

# Jordan High Note

Grade 10  
Semester 1

## Teacher's Book

### *Evaluation and Adaptation Committee*

Prof. Fawwaz Mohammad Al-Abed Al-Haq (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

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**Grade 10**  
Semester 1

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# INTRODUCTION

## WHAT IS JORDAN HIGH NOTE?

*Jordan High Note* is a dynamic and intensive five-level course for students in Jordan, ranging from A2 to C1 level of the Common European Framework of Reference (CEFR) and from 30 to 85 on the Global Scale of English (GSE).

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

The course aims to bridge the gap between school reality and young adult life. It has been designed to inspire and challenge modern teenagers so that they can fulfil their ambitious goals: pass school-leaving and external exams, communicate fluently and accurately in English in a variety of situations, become successful university students and increase their employability prospects. This is achieved by equipping learners with a combination of language skills and life competencies as well as systematically building their confidence when speaking English.

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

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

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

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

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

## WHAT IS THE JORDAN HIGH NOTE METHODOLOGY?

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

### INSPIRATION

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

### Relevant

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

### Authentic

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

### Purposeful

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

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

### Absorbing

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

## INTENSITY

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

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

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

## INTERACTION

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

### Grammar

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

### Vocabulary

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

### Skills strategies

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

### Pronunciation

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

## INDEPENDENCE

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

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

### Clear learning goals and models for success

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

### Skills strategies

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

### Project work

The *Life Skills* projects help students develop creative and collaboration skills and make decisions about the learning process and how to complete the project.

### Resources for self-study

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

### Self-assessment sections in the Workbook

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

### Downloadable photocopiable activities

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

## KEY CONCEPTS BEHIND JORDAN HIGH NOTE

### 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.

### 21ST-CENTURY EDUCATION

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

#### 21st-century students

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

#### 21st-century teachers

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

#### 21st-century skills and *Jordan High Note*

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

#### Learning and Innovation Skills (the five Cs)

*Communication and collaboration*: These skills are practised throughout the entire course. The large number of

discussions and role plays entail natural communication and collaboration among students. Additionally, the *Life Skills* projects require students to decide on their roles in a team and take responsibility for their work.

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

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

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

#### Digital Literacy

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

#### Life and Career Skills

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

### THE COMMON EUROPEAN FRAMEWORK FOR LANGUAGES

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

The term *mediation* is understood as mediating communication, a text and concepts. It combines reception, production and interaction and is a common part of everyday language use. It makes communication possible between people who, for whatever reason, are unable to

communicate successfully with each other: they may speak different languages and require a translation, they may not have the same subject knowledge information and need an explanation or simplification, they may not be of the same opinion and need someone to identify common ground. Mediation can also involve written texts – with the reader summarising, paraphrasing or interpreting the information for a different audience.

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

## THE GLOBAL SCALE OF ENGLISH

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

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

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

Visit [www.english.com/gse](http://www.english.com/gse) for more information about the Global Scale of English.

## ASSESSMENT FOR LEARNING

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

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

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

## Student's Book

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

## Workbook

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

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

## Assessment Package

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

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

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

## Interactive e-book

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

## QR codes

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

## Video Lessons

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

# COURSE COMPONENTS

## STUDENT'S BOOK and WORKBOOK

The Student's Book and Workbook are both used in class to deliver the syllabus. There are 11 main teaching lessons; seven main teaching lessons in the Student's Book, and four for the Workbook.

### STUDENT'S BOOK

- Five topic-based units
- A *Life Skills* section 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)
- A *Word List* at the end of the book
- *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.



# 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 is a grammar lesson in each unit. It is naturally divided into two parts with two presentations of different aspects of the same grammar area. The two parts are well-connected to ensure the lesson flow. The new grammar is always presented in context and is introduced via reading or listening texts. Each grammar lesson ensures practice of all language skills.

**1** Learning objectives with an immediate opportunity for self-assessment

**2** Grammar presented through a variety of text types (blogs, magazine articles, dialogues, etc.) or recorded conversations.

**3** Grammar lessons often include a wide range of grammar structures and they involve comparison of grammar forms students learnt in lower levels. The *Think Back* exercise aims to activate grammar students are already familiar with, before the main presentation.

**4** Guided discovery approach to grammar makes new language more memorable and enhances motivation. Students check their guesses about grammar either with the Grammar box on the page, if present, or in the *Grammar Reference* at the back of the book.

