on the world, how would you like to do it?

DVD 3

Summary of DVD 3: The video is titled 'William Shakespeare – Mini Biography'. As the name suggests, it is a brief biography of William Shakespeare.

DVD link: <https://www.youtube.com/watch?v=gcev441vbMI>

Answers

We know the following about Shakespeare's personal life:

He was born in Stratford-Upon-Avon, England.

He was born in April 1564. (Scholars think on or near 23rd April.)

The video says Shakespeare married Anne Hathaway in 1585. Most other sources, however, say it was in 1582.

He didn't go to university.

He had three children: a daughter and twins (a boy and a girl).

One of the twins, Hamnet, died.

He moved to London in the late 1580s.

Shakespeare was a very good businessman, an entrepreneur. He was a prolific writer, he built the largest open-air theatre in London, he knew his market and provided what people wanted, he made good real estate investments and King James became the patron of his company: a mark of prestige and status.

Reading (SB pages 32-33)

1

- Ask students to read the instructions and check that they understand what they have to do. Remind them that they would have heard some of the answers in the video.
- Ask students to read the statements and explain anything they don't understand.
- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary, but do not interrupt fluency.
- Make a note of any mistakes to go over with the class afterwards.
- Check answers as a class.

Answers

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

2

- Ask students to read the instructions and check that they understand what they have to do.
- Students discuss in pairs before discussing as a class.

- Make a note of any mistakes to go over with the class afterwards.
- Check answer as a class.

Answer

Students' own answers

3

- Ask students to read the instructions and check that they understand what they have to do.
- Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Students work individually to complete the task.

Answers

the fact that very little is known for sure about Shakespeare's life

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Go through the tips for understanding the different writers' opinions and views with students. Stress that they should look for the differences and similarities of the writers on the different aspects of the subject. In addition, tell them to look carefully at the words the writers use in order to determine whether they are expressing a positive or negative view.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and explain anything they don't understand.
- Encourage students to use the tip from the *Download* box when doing the task and to look for differences and similarities in the writers' opinions, as well as to pay attention to the writers' choice of vocabulary to understand whether their views are positive or negative.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1D A, B and C think the focus of the book is Shakespeare, whereas D thinks the focus is *less with Shakespeare's life and more with his times*.
- 2B A says *It is not an academic book and was never intended to be. It is no secret that it was published with the general reader in mind*, and B says *it is of no interest to the serious scholar*.
- 3A B, C and D think Bryson's style is *light-hearted, enjoyable, accessible and entertaining*, whereas A says *For those, and I do not include myself, who enjoy Bryson's somewhat flippant style, it's worth reading*.
- 4A C says the book is *probably the shortest Shakespeare biography ever published*. A explains that *There were very few records kept in Shakespeare's time and even when they did survive, they were badly kept*.

EXTENSION ACTIVITY

Ask students to write their own comprehension questions like those in 4. Monitor and help with vocabulary and grammar. When students are ready, they swap with a partner and answer each other's questions.

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use a different form of the words given and that they may need to write a verb, noun, adjective or adverb.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task.
- Students check their answers in pairs before checking as a class.

Answers

- | | |
|----------------|--------------|
| 1 controversy | 4 accessible |
| 2 unfortunate | 5 mystery |
| 3 entertaining | 6 assessed |

6

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sayings and explain anything they don't understand.
- Students work in pairs or small groups to complete the task.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.
- When they are ready, ask individual students if the sayings are familiar to them. Then ask students to explain what the sayings mean and ask them if they exist in their language.

Answers

Students' own answers

A fool's paradise comes from *Romeo and Juliet*. It describes a situation where someone is happy because they do not know or understand how bad things really are.

All that glitters is not gold comes from *The Merchant of Venice*. It means that the attractive appearance of something does not necessarily reflect the true nature of the thing.

All's well that ends well comes from the play *All's Well That Ends Well*. It means that a happy outcome makes up for any difficulties encountered along the way.

Laughing stock comes from *The Merry Wives of Windsor*. It means someone who is the subject of ridicule among those around him/her.

Too much of a good thing comes from *As You Like It*. It means that more of something than you need or want becomes unpleasant.

