

7

Lifestyle



Unit plan

Reading:

Vocabulary:

Grammar:

Listening:

Speaking:

Writing:

missing paragraphs, being prepared to change your mind about your choice

words related to lifestyle and well-being, collocations & expressions, phrasal verbs, commonly confused words

participle clauses, emphasis

note taking, predicting what kind of information is needed and identifying part of speech

discussion and decision making, talking about aspirations and attitudes towards life,

asking someone to repeat or explain what they said

essay, summarising and identifying key points, reacting to opinions expressed

Unit Opener (SB page 83)

- Ask students to look at the picture and, as a class, discuss the meaning of the phrases. Explain anything they don't understand.
- Ask students how the title relates to the picture (*The title is 'Lifestyle' and the picture shows aspects of a healthy lifestyle.*).

1

- 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.
- After the class discussion, ask them if there are any other factors they can think of that contribute to well-being.

Answers

It's trying to show how lots of different things contribute to well-being.
Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do.
- Students work in small groups 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, but some suggested answers
Comfortable: have enough money; live in a decent home
Safe: live in a safe neighbourhood
Healthy: eat good food; get exercise
Happy: close family, good friends; do well at school

Background information

'Well-being' is different to 'happiness'. Happiness can come and go in a moment, whereas well-being is a more stable state of being well, feeling satisfied

Elements of personal well-being are satisfaction with your health; personal relationships; how safe you feel; your standard of living; what you are achieving in life; feeling part of the community; and your future security.

Elements of national well-being are satisfaction with your country's social conditions; the economic situation; the state of the environment; business; national security; and government.



TOP TIP

To get the most out of whole-class discussions, ask questions for clarification, such as 'Why do you say that?' or 'How does this relate to our discussion?'. These questions not only expand the discussion, but enable students to develop their critical thinking skills. Cause and effect questions are also useful in this regard. For example, in this Opener, ask what might happen if someone does not have a good family-work balance or an optimal diet.

Let's talk about it!

- Is it possible to have a healthy lifestyle in the modern world? Why?/Why not?
- Which areas of life are the most stressful for young people in your country?
- They say the best things in life are free. Do you agree? Why?/Why not?

DVD 7

Summary of DVD 7: The video is titled 'Six Ways to Wellbeing'. It states that the way we think and feel is just as important to a long and happy life as good food and physical exercise. It also says that according to research, people with higher levels of well-being are more resistant to colds, feel more connected to others and can live up to seven years longer on average. In addition, they can recover from surgery more quickly, feel pain less acutely, are more creative and are better at problem solving. Until recently, scientists thought that well-being was inherited, but that is no longer the case. Genes, upbringing and circumstance account for approximately 60% of well-being. The remaining 40% is down to how we choose to spend our time (actions)

DVD link: <https://www.youtube.com/watch?v=uhm2p2yerUc>

Answers

It is six aspects of well-being all linked, with a positive suggestion for action: body: be active; mind: keep learning; spirit: give; people: connect; place: take notice; planet: care.



Reading (SB pages 84-85)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Elicit that they should consider the architecture, food and weather in the pictures.
- 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, but the pictures are connected to Denmark.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that a warm atmosphere pertains to a cosy environment rather than warm weather.
- 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, but they should come up with B, C, D.
Suggested answers: fireplace, candlelight, cheerful colours, woolly socks, hot drinks, freshly baked buns

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.
- Check answers as a class.

Answer

Hygge refers to the Danish idea of cosiness or togetherness, taking pleasure in simple things.

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 dealing with a gapped text with students. Stress that they should always try

the missing paragraph that follows, and that they should make sure the missing paragraph makes sense before the next paragraph in the text. In addition, tell them that as they re-read the text with the missing paragraphs they have chosen, they should be prepared to make changes about the order of the paragraphs if necessary.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Encourage students to use the tips from the *Download* box when doing the task and to work out the main point of each paragraph, to make sure the missing paragraphs make sense in the order in which they choose them, and to make changes if necessary.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1G Paragraph 1 introduces 'hygge' and tells us that *it is about experiences rather than things*. Paragraph G gives us lots of examples of such experiences. Phrases in paragraph G (*feel-good factor, snuggled under a blanket, anything that makes you feel comfortable, enjoying a simple meal, good conversation and conviviality, etc*) all echo the idea introduced in paragraph 1 that 'hygge' is *connected with cosiness and conveys the idea of well-being created by a feeling of togetherness*.