**5** *Grammar Reference* section at the back of the book, with more explanations. It can be used for remediation, extra practice or in a flipped classroom scenario.

### 01 Looking good

**VOCABULARY** Verb phrases with dress, appearance, clothes, footwear and accessories  
**GRAMMAR** Present Simple and Continuous, state and action verbs, articles  
**LISTENING** A podcast about jobs in the entertainment industry  
**SPEAKING** Participating in conversations  
**READING** An article about how our appearance influences people's opinions  
**WRITING** An informal email  
**VIEWING AND PRESENTING** Arguing for and against uniforms

**LESSON 1A VOCABULARY AND GRAMMAR**

**1** In pairs, look at the photo and answer these questions.  
**1** How do you think the people in the photo feel? Why do you think that?  
**2** Do you wear a school uniform?

**2** Read the first paragraph of the text to check your answer to question 1 in Exercise 1. Then read the rest of the text to answer these questions.  
**1** Why are the students nervous?  
**2** What are the students organising?  
**3** How do students dress for end-of-year celebrations?

**3** **Present Simple and Present Continuous**  
**3** Match sentences 1-6 with meanings a-f in the Grammar box.  
**1** Everyone is waiting for their results.  
**2** Everyone seems happy.  
**3** I work hard at school every day.  
**4** I'm having a family dinner to celebrate.  
**5** It's becoming more and more common for students to meet with friends.  
**6** People usually organise their own celebrations.

**WATCH OUT!**  
 State verbs are usually used in the Present Simple because they express states, opinions or feelings. However, a small group of these verbs can be used in the Present Continuous with a change of meaning, e.g. *think, have, look, see*: *I'm thinking of going home.* (*thinking = mental activity*)  
*We think it's a great idea.* (*think = opinion*)

**5** **1.2** Write the correct Present Simple or Present Continuous form of the verbs in brackets. Then listen and check.  
 Rana *'I'm packing* (pack) for our trip and it's really difficult.  
 Nour *I* \_\_\_\_\_ (know) what you mean. What have you got so far?  
 Rana *I* \_\_\_\_\_ (choose) some comfortable things like T-shirts and trousers. "*\_\_\_\_\_* (you/think) of taking any warm clothes?"  
 Nour *No, only a sweater or a light jacket.*  
 Rana *I* \_\_\_\_\_ (want) to take my new sun hat, but it's too big for my bag.  
 Nour *It* \_\_\_\_\_ (not seem) worth taking a sun hat. We? \_\_\_\_\_ (plan) mostly indoor activities.  
 Rana *That's true!*  
 Nour *Anyway, I* \_\_\_\_\_ (not think) you should worry too much. We can always go shopping when we're there!

**6** **SPEAKING** Use the phrases from the box below to make three true sentences and one false sentence about yourself.  
 dress casually / get dressed / get undressed / overdressed / underdressed / well-dressed

**Now go to Workbook page 4 for the next lesson.**

**4** Read the *Watch Out!* box. Then complete the sentences.  
**1** My friends and I *are taking* a class this month and today we *'re learning / learn* how to knit.  
**2** It *gets / 's getting* late but I *don't want / 'm not wanting* to leave the family dinner!  
**3** *'m thinking / think* that social media is a great way to stay connected but I *prefer / 'm preferring* face-to-face conversations.  
**4** My best friend *hates / 's hating* doing exercise so unfortunately we *'re never going / never go* running together.

**1**  I can use Present Simple and Present Continuous to talk about habits and temporary situations.

### 5 Grammar Reference

**Unit 1, Lesson 1A Present Simple and Present Continuous**

Present Simple		Negative	
I/You/We/They	like casual clothes.	I/You/We/They	do not (don't) like casual clothes.
He/She/It	likes casual clothes.	He/She/It	does not (doesn't) like casual clothes.

**Yes/No questions**  
 Does he like casual clothes?  
**Wh-questions**  
 When do you wear casual clothes?  
 Who likes casual clothes?  
 We use the Present Simple to talk about:  
 • facts and general truths: *Water boils at 100°C.*  
 • routines and habits: *We usually go to the park.*

**Common time expressions used with the Present Simple:** *always, every day, regularly, most days, usually, often, sometimes, hardly ever, never.*

Present Continuous		Negative	
I/You/We/They	are danc- ing.	I/You/We/They	are not (aren't) danc- ing.
He/She/It	is danc- ing.	He/She/It	is not (isn't) danc- ing.