Wear your heart on your sleeve comes from

a-z Vocabulary 1 (SB page 34)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, students must underline the two words in each sentence which have similar meanings. Then they have to explain the difference between the two words.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 criticised, mocked: *Criticise* is neutral and means *judge* or *point out the faults of* something. Although criticism is often negative, it can be positive, too, as in *constructive criticism*. *Mock* is always negative and means *laugh at* or *make fun of*.
- 2 narrates, related: *Narrate* means *to tell a story*, and is often used in literature or, as here, on a recording while *relate* means *to tell someone about something that has happened*.
- 3 doubted, refuted: *Doubt* means *to believe that something is not true*, while *refute* means *to prove that something is not true* or *to deny something*.
- 4 ambition, intention: An *ambition* is usually considered to be a *major goal in life* (particularly in your career). An *intention* is usually a *shorter-term goal* or *one that is less grand in scale*.
- 5 rare, unique: *Rare* means *difficult to find*, whereas *unique* means *one of a kind*.
- 6 distinctive, distinct: The two words have a similar meaning, but in this case, *distinctive* means *unusual or different*, while *distinct* means *clear or obvious*.
- 7 imply, inferred: Many people use these two words wrongly, but there is a very clear difference. *Imply* means *to mean something without directly saying it*, while *infer* means *to understand something that was not directly stated*.
- 8 amateur, novice: *Amateur* means *that you have not reached the level of professional* or *you do not make your living doing something*. *Novice* means *that you are a beginner*.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. Point out that it is not the case that one word from each pair is negative – it may be that both, one or neither of the words is negative.
- Ask students to read the text and explain anything they don't understand. Elicit that the pairs of words can be commonly confused.
- Students work individually to complete the task.
- Students check their answers in pairs before checking as a class.

Answers

- | | |
|--------------|------------------|
| 1 widespread | 5 unintelligible |
| 2 pioneering | 6 flippant |

The adjectives with a negative meaning are: *rife, infamous, outrageous, vulgar, illegible, unintelligible, flippant and detrimental.*

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use the same word in each group of three sentences, and that the same word will have different meanings.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
- Ask students to work in pairs before checking answers as a class.

Answers

- 1a** just (meaning *fair, morally right*)
1b just (meaning *barely, by a narrow margin*)
1c just (meaning *exactly*)
 Other: *just the person for the job, just criticism, I'm just coming, that's just great, etc*
2a poor (meaning the speaker *feels sorry for* the other person)
2b poor (meaning *bad or weak*)
2c poor (meaning *having little money*)
 Other: *a poor country, poor quality, poor soil, to use poor judgement, etc*
3a fast (meaning *quick*)
3b fast (meaning *indicating a time later than it really is*)
3c fast (meaning *immoveable, fixed*)
 Other: *a fast car, a fast road, to be fast asleep, to pull a fast one, etc*
4a short (meaning *bad-tempered, rude*)
4b short (from the expression *nothing short of* meaning *not less than or totally*)
4c short (meaning *lacking*)
 Other: *short trousers, a short distance, to short-change someone, a short break, to fall short, in a few short years, etc*

▶ EXTENSION ACTIVITY

Ask students to write their own sentences using the words in 2 that they did not circle. Monitor and help with vocabulary and grammar if necessary. Make a note of any mistakes to go over with the class afterwards. When they are ready, ask individual students to read out their sentences.

Extra Task (for early finishers)

See photocopiable material on page 157.

Grammar 1 (SB page 35)

Before you read the Grammar box

- Revise gerunds and infinitives. Ask students if they remember the forms and write them on the board. Then ask students for examples of these in use.
verb + -ing (gerund)
verb + to do (full infinitive)

Then ask students for examples of these (*begin, continue, hate, like, prefer, start, etc*).

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1d 2b 3c 4a

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the grammar rules.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 full infinitive
 2 bare infinitive

3

- Ask students to read the instructions and check that they understand what they have to do. Remind students again that a gerund or an infinitive can be used after certain verbs with no change in meaning.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 telling, be
 2 to keep
 3 to take
 In sentence 3.

Read 3.1-3.4 of the Grammar Reference on pages 165-166 with your students.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to quickly read the text and explain anything they don't understand.
- Encourage students to look back at the grammar theory for help.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|------------------|---------------|
| 1 to create | 7 to move |
| 2 to realise | 8 to teach |
| 3 creating | 9 enrol |
| 4 change | 10 to waste |
| 5 to hone | 11 advance |
| 6 never to paint | 12 to produce |

▶ EXTENSION ACTIVITY

Ask students to write a paragraph about an influential person who they admire. Ask them to write about the reasons why the person has been/is so influential. Tell them to use gerunds and infinitives in their paragraphs. Time permitting, have students read their paragraphs aloud to the class.