2A The paragraph after gap 1 tells us that a *similar idea exists in many northern European countries*, but that 'hygge' is extremely important to the Danish. Paragraph A echoes this saying *Nowhere else are elements of 'hygge' witnessed so often as in Danish life*. The paragraph continues by detailing how candles are widely used. The words *this glow* at the beginning of the paragraph after gap 2 refer to this use of candlelight.

3C Up to this point, the text has talked about hygge in relation to indoor atmosphere. The first sentence of paragraph C introduces a shift in focus by explaining that it *exists outside the home too, of course*. It goes on to tell us about the combination of cafés and other kinds of shops or businesses. The subject of food and drink is restated at the beginning of the paragraph following gap 3: *Food and drink play a major part in social life* and the paragraph finishes on the topic of *coffee and cakes*.

4B The paragraph before gap 4 talks about food and drink and in particular coffee and cakes. Paragraph B fits in well as it begins *There are other menu options as well, though*, meaning as an alternative to *coffee and cakes* mentioned before gap 4. It goes on to tell us that porridge is the *ultimate comfort food that works like internal central heating when its cold and dreary*. The description of the weather here refers back to the paragraph before gap 4 with *temperatures frequently dropping below zero*.

5F The end of the paragraph before gap 5 tells us that the *general mood is less stressed, encouraging laid-back, friendly behaviour*. Paragraph F reinforces this saying *The Danes are ranked among the happiest people in the*

Paragraph F says that these facts alone don't really *explain such high levels of national well-being* and the paragraph after gap 5 suggests what else may be *key to them* [the Danes] *feeling this good*.

- 6E** Paragraph E reinforces what is said in the paragraph before gap 6 about good mental health contributing to a nation's happiness. It tells us that 'hygge' ... *should be interpreted as a state of mind* and that *it requires us to pay attention to what makes us feel alive and emphasises the need to be kind to ourselves and others*.

▶ EXTENSION ACTIVITY

Ask students if 'hygge' is something they would like to experience and if they would go to Denmark to do so. Ask them to justify their answers.

5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand. Explain that the words they need to form are all from the text and that they can check their meanings in context.
- 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.
- Remind them to write the words in the correct form.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|----------------------|----------------------|
| 1 indulge | 4 consumption |
| 2 preferably | 5 prominently |
| 3 contentment | 6 homely |

6

- Ask students to read the instructions and check that they understand what they have to do.
- Students discuss in pairs or small groups.
- 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 tell you about the phenomenon they discussed with their partner or group.

Answers

Students' own answers

- 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** term (meaning *length of time sb must stay in prison*)
- 1b** terms (meaning *conditions of an agreement*)
- 1c** terms (used for saying which aspects of sth you are considering/including)
Other: *technical terms, scientific terms, a mathematical term, the summer/spring/autumn term at school, a term of office, be on good/speaking terms with sb, come to terms with sth*
- 2a** point (meaning *show sb the direction they should go*)
- 2b** pointing (meaning *stretch the toes as if trying to make a straight line with the leg*)
- 2c** points (meaning *indicates*)
Other: *point a camera/etc at sb/sth, point to north, point towards the door/window/etc, point at sth/sb*
- 3a** roll (meaning *small loaf of bread designed for one person*)
- 3b** rolled ('roll your eyes' meaning *move your eyes up and down or in a circle to show impatience or anger*)
- 3c** rolled ('all rolled into one' meaning *being all these things at the same time*)
Other: *a car rolls on its wheels, a drop of rain rolling down the window, a ball rolls across the floor, roll pastry, roll a mixture into a ball, a camera rolls when it's working, a roll of material, a roll of wallpaper*