**Yes/No questions**  
 Are you dancing?  
**Wh-questions**  
 Where are they dancing? Who is dancing?  
 We use the Present Continuous for:  
 • actions happening right now: *I'm taking a selfie with my best friend.*  
 • temporary situations happening around now: *At the moment, she's preparing dinner.*  
 • changing situations: *Video games are becoming more popular these days.*

**Common time expressions used with the Present Continuous:** *at the moment, now, this week, these days, at present.*

**State verbs**  
 We use the Present Simple (not the Present Continuous) with state verbs. Some state verbs (e.g. *think, have, look*) can be used in the continuous form, but with a change in meaning:  
*Do you see what I mean?* (understand)  
*I am seeing my best friend tonight.* (meet)  
*She has a new dress.* (own)  
*I'm having a shower.* (take)

**Unit 1, Lesson 5A Articles**  
 We use **no article (Ø)**  
 • with plurals and uncountable nouns to talk about something/someone in general: *chickens read lots of books on modern design.*  
*I'm really into Science.*  
 • with days, months, seasons, holidays, parts of the day: *Summer holidays start in July.*  
 • with continents and countries: *My parents are from Egypt.*  
**Exceptions:** *in the United Kingdom, in the United States, in the Netherlands, in The Hague*  
 We use **a/an**:  
 • before a singular countable noun: *Have you got a sister?*  
 • when we mention something/someone for the first time or to refer to any one of a kind or group: *I'm wearing a leather jacket.*  
 • with occupations: *I'm a shop assistant.*  
 We use **the**:  
 • to talk about a specific or unique thing/person, e.g. because he/she/it is the only one or when it's clear which thing/person we mean: *I like the colour of that dress.*  
 • when we mention something/someone for the second time: *I'm wearing a leather jacket. The jacket looks great.*  
 • with the superlative forms of adjectives: *the best*  
 • with ordinal numbers: *the second*  
 • to refer to a period in time: *the 1960s*

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

**7** The Workbook lessons include a variety of exercises, providing meaningful practice of the Student's Book language and skills.

# VOCABULARY

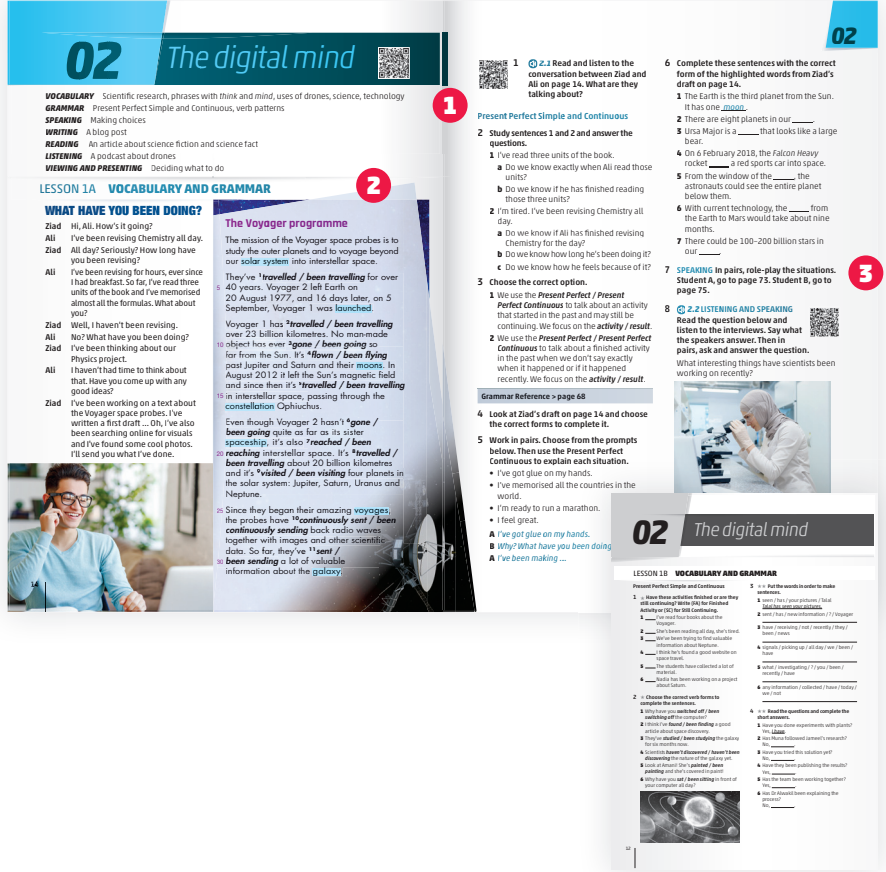
Vocabulary is a vital element of each unit. It is integrated into all Student's Book and Workbook lessons and systematically developed.