Extra Task (for early finishers)

See photocopiable material on page 157.

Vocabulary 2 (SB page 36)

1

- Before students look at the task, ask them to tell you some suffixes we can use to form personal nouns (*ie nouns for people*). Write them on the board and then ask students to give you examples of personal nouns with some of those suffixes.
- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task and that they will need to think of more nouns that are formed with the same suffixes.
- Ask students to read the words in the table and explain anything they don't understand. Elicit that some of the suffixes are very similar and so can be easily confused.
- Students work individually to complete the table.
- They then check their answers in pairs before checking as a class.
- As a class, ask individual students for other personal nouns with the same suffixes and discuss what these people do.
- Check pronunciation by saying each of the words in the table to the students and asking them to repeat after you. Correct where necessary.

Answers

- 1 reviewer (writes appraisals of things like books, plays and restaurants)
Other: trainer, counsellor, registrar, director, TV presenter
- 2 assistant (helps someone who is usually in a superior position)
Other: resident, correspondent, attendant, president
- 3 employee (works for a company)
Other: nominee, refugee
- 4 technician (is responsible for technical details)
Other: physician, humanitarian, mathematician
- 5 radiologist (interprets findings from X-rays and other processes using radiation)
Other: tourist, typist, cardiologist, novelist, neurologist
- 6 actress (acts in films, on TV or on stage; female form of *actor*, which is often used today for both genders)
Other: governess, headmistress, goddess
- 7 mountaineer (climbs mountains)
Other: engineer, volunteer, profiteer

- Ask students to read the questions and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 vegetarian
- 2 cyclist
- 3 biographer
- 4 narrator
- 5 machine operator
- 6 football commentator
- 7 beggar
- 8 informant/informer
- 9 waiter/waitress
- 10 auctioneer
- 11 trainee

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the text and explain anything they don't understand. Tell students to pay attention to the words before and after the gaps in order to work out which preposition to use.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | | |
|-----------|------------|--------|
| 1 As | 7 to | 13 of |
| 2 around | 8 in | 14 on |
| 3 of | 9 At | 15 in |
| 4 into | 10 towards | 16 for |
| 5 outside | 11 for | 17 on |
| 6 of | 12 on | 18 to |

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to circle the phrasal verbs.
- They then check their answers in pairs before checking as a class.

Answers

- 1 get across
- 2 brought them round
- 3 talked her into
- 4 fired up
- 5 push you around

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must match the phrasal verbs not used in 4 with their meanings, and then they must use the phrasal verbs in sentences.
- Ask students to read the meanings and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 order (sb) about
- 2 take (sb) in
- 3 buy (sb) off
- 4 get round (sb)
- 5 stand out

Example sentences:

- 1 Stop **ordering** me **about**; you're not my boss!
- 2 I can't believe you were **taken in** by his speech; everyone knows that politician can't be trusted.
- 3 What you did was wrong and I'm going to the police. Don't even try and **buy** me **off**; I can't be bribed.
- 4 It took me a while to persuade my parents to let me backpack around Australia, but I **got round** them by saying I'd contact them every day.
- 5 Your bright pink shirt really makes you **stand out**, Ellie. There is certainly no one else here wearing anything like that!

▶ EXTENSION ACTIVITY

Ask the following in order to elicit some of the more irregular personal nouns.

What do we call a person who:

handles **cash** in a shop or a bank? (cashier)
performs **surgery** in a hospital? (surgeon)
writes **plays**? (playwright)
makes things out of **gold** or **silver**? (goldsmith, silversmith)

Extra Task (for early finishers)

See photocopiable material on page 157.

⚙ Grammar 2 (SB page 37)

Before you read the Grammar box

- Explain that in English *there* and *it* have a range of functions and are used in a number of common expressions. Tell students that in an English clause there must always be a subject (eg *Look outside! It's raining!* → *It's raining!*), except for when we use the imperative (eg *Come here*). If we have no other subject, we use *there* or *it*.

1

- Read through the grammar theory with the class, pausing after each section (*there* vs *it*, Common expressions with *there*, Common expressions with *it*).
- After each section, ask students to write their own example sentences for the different uses.
- Students work individually to complete the task.
- They then compare their sentences in pairs before comparing as a class.

Answers

Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do. Remind

- Refer them to the grammar theory to help them answer the questions.
- Students work individually to do the task.
- They then check their answers in pairs before checking as a class.