2

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

Answers

- | | |
|----------------------|--------------------|
| 1 permeating | 5 indulging |
| 2 contributes | 6 curls |
| 3 snuggled | 7 savour |
| 4 featured | 8 entice |

3

- 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.
- Ask students to read the sentences and explain anything they don't understand. Elicit that the pairs of words in orange are approximately opposite in meaning.
- Check pronunciation by saying each of the words in orange to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to circle the correct words. Check these answers before students complete the second part of the task – writing their own sentences.
- Students check their answers in pairs before checking

Vocabulary 1 (SB page 86)

1

- 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

Answers

- 1 optional
- 2 homely
- 3 cosy
- 4 laid-back
- 5 welcoming

Example sentences:

- 1 James has a **unique** gift for putting people at ease and everyone warms to him immediately.
- 2 The room was **stark** in appearance, almost as if someone had stolen half the furniture.
- 3 The only restaurant in the village looked cold and **uninviting**.
- 4 Lillian believes she does her best work when she's feeling **stressed**.
- 5 The main street of the town was lined with one **dreary**, old-fashioned shop after another.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
- Students work individually to complete the compound nouns.
- Students check their answers in pairs before checking as a class.
- Once answers have been checked, check pronunciation by saying each of the compound nouns to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|------------|----------|
| 1 options | 5 rate |
| 2 benefits | 6 points |
| 3 board | 7 life |
| 4 food | |

▶ EXTENSION ACTIVITY

Ask students to rewrite the sentences in 2 in their own words, without using the words in the orange box. 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 161.

**Grammar 1** (SB page 87)**Before you read the Grammar box**

- Explain to students that participle clauses are similar to defining relative clauses and that they give us more information about someone or something.
- Tell students that participle clauses can make sentences shorter by replacing relative pronouns; by being used with conjunctions and prepositions; and by replacing the subject and the verb in a sentence in some cases.

- Ask students to read the sentences and the rules, 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.
- Ask students to tell you how sentences 1-4 read without a participle clause. Elicit that the sentences are longer. (*I bought some cinnamon rolls from the bakery because I knew Marta was coming for a visit. / She asked the interior designer to give her some ideas on how to make the flat more homely and she gave her some. / Joseph served his term and then he left the prison a free man. / Gilbert didn't recognise anyone in the café, so he walked back out the door.*)

Answers

- 1 present
- 2 past
- 3 perfect
- 4 negative

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit what the relative pronoun and the verb are in each sentence (*who is; who used to live; which was opened*).
- 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 Jacob often goes cycling with the woman talking to your friend, Hans.
- 2 Not possible
- 3 The café opened by my brother is decorated in warm inviting colours.

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

Answers

- 1 While, shopping
- 2 Before, leaving

4

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

Answer
reason

- Ask students to read the sentence and explain anything they don't understand.
- Students work individually to complete the task.
- Elicit that there are two subjects (*Pam, Jeremy*) and two verbs (*was lighting, built*) in the sentence.
- Students work individually to complete the task.
- They then check their answer in pairs before checking as a class.

Answer
No, it can't.

Read 7.1-7.4 of the Grammar Reference on page 173 with your students.

6

- 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.
- Ask students to look at the first sentence and elicit that the participle clause is *Having been lit before we arrived*.
- 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

- 1 Having been lit before we arrived, the fire made the cabin warm and inviting.
- 2 The smell permeating the kitchen is the aroma of freshly baked bread.
- 3 Laughing and joking with friends, Dean didn't realise that his cousin was upset about something.
- 4 Not being able to find time to prepare any baked goods for her coffee get-together, Tina bought some from a local bakery.
- 5 After being assigned to the board of directors, Jake took his place at the conference table. / Having been assigned to the board of directors, Jake took his place at the conference table.
- 6 Brittany hired an interior designer specialising in cheap makeovers.