- The first lesson (Lesson 1) combines new vocabulary with speaking. This lesson is an introduction to the whole unit and focuses on developing the unit topic vocabulary as well as building vocabulary through different skills, especially speaking.
- There is additional vocabulary input in the Reading, Listening, and some Speaking and Writing lessons.

**1** Clear summary of unit content.

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

**3** Frequent opportunities for using the new vocabulary in speaking contexts.



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





## SPEAKING

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

**1** Speaking boxes contain key functional language. The phrases are recorded in the Workbook.

**2** Pairwork activities and role plays encourage students to use the functional language from the lesson and increase their confidence in speaking English.

### LESSON 6A SPEAKING

- 1** What jobs require a uniform? Why do you think this is? Discuss in groups.
- 2** In pairs, say if you agree or disagree with these opinions. Say why.
  - 1 School uniforms promote a sense of unity among students.
  - 2 School uniforms are more comfortable than regular clothes.
  - 3 School uniforms save time and effort in choosing what to wear each day.
  - 4 School uniforms prepare students for dress codes at the workplace.



- 3** **1.13** Listen to the conversation between four friends. Which opinions (1-4) in Exercise 2 are expressed in the conversation?



- 4** **1.14** Listen to another conversation between two friends and answer these questions.
  - 1 Why is Nada confused at the beginning?
  - 2 What does Reem like about her uniform?
  - 3 Why do they have to end the conversation?

- 5** Complete the Speaking box with headings a-f.
  - a Ask for explanation or clarification
  - b Ask for repetition
  - c Clarify your message
  - d Get others to speak
  - e Hold attention
  - f Interrupt politely

- 6** Work in groups. Use the phrases from the Speaking box to discuss arguments for and against wearing a uniform at work.



#### SPEAKING | Participating in conversations

##### When you're speaking

**1 Clarify your message**  
 What I mean is ...  
 The thing is, ...  
 Let me put it another way.  
 z \_\_\_\_\_  
 Just a second, I haven't finished.  
 Hold on! Let me finish!  
**Check others understand**  
 Do you know/see what I mean?  
 Does that make sense?  
 Do you get it?  
 s \_\_\_\_\_  
 What do you think?  
 Tell us what you think.  
 What's your opinion?

##### When someone else is speaking

**4** \_\_\_\_\_  
 Excuse me, can I say something?  
 That's true/a good point, but ...  
 Sorry to interrupt but ...  
 s \_\_\_\_\_  
 Sorry, I didn't get that. Could you say it again?  
 I'm sorry, I missed that.  
 a \_\_\_\_\_  
 Do you mean ...?  
 I'm not sure what you mean.  
 Are you saying ...?  
 Did you say/mention ...?  
**Confirm you understand**  
 Right, I've got that.  
 Yes, I know/see/get what you mean.  
 Ah right! Now I get it.

I can participate in and maintain a conversation effectively. 11

01

## 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 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 short story

- 1** In pairs, use the pictures and the words in the box to tell a story. Then read the story below and compare it to yours.  
 lifeguard surfer fin shark punch
- 2** How do you think the surfer, the lifeguard and the people on the beach felt after the events on the beach?  
 I think the surfer was probably terrified.



**1** That day the skies were clear, the sun was hot, and the sea was a beautiful deep blue. Muneer was at the beach lying on the golden sand, listening to the radio and happily watching the surfers riding the powerful waves. It was busy, and families were playing in the warm, shallow water near the beach.