Answers

Students should underline:

There were very few records kept in Shakespeare's time and even when they did survive, they were badly kept. (E)

It is not an academic book and was never intended to be. (I)

It is no secret that it was published with the general reader in mind ... (CE)

... it's part of the 'Eminent Lives' series of short biographies, which allows well-known writers to relate the basic facts of an eminent person's life and give their opinion. (I)

For those ... who enjoy Bryson's somewhat flippant style, it's worth reading, even if you are not a fan of Shakespeare. (CE)

Read 3.5-3.6 of the Grammar Reference on pages 166-167 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Remind them to think about the different uses of *there* and *it*, and the common expressions they are in.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1a 2a 3a 4b 5c 6a 7c 8c 9c 10b 11b 12a

▶ EXTENSION ACTIVITY

Ask students to write their own gapped sentences requiring *there* or *it*, and to swap with a partner. Once they have completed each other's sentences, ask individual students to read out their sentences.

Extra Task (for early finishers)

See photocopiable material on page 157.

🎧 Listening (SB page 38)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the statements, the options, and Tasks A and B, and explain anything they don't understand.
- Students work in pairs to complete the tasks.
- Check answers as a class.
- Once answers have been checked, ask students what they think the point of the exercise is. Elicit that

Answers

Task A

- 1 Students should underline *inappropriate* in sentence a. Option a is wrong because it says the opposite of what the statement says.
- 2 Students should underline *thought* in sentence b. Option b is wrong because it says they *hadn't thought of that*, but the statement says *we originally thought*.
- 3 Students should underline *appearance* in sentence a. Option a is wrong because the statement doesn't tell us if he feels conscious of what he looks like.

Task B

- 1 Students should circle *It's OK* in sentence b. Option b is correct because *It's OK* means the same as *not ... inappropriate* in the statement.
- 2 Students should circle *have already considered* in sentence a. Option a is correct because *have already considered* means the same as *we originally thought* in the statement.
- 3 Students should circle *looked different* in sentence b. Option b is correct because *looked different* means the same as *stood out because of his appearance* in the statement.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must complete the expressions, and then they must discuss what they mean.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
- Check answers as a class for the first part of the task before students discuss the meaning of the expressions.

Answers

- 1 popular
- 2 volumes
- 3 charismatic
- 4 ambition
- 5 widespread
- 6 sake
- 7 role

Meanings:

- 1 shape popular culture: influence the kinds of entertainment that most people in a society enjoy
- 2 speak volumes: provides a great deal of information about something in an indirect way
- 3 a charismatic person: somebody who has a strong personal trait that makes other people like him or her, or find them attractive
- 4 a spark of ambition: a feeling of wanting or needing to do or be something even if it is difficult
- 5 a widespread appeal: a quality that something has that makes many people like or want it
- 6 for goodness sake: used to show you are annoyed or frustrated about something
- 7 role model: somebody whose behaviour is considered to be a good example for others to copy

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain that answer options often contain a word, phrase or expression that is heard on the recording which acts as a distractor. It is not the correct answer because its overall meaning does not answer the question.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Explain that the extracts they will hear are not connected to each other.
- Remind students to be wary of words and expressions that could be distractors.
- Play the recording and ask students to choose their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1C W: ... *zapping through the tediously uniform shows on offer*. M: *It's a case of 'If you've seen one, you've seen them all', isn't it?*
- 2B M: *It speaks volumes about how frighteningly easily it is to 'sell' something that shapes society's values so long as you pack it with enough glitz and glamour. It's just wrong.*
- 3B *As a child, I was shy and insecure, so I idolised those who displayed all the qualities I wished I had.*
- 4A *Uncle Orson was the man who saw a tiny spark of ambition in me and fuelled it until it became a fire. If I ever doubted that I could one day make it out there, in the real world, he never did.*
- 5B *Teens were highly conscious of the significance of what their age group wore in the street, as well as their pop idols of course.*
- 6C *The boy willingly receives cash or free merchandise from fashion brands for endorsing their products. I find this outrageous. He is only thirteen for goodness' sake!*

See the recording script on page 148.

Speaking (SB page 39)

1

- Ask students to read the three questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers



TOP TIP

Use the content and photographic material in the rest of the unit for extra practice. For example, in this unit, ask students to compare the achievements of Aristotle, Einstein or Shakespeare with those of Elvis Presley or Pablo Picasso and say how much of an impact they have had on our lives, and on history in general.