▶ EXTENSION ACTIVITY

Ask students to look back at the Reading text on pages 84-85 and use the information there about *hygge* to write their own sentences with participle clauses (eg *Having read about hygge, I wanted to travel to Denmark to experience it.*). Refer them to the grammar theory if they need help. When students are ready, they may read out their sentences to the class.

Extra Task (for early finishers)

See photocopiable material on page 161.

Vocabulary 2 (SB page 88)

1

- Ask students to read the words in the orange box and the text, and explain anything they don't understand.
- Students work individually to complete the first part of the task.
- Check these answers as a class before students move on to the second part of the task.
- Students work individually to decide what the expressions mean.
- They then check their answers in pairs before checking as a class.

Answers

- 1 dumps
- 2 moon
- 3 appearances
- 4 life
- 5 mouth
- 6 wolf
- 7 lease

Meanings:

- 1 down in the dumps: miserable
- 2 over the moon: happy; overjoyed
- 3 keep up appearances: hide your problems from others by continuing to live and behave as you always did
- 4 have the time of your life: enjoy yourself very much
- 5 living hand to mouth: living with little money or food
- 6 keep the wolf from the door: keep from starving or financial ruin
- 7 a new lease of life: renewed enthusiasm for or appreciation of life

2

- 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 make up for
- 2 crack down on
- 3 take it out on
- 4 doubles up as
- 5 come around to

3

- 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 2 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.
- Once the answers have been checked, students can write their sentences using the phrasal verbs.
- Once students have written their sentences, they may read some of them out to the rest of the class.

Answers

- 1 get up to
- 2 hark back to
- 3 talk (sb) out of (sth)
- 4 put (sth) down to (sth)
- 5 pick up on

Example sentences:

- 1 It's never safe to leave young children unsupervised for too long as you never know what they'll **get up to**.
- 2 Some of the songs that are popular today **hark back to** the disco sound of the 70s.
- 3 He wanted to drop out of college, but I think I managed to **talk him out of** it.
- 4 She **put** her poor performance in the exam **down to** lack of sleep the night before.
- 5 Graham had a learning difficulty, but he was very fortunate that his teachers **picked up on** it early so they were able to do something about it.

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are words which are commonly confused because they look similar or have similar meanings.
- Ask students to read the words in bold and the sentences, and explain anything they don't understand.
- Check pronunciation by saying each of the words in bold to the students and asking them to repeat after you. Correct where necessary.
- Remind them to write the words in the correct form.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|-----------------|-----------------|
| 1a raving | 3a complimented |
| 1b rate | 3b complement |
| 1c ranked | 3c flatter |
| 2a mindful | 4a comradeship |
| 2b mental | 4b contentment |
| 2c intellectual | 4c conviviality |

EXTENSION ACTIVITY

Individually, students write two gapped sentences using the expressions and phrasal verbs from 1 and 2. Each sentence must contain only one missing word. They then swap with a partner who must write the correct words in the gaps.

Extra Task (for early finishers)

See photocopiable material on page 161.

Grammar 2 (SB page 89)

Before you read the Grammar box

- Revise inversion. Explain to students that we can use certain words and expressions at the beginning of a sentence or clause for emphasis, but the word order after those words changes. This is called inversion.

introducing it with a kind of relative clause. It is called cleft (from the verb *cleave*) which means divided into two because there are two parts to the sentence.

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that an auxiliary verb can be a modal verb (eg *would, should*) or a verb used to form a tense (eg *had* in past perfect tenses).
- Ask students to read the sentences and explain anything they don't understand.
- Ask students to look at the words in bold in the sentences carefully to identify the auxiliary verbs.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|----------|----------|
| 1 Type 2 | 5 Type 1 |
| 2 Type 1 | 6 Type 1 |
| 3 Type 2 | 7 Type 2 |
| 4 Type 1 | |

2

- 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

Students should tick: 2, 3

Read 7.5-7.6 of the Grammar Reference on pages 173-174 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.
- Elicit that the task requires them to use inversion in their answers.
- 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