**5** 'This is the life,' he thought, and turned over to get some sun on his back. He had just fallen asleep when a noise woke him. From nowhere, a lifeguard ran past him at full speed, shouting at people to get out of the way. Everyone on the beach sat up and watched as he dived in and swam towards a guy who was kicking his legs, waving his arms and shouting something. All of a sudden, the huge, dark fin of a shark appeared. People in the water started screaming. They grabbed their children and swam for their lives. Now wide awake, Muneer watched through his fingers as the lifeguard reached the panicking man then raised his arm and ... punched the shark in the face! Amazingly, it turned and swam away.

**10** While the crowds cheered, the fearless lifeguard carried the shocked surfer back to safety. He had saved his life. That was the day Muneer decided to become a lifeguard.

34

- 3** Study the Writing box and answer questions 1-6.
  - 1 From which point of view is the story written, first or third person?
  - 2 Where does the story take place?
  - 3 What information does the writer give in the first line?
  - 4 What is the main event in the story?
  - 5 Which tenses has the writer used to describe the action?
  - 6 How does the writer finish the story?

**2** **WRITING | A short story**  
 Stories are usually written in the first or third person point of view.

**Beginning**  
 Catch the reader's attention: use a detail related to the place where the story begins or a statement by one of the main characters.  
 That day the skies were clear, the sun was hot, and the sea was a beautiful, deep blue. Say where and/or when the story happened.  
 Muneer was at the beach lying on the golden sand, listening to the radio and happily watching the surfers riding the powerful waves.

**Middle**  
 Describe the action. Use mainly the Past Simple with the occasional Past Continuous and Past Perfect.  
 Use direct speech to express characters' voices.  
 'This is the life' he thought.  
 Use a variety of verbs to report speech e.g. scream, whisper, sigh, shout, etc.  
 From nowhere, a lifeguard ran past him at full speed, shouting at people to get out of the way. Use shorter sentences and/or dramatic linkers to add drama.  
 All of a sudden, the huge, dark fin of a shark appeared.

**End**  
 Describe how you or the characters felt at the end and what you/they learnt.  
 That was the day Muneer decided to become a lifeguard.

**5** The underlined adjectives in the story on page 34 help the reader to visualise characters, events and objects. Write these as a list and add more adjectives that are suitable for the story.

**6** Work in pairs. Imagine you are the surfer in the story. Together, tell the story from the surfer's first person point of view. Use a range of tenses, adjectives and linkers to make your story dramatic and interesting. Practise your story, and then tell it to another pair.

**7** **WRITING TASK** Write a short story. Use the Writing box and your own ideas or the story you told in Exercise 6. Use the Graphic Organiser to help you plan your writing.

**3**

I can write a short story. 35

03

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

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

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

02 Revision
Revision
02

**1 VOCABULARY AND GRAMMAR**

**1** Choose the correct words to complete the sentences.

- The Sun is one of many stars in our **creation / galaxy / voyage**.
- Many rockets and spaceships have been **required / launched / concentrated** from Cape Canaveral in Florida.
- Earth is the fifth biggest planet in our solar **universe / system / spaceship**.
- Drones are used to make commercial **search and rescue / deliveries / distractions**.
- My dad loves his high-pressure job, but he often feels **damaged / impressed / stressed**.
- A lack of sleep can cause **memory / enforcement / disorder** loss.

**2** Complete the sentences with the correct forms of the words from the box. There is one extra word.

achieve exist identify possess proceed recognise

- Her kitchen robot is her favourite **possession**.
- Some people believe in the \_\_\_\_\_ of life in outer space.
- The first landing on the moon in 1969 was an incredible **achievement**.
- The award he won gave his project the public \_\_\_\_\_ it deserved.
- We need to have safety \_\_\_\_\_ in place to ensure artificial intelligence is used well.

**3** Complete the sentences with the missing words.

- I didn't think **much** of the food in the new restaurant. I thought it would be better.
- Travelling improves your understanding of the world. It really **benefits** your mind.
- She always has interesting ideas. She's very good at thinking outside the **box**.
- I never forget a face but when it comes to names, sometimes my mind goes **blank**.
- That film was absolutely brilliant. It really **impressed** my mind!

**4** Complete the sentences. Use the Present Perfect Simple or the Present Perfect Continuous. Use the Present Perfect Continuous wherever you can.