2

- Go through the *Language Bank* with the students and make sure they understand how to use the phrases that will help them to talk about similarities and differences.
- Ask students to read the instructions and check that they understand what they have to do.
- Students work in pairs to do the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to report to the class, and remind them to use the expressions from the *Language Bank*.
- Time permitting, repeat until all pairs have had a turn.

Answers

Students' own answers

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Stress to students that they should begin with a summary of the topic by saying what theme the photos have in common. Once they have summarised the topic, they should then proceed to talk about each photo individually and say how it is similar to and differs from the other photo.

3

- Go through the *Language Bank* again with the students and make sure they understand the phrases and how to use them.
- Ask students to read the instructions and check that they understand what they have to do.
- Refer students to page 195 of the Student's Book. Ask students to read the instructions and check that they understand what they have to do. Elicit that they should compare only two of the photos in each set and not all three. Remind them to summarise the topic before they compare the photos. In addition, point out that there is a final aspect to the task where they have to answer a question about the photos or make a suggestion of some kind.
- Explain/Elicit that in Part A, Student A will have a long turn and then Student B will have to answer a question about the photos discussed by Student A. In Part B, Student B will have a long turn and then Student A will have to answer a question about the photos discussed by Student B.
- Students work in pairs to complete the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

4

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

Answers

Students' own answers



Writing (SB pages 40-41)

Essay: Developing your argument

- Ask students to read the information on essays and developing their argument. Tell them that when writing an essay, they need to support their opinions in order to show that they have good reasons for holding their particular views. Stress that if they explain and develop their points, their arguments are more logical and convincing.

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to show how an argument is developed.
- Ask students to read the terms in the orange box and the conversation, and explain anything they don't understand.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.
- Once answers have been checked, ask students to tell you what clues helped them to decide which term to use (*explanation: Katy's blind and Rex has been trained to help her; example: for instance; result: It means that*).

Answers

- 1 explanation
- 2 example
- 3 result

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will write a guided paragraph in which they must develop and support their opinion.
- Students work individually to complete the task.
- Monitor and help with vocabulary and grammar if necessary. Make a note of any mistakes to go over with the class afterwards.
- They then compare their paragraphs in pairs before reading them out to the class.

Answers

Students' own answers

3

- Ask students to read the instructions and check that they understand what they have to do.

- Students work individually to complete the task.
- They then compare their answer in pairs before checking as a class.

Answer

Students should underline: *What qualities do you think a person needs to become a successful leader?*

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the explanations and the essay that was written in answer to the task in 3, and explain anything they don't understand.
- Ask students if they think it is a good essay. If yes, elicit why.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

Answers

paragraph 2: a
paragraph 3: b

5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the information and explain anything they don't understand.
- Explain that the task will help them to understand how to develop an argument when writing a discursive essay.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

Answers

- 1 two
- 2 first
- 3 three
- 4 three
- 5 2 and 3

6

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to write their own examples in support of the two points made.
- Ask students to read the information about examples and the sentences, and explain anything they don't understand.
- Students work individually to complete the task.
- They then compare their answers in pairs before reading out their answers to the class.

Suggested answers

- 1 A football star, for instance, should think twice about the example he is setting his supporters before behaving violently either on or off the pitch.
- 2 Students who laugh and talk to each other during the lesson, for example, distract others

▶ EXTENSION ACTIVITY

Time permitting, have a class discussion about the teachers who have had the greatest influence on students in your class. Ask individual students to tell you about them and explain what their influence has meant to them.

LANGUAGE BANK

- Draw students' attention to the *Language Bank*. Go through the language and explain anything students don't understand. Remind students to use descriptive adjectives and nouns when writing about people. Point out that they can use the items in the 'In context' section in their essays as well.

7

- Read the task out to students and explain anything they don't understand. Elicit that there are two parts to the task. First, they must identify the question they must give their opinion about and then they need to copy the plan into their notebooks and complete it with notes for their essay. Check the answers to the first part of the task before continuing.
- Go over the *Plan* with the students.
- Students work individually to complete the task.

Answers

The question is: *What qualities do you think a person needs to possess in order to be a successful teacher?*

Students' own answers for completing their essay plans

8

- Read the task out to students again.
- Remind them to check their work, or to swap with a partner, and make sure they have made their points clearly at the start of each new paragraph, explained the reason for their viewpoint, provided examples that help to make their points, and discussed results that logically support them.
- Go over the *Plan* with the students again.
- Assign the writing task for homework.

Answers

Students' own answers

DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words.
- Remind students to make sure they make each point clearly at the start of a new paragraph, that their reasons are explained, that their example helps to make the point, and that all of the results logically support the point.