- 1 intellectually does Kyle talk (that)
- 2 no account should you put
- 3 did we manage
- 4 no circumstances should you (ever)
- 5 by hiring more officers could
- 6 and neither does Kim

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 complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|---------|------------|
| 1 thing | 5 did |
| 2 was | 6 only/one |
| 3 What | 7 It |
| 4 is | 8 do |

▶ EXTENSION ACTIVITY

Students work in pairs. They tell each other about a special place they have visited using inversion and cleft sentences (*eg Only by walking down a narrow path could we access the beach. / Had I known how wonderful Rome is, I would have visited sooner. / It was the nightlife that I enjoyed the most in Tokyo. / What I really liked about Barcelona was the beautiful architecture.*).

Extra Task (for early finishers)

See photocopiable material on page 161.

Listening (SB page 90)

1

- Ask students to read the instructions and check that they understand what they have to do. Tell them they are not being asked to decide what part of speech is required for each sentence; elicit that they must decide what kind of information can complete the gaps.
- 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

- a word that defines the noun 'candle', possibly *shape, size or colour*
- a word related to pay or a work benefit
- a word that describes a place
- an activity / something that people do
- a word related to a business
- a word related to learning

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will use all of the words to complete the sentences.
- Ask students to read the words in the orange box 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.

Answers

- scent, colour, size
- salary, pay
- a new flat, town, this office
- cooking, office politics, tennis
- shop, restaurant, company

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain the importance of reading the sentences carefully in order to predict what kind of information they should listen for. Tell them that if they can't predict this, to at least try and identify which part of speech can complete the gap.

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.
- Encourage students to predict the information required to complete the gaps before they listen.
- Play the recording and ask students to write 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

- first work environment
- (first class / honours) degree
- cash
- (new) flat
- politics
- prison
- two years
- career

See the recording script on pages 150-151.

Speaking (SB page 91)

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

Time permitting and if the topic is suitable, one of the initial questions in Speaking could be used to hold a mini debate. In this unit for example, students could be asked to debate the topic of socialising with colleagues outside work.

2

- Ask students to read the information in *Download*.

- Stress that when speaking with someone, it is normal to miss or not understand something they say. Explain to students that they can use set phrases to ask for something to be repeated or confirmed, as well as to ask someone to explain what they mean. Tell them that if they are the speaker and are asked to repeat or explain something, they can rephrase or give an example to make their meaning clear.
- Go through the *Language Bank* with the students and make sure they understand how to use the phrases that will help them to ask for and give explanations, or to repeat something.
- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the conversations and explain anything they don't understand.
- Students work in pairs to develop two conversations.
- 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 read out one of their conversations and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

Suggested answers

- 1a** I'm afraid I'm not familiar with Ayurveda. Could you explain what it means?
1b Certainly. It's
2a What does that mean?
2b To put it more simply
3a I'm not sure I understand what you mean.
3b Let me give you an example.

- 3**
- Ask students to read the instructions and check that they understand what they have to do. Spend some time explaining that they must discuss all of the aspects within the context of the task (*What aspirations do people usually have regarding these particular aspects of life?*) and that they are not being asked to decide which aspects are positive and which are negative. Elicit that there is a second part to the task which requires them to reach a decision about the three aspects that play the biggest role in making people content with their life, and that they must rank them in descending order, ie from most important to least important. Point out that there are no right or wrong answers, and that they only need to justify what they say.
 - 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 demonstrate the task in front of the class.
 - Time permitting, repeat until all pairs have had a turn.

Answers

Students' own answers

- 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.

Answers

Students' own answers

Writing (SB pages 92-93)

Essay: Summarising and identifying key points

- Ask students to read the information on essays and summarising and identifying key points. Tell them that they should start by skimming the text quickly in order to get the gist of what it says. Explain that by doing this they will be able to identify the topic and the writer's opinion on it. Tell them that they should then read the text again more carefully in order to find the writer's key points within the more general topic. Point out that by ignoring extra information, such as examples, descriptive details or repetition, they will more readily be able to isolate the writer's opinion.