**A** I **have just finished** (just/finish) work. It \_\_\_\_\_ (work) in the lab all weekend.

**B** How's the project?

**A** I think the experiments \_\_\_\_\_ (go) very well but it's only the beginning.

**B** \_\_\_\_\_ (you/make) much progress?

**A** No, we \_\_\_\_\_ (not make) much progress yet but it's early days.

**B** \_\_\_\_\_ (you/use) the latest 'Science Today' magazine?

**A** Yes, I have. My colleagues \_\_\_\_\_ (talk) about it all day.

**B** I \_\_\_\_\_ (only/read) one article so far because I \_\_\_\_\_ (not have) time but I want to read the others.

**A** The research is fascinating. They \_\_\_\_\_ (ask) Professor Mustafa to make a TV documentary?

**5** Complete the sentences with the -ing form or the infinitive form of the verbs in brackets.

- He keeps **making** (make) the same mistakes.
- My parents didn't let me \_\_\_\_\_ (go) to bed late when I was a child.
- You should \_\_\_\_\_ (concentrate) more in your Science lessons.
- I remember \_\_\_\_\_ (see) a drone for the first time a couple of years ago.
- I must remember \_\_\_\_\_ (phone) my grandma this evening.
- Can you imagine \_\_\_\_\_ (walk) on the moon?
- We hope \_\_\_\_\_ (study) artificial intelligence at university.
- Now I regret \_\_\_\_\_ (buy) you a new mobile phone!

**2 USE OF ENGLISH**

**6** Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold.

- I haven't seen a commercial drone before. **FIRST**  
This is the **first time** I've seen, a commercial drone.
- I really can't decide which course to study. **MIND**  
I can't \_\_\_\_\_ about which course to study.
- The film is a little better than the book. **QUITE**  
The book \_\_\_\_\_ as the film.
- When did you become interested in artificial intelligence? **LONG**  
\_\_\_\_\_ interested in artificial intelligence?
- It's two years since I began my research into AI. **DO**  
\_\_\_\_\_ my research into AI for two years!
- It was thoughtless of him to say he would finish the essay today. **REGRETS**  
\_\_\_\_\_ he would finish the essay today.
- Why don't we have a picnic? **HOW**  
\_\_\_\_\_ a picnic?

**7 LISTENING**

**7** You are going to listen to a teacher speaking about a school trip. Complete the notes below with one to three words in each gap.

**Trip to the Digital Age Exhibition**

- Coach leaves at **12.30**.
- Group members pay **4** each for tickets.
- Lunch recommended in the **5**.
- Remember to complete a **6** after the visit.
- 7** is not allowed in the exhibition centre.
- Great activities! Meet robots, watch 3D videos, **8**.

**SPEAKING**

**8** Work in groups of three. It's your friend's birthday next week. Look at the ideas below and talk about which objects would be the best present for him/her.

**WRITING**

**9** You see this ad in a magazine about space. Write your article for the competition.

**Write an article and win a book about space travel!**

- Why do people want to travel into space?
- What are the pros and cons of going on a space trip?
- Would you like to travel in space?

5 Self-assessment
02

**1** For each learning objective, write 1-5 to assess your ability.  
1 = I don't feel confident. 5 = I feel very confident.

Learning objective	Course material	How confident I am (1-5)
1   I can distinguish between the Present Perfect Simple and the Present Perfect Continuous to talk about recent finished or unfinished activities.	Student's Book pp. 14-15	
2   I can understand the main idea and identify specific details in an article and talk about artificial intelligence.	Student's Book pp. 16-18	
3   I can talk about science.	Student's Book p. 18	
4   I can use a range of verbs taking the infinitive or the -ing form.	Student's Book p. 19	
5   I can identify the main idea and key details in an interview and talk about technology.	Student's Book p. 20	
6   I can make suggestions, express opinions, compare options and reach decisions.	Student's Book p. 21	
7   I can write a blog post.	Student's Book pp. 22-23	

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

Skill I want to improve in	How I can improve

**3** What can you remember from this unit?

New words I learnt and most want to remember	Expressions and phrases I liked

## 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.

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

#### LIFE SKILLS How to take part in a debate

**1** Read the text with notes for members of the class. Discuss the text and answer the questions (1) for the first (FP) English.