🔄 Reload 3 (SB page 42)

Objectives

- To revise vocabulary and grammar from Unit 3.

Revision

- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 15 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Vocabulary 1

- 1: Revise the words with similar meanings by writing them all on the board (in mixed up order) and asking students to pair them. Then ask individual students to choose a pair and give you example sentences using the words. (*criticise/mock; narrate/relate; doubt/refute; ambition/intention; rare/unique; distinctive/distinct; imply/infer; amateur/novice*).
- 2: Read out each adjective and ask individual students to come to the board and write the adjective. Ask the class if it has been spelt correctly, and if it has a positive or negative meaning. Then ask the student at the board to give you a sentence using the adjective. (*widespread, rife, pioneering, revolutionary, infamous, outrageous, vulgar, refined, illegible, unintelligible, reverent, flippant, detrimental, profound, significant, eminent*)
- 3: Write the words *fast, just, poor, short* on the board. Read out the following groups of meanings, one by one, and ask students to match them to the words.
 - 1 the speaker feels sorry for the other person; bad or weak; having little money (*poor*)
 - 2 bad-tempered, rude; not less than or totally; lacking (*short*)
 - 3 fair, morally right; barely, by a narrow margin; exactly (*just*)
 - 4 quick; indicating a time later than it really is; immovable, fixed (*fast*)
 Then ask students for example sentences that show these meanings of the words, and other meanings if they know them.

Vocabulary 2

- 1 and 2: Practise word formation. Write the suffixes on the board and ask students to write down two examples of personal nouns that end with each suffix (*-er, -or, -ar, -ant, -ent, -ee, -ian, -arian, -ist, -ess, -eer*). When they have finished, they can read out their answers and say what these people do.
- 3: Practise prepositions. Write the words and gapped phrases on the board in one column and the prepositions in another, and ask students which prepositions the words/phrases go with. Once they have been matched, ask students to use the phrases in sentences.
(*as adults, the people around us, know of, come into contact, someone from outside your family unit, make sense of, relate to, in our teens, at the same time, a*

journey towards something, uncommon for, hone in on, be of little interest, depending on, influence you in a negative way, criticised for, have an effect on, lead to)

- 4: Practise phrasal verbs. Practise phrasal verbs. Write these phrasal verbs on the board: *get round, get across, bring (sb) round, take (sb) in, talk (sb) into, stand out, order about, fire up, push (sb) around, buy (sb) off*. Then ask individual students to come to the board and write sentences using the phrasal verbs.

Grammar Revision

Grammar 1

Practise gerunds and infinitives.

- Revise gerunds and infinitives by writing these words on the board and asking individual students to use them in sentences with a gerund or an infinitive form. *rely on, had better, not worth, regret, let sb, refuse, forget, shouldn't, pleased, clever enough, obliged, too old, have fun*
(*rely on doing, had better do, not worth doing, regret to do/doing, let sb do, refuse to do, forget to do/doing, shouldn't do, pleased to do, clever enough to do, obliged to do, too old to do, have fun doing*)

Grammar 2

Practise *there* and *it*.

- Write the gapped sentences on the board and ask students to complete them with the correct form of *there* or *it*.

- 1 'What's the matter?' '(It's) this phone bill!'
- 2 'What's the time?' '(It's) three o'clock.'
- 3 (There) was little interest in the TV show.
- 4 I take (it) that you don't like Max.
- 5 My dog loves (it) when I take him for a walk.
- 6 'How far is it to Bristol?' '(It's) 100 kilometres.'
- 7 'Who's on the phone?' '(It's) Joe.'
- 8 (There's) a new film I want to see this week.
- 9 I would appreciate (it) if you could advise me.
- 10 'What's the weather like?' '(It's) pouring.'

- Write some of the common expressions on the board and ask individual students to use them in sentences with *there* or *it* and any other words they need. *seems as if/though, be no difficulty, be no wonder, be supposed to be, be no reason, be no good*
(*eg It seems as if/though this rain will never stop! / There's no difficulty getting a taxi here. / It's no wonder you failed your exams! / There's supposed to be a free gift with the purchase. / There's no reason to get there early. / It's no good crying over spilt milk.*)

- Students are now ready to do Reload 3.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Answers

Vocabulary

1d 2b 3d 4b 5a 6a 7b 8d 9a

Grammar

1a 2d 3d 4a 5c 6c 7a 8b 9b

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وزارة التربية والتعليم



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