1

- Ask students to read the instructions and check that they understand what they have to do. Remind them about ignoring extra information in order to isolate the writer's opinion.
- Ask students to read the newspaper story and explain anything they don't understand.
- Students work individually to complete the task.
- They then compare their work in pairs before checking as a class. Ask students to justify their answer.

Suggested answer

Thousands of people marched through the streets of the city early yesterday afternoon in the sunshine, waving banners and shouting slogans. The men, women and children were protesting against new tax increases being introduced by the government on housing. Police said later that the demonstration was peaceful and that there was no violence.

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the text and the questions, and explain anything they don't understand.
- Explain to students that the questions will help them to analyse the task and identify the key points.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

Answers

- 1** Good parenting
2 2, 3
3 Yes
4 Yes
5 Possible summary: Good parents keep their children away from danger and disappointments by protecting them and helping them to succeed.

3

- 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 identify and underline the key points, and then summarise the main opinion in their own words.
- Ask students to read the text 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.

Answers

Students should underline: *Yes, we need to allow youngsters to take risks sometimes and learn from their experiences; Parents should take care not to over-protect their children; if we let them face their own challenges, they can learn to think for themselves and They need to develop independence.*
Possible summary: Parents should not protect their children too much. Instead they should allow children to face risks so they can learn to become independent.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the writing task and explain anything they don't understand.
- Stress the importance of understanding fully what the task requires them to do.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

Answers

Students should underline: *evaluating the key points, use your own words, include your own ideas.*

5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the essay that was written in answer to the question in 4 and 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 Yes

2

Sentence 1: TA

Sentence 2: W

Sentence 3: TA

Sentence 4: W

3 Students should underline: *Over-protected youngsters may not learn how to overcome obstacles later in life and rushing to make life easier for the child can rob it of the chance to learn.*

Students should circle: *It is difficult for parents, fearful of dangers, to allow their children to take risks, or to stand by while they experience difficulties.*

6

- 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 circle the topic of the texts and underline the writer's main opinion and key points, 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

Answers

Text A

Students should circle: *the communication gap between the old and the young.*

Students should underline: *seems more unbridgeable than ever. Technology has brought such fast changes to the way we live and the vocabulary we use that older people have been left behind, unable to take on their traditional roles of listeners and advisers to the young.*

Text B

Students should circle: *Older people are important precisely because their view of life is different to a young person's.*

Students should underline: *get another perspective on their everyday problems because older people's opinions and advice are based on experience rather than youthful guesswork; trust what they say and it is reassuring.*

Students' own ideas for completing their essay plans

▶ EXTENSION ACTIVITY

Time permitting, have a class discussion about the generation gap. Ask students if they think the opinions and advice of parents and grandparents are useful or relevant to them. Discuss why it would be wise to heed the advice of their elders.

LANGUAGE BANK

- Draw students' attention to the *Language Bank*. Go through the language and explain anything students don't understand. Remind students to use a broad range of vocabulary in their writing. 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 again.
- Remind them of the topic, the writer's opinion and key points.
- 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 that the key points in each text will make up the basis of their essay and therefore they must make sure they not only understand them, but also that they understand how they differ before they start writing. Remind them, too, to stay close to the points raised in the texts, and not to go off on their own tangents. In addition, stress the importance of considering the above before they start writing.

🔄 Reload 7 (SB page 94)

Objectives

- To revise vocabulary and grammar from Unit 7.

- 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 *point*, *roll* and *term* by writing them on the board. Ask students which word has the following meanings. Then ask students for example sentences that show these meanings of the words, and other meanings if they know them.
 - 1 *small loaf of bread for one person, move your eyes up and down or in a circle to show impatience or anger, be all of a group of things at the same time (roll)*
 - 2 *length of time sb must stay in prison, conditions of an agreement, used for saying which aspects of sth you are considering (term)*
 - 3 *show sb the right direction, stretch the toes as if trying to make a straight line with the leg, indicate (point)*
- 2: Revise the verbs by writing them all on the board and asking individual students to choose one and use it in a sentence that shows its meaning. (*contribute, curl, entice, feature, indulge, permeate, savour, snuggle*)
- 3: Write all of the adjectives on the board and ask individual students to give you examples of people, places or things that the adjectives can describe. (*cosy, dreary, homely, laid-back, optional, stark, stressed, uninviting, unique, welcoming*)
- 4: Write all of the words on the board (in mixed up order) and ask students to make the compound nouns. Then ask individual students to give you sentences using them. (*comfort food, crime rate, gender equality, health benefits, home life, menu options, selling points, tourist board*)

Vocabulary 2

- 1: Practise collocations and expressions. Read out the expressions, one by one, and ask individual students to come to the board, write them and tell you what they mean.
 - 1 *down in the dumps: miserable*
 - 2 *over the moon: happy; overjoyed*
 - 3 *keep up appearances: hide your problems from others by continuing to live and behave as you always did*
 - 4 *have the time of your life: enjoy yourself very much*
 - 5 *living hand to mouth: living with little money or food*
 - 6 *keep the wolf from the door: keep from starving or financial ruin*
 - 7 *a new lease of life: renewed enthusiasm for or appreciation of life*
- 2 and 3: Practise phrasal verbs. Write these phrasal verbs on the board: *come around to, crack down on, double up as, get up to, hark back to, make up for, pick up on, put (sth) down to (sth), take it out on (sb), talk (sb) out of (sth)*. Then ask individual students to come to the board and write sentences using the phrasal verbs. Cross out each phrasal verb as it is used.
- 4: Practise commonly confused words. Write these sets of words on the board and ask students to tell you the difference between them. They can give you definitions or use them in sentences that show the

Grammar Revision

Grammar 1

Practise participle clauses.

- Write the sentences on the board and ask individual students to complete them with the correct participle of the verb given.
 - 1 _____ (take) his parents' advice, Bob never regretted his decision. (*Having taken*)
 - 2 _____ (tear) between starting her university course and taking a gap year, Julia opted for the latter. (*Torn*)
 - 3 _____ (not know) what to do, Emma sought the advice of her grandfather. (*Not knowing*)
 - 4 The resort _____ (build) with eco-friendly materials, was a huge success. (*built*)
 - 5 Before _____ (buy) a new phone, James made sure he researched the best models. (*buying*)

Grammar 2

Practise emphasis.

- Practise inversion. Write or read out the following sentence stems and ask students to complete them in their own words using structures for inversion. When they are ready, ask them to read out their sentences.
 - 1 *No sooner ...*
 - 2 *So slow ...*
 - 3 *Only by ...*
 - 4 *Had I ...*
- Practise agreement. Read out the following statements and ask individual students to show agreement with positive or negative statements.
 - 1 *I love walking in the rain! (So do I. / I do too.)*
 - 2 *He hasn't finished his project. (Neither have I. / I haven't either.)*
 - 3 *Lydia is a university student. (I am too. / So am I.)*
- Practise inversion after adverbs and adverbial expressions. Write or read out the following sentence stems and ask students to complete them in their own words using structures for inversion. When they are ready, ask them to read out their sentences.
 - 1 *Under no circumstances ...*
 - 2 *Barely ...*
 - 3 *Little ...*
 - 4 *There ...*
 - 5 *Up ...*

Practise cleft sentences.

- Write the following sentences on the board and ask individual students to complete them as cleft sentences.
 - 1 *I will always remember the delicious food we ate in Italy. It _____ (It is the delicious food we ate in Italy that I will always remember.)*
 - 2 *First, David joined a gym near his home. What _____ (What David did first was join a gym near his home.)*
 - 3 *She complained all the time! All _____ (All she did was complain!)*
 - 4 *The swimming pool is the best thing about this hotel. The _____ (The best thing about this hotel is the swimming pool.)*

- Students are now ready to do Reload 7.
- 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 2a 3b 4c 5c 6d 7c 8d 9b

Grammar

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

المملكة الاردنية الهاشمية
وزارة التربية والتعليم



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