**2** All the speakers speak for and against the debate statement.

**3** It is a debate, the speakers try to persuade the second team to accept their point of view.

**4** A debater never says that the time limit for a speaker.

**5** The winner is always the one who speaks for the first time.

**6** A 17, 4:37 Study the Speaking Box. Then discuss both questions again and use the presentation you have.

**7** Read the advice. Why do you think these points are important when debating?

**8** Read the advice. Why do you think these points are important when debating?

#### What is a debate?

A heated debate involves two teams of two or more people. Each team has a speaker who speaks for a set period of time. They try to make a number of points.

The speaker who has the most points is the winner. The speaker who has the most points is the winner. The speaker who has the most points is the winner.

**1** Read the text with notes for members of the class. Discuss the text and answer the questions (1) for the first (FP) English.

**2** All the speakers speak for and against the debate statement.

**3** It is a debate, the speakers try to persuade the second team to accept their point of view.

**4** A debater never says that the time limit for a speaker.

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**7** Read the advice. Why do you think these points are important when debating?

**8** Read the advice. Why do you think these points are important when debating?

#### LIFE SKILLS How to give a presentation

**1** How often do you give presentations? Do you find it easy to give presentations? Say why.

**2** Work in pairs. In each part of the presentation a (a) the beginning, b the main part, c the end. How often do you give presentations? Do you find it easy to give presentations? Say why.

**3** 2:14 Study the presentation plan. Listen to the presentation again and tick the presentation you hear.

**4** 2:14 Study the Speaking Box. Listen to the presentation again and tick the presentation you hear.

**5** Work in pairs. Choose one of the presentation topics below. Make notes to prepare a presentation plan. Remember to organise your plan into clear sections.

**6** 2:17, 4:37 Study the Speaking Box. Then discuss both questions again and use the presentation you have.

**7** Read the advice. Why do you think these points are important when debating?

**8** Read the advice. Why do you think these points are important when debating?

#### 01-02

**1** How often do you give presentations? Do you find it easy to give presentations? Say why.

**2** Work in pairs. In each part of the presentation a (a) the beginning, b the main part, c the end. How often do you give presentations? Do you find it easy to give presentations? Say why.

**3** 2:14 Study the presentation plan. Listen to the presentation again and tick the presentation you hear.

**4** 2:14 Study the Speaking Box. Listen to the presentation again and tick the presentation you hear.

**5** Work in pairs. Choose one of the presentation topics below. Make notes to prepare a presentation plan. Remember to organise your plan into clear sections.

**6** 2:17, 4:37 Study the Speaking Box. Then discuss both questions again and use the presentation you have.

**7** Read the advice. Why do you think these points are important when debating?

**8** Read the advice. Why do you think these points are important when debating?

### CULTURE SPOT

The *Culture Spot* lesson provides intriguing and useful information about various aspects of culture.

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

#### CULTURE SPOT Tea culture around the world

**1** What do you know about tea?

**2** Read the text quickly. How many different countries are mentioned in the text?

**3** Read the text carefully. Write (T) for true and (F) for false. Correct the false sentences.

**4** Complete the conversation with the correct connectives or a relative clause.

**5** Order the photos from the one you would like to try first. Discuss your answers with your partner. Choose the one you would like to try first.

**6** Reflect | Culture in groups, discuss the questions.

**7** What is the most popular tea drink in your country? How do you like to drink it?

**8** How do people in your country usually drink tea? Do you like to drink it?

**9** How do people in your country usually drink tea? Do you like to drink it?

**10** How do people in your country usually drink tea? Do you like to drink it?

### LITERATURE SPOT

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

- 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.
- New vocabulary is introduced.
- A *Writing* task allows students to apply some of the themes and language of the story to an extended task.

#### LITERATURE SPOT The Time Machine

**1** You are going to read part of a 1895 short story. In pairs, talk about what you know of the author and the story.

**2** Read the text quickly and say why the Time Traveller is interested in the future.

**3** Read the text carefully. Write (T) for true and (F) for false. Correct the false sentences.

**4** Complete the conversation with the correct connectives or a relative clause.

**5** Order the photos from the one you would like to try first. Discuss your answers with your partner. Choose the one you would like to try first.

**6** Reflect | Culture in groups, discuss the questions.

**7** What is the most popular tea drink in your country? How do you like to drink it?

**8** How do people in your country usually drink tea? Do you like to drink it?

**9** How do people in your country usually drink tea? Do you like to drink it?

**10** How do people in your country usually drink tea? Do you like to drink it?

## EXTRA WORK AND GUIDANCE IN LITERATURE

This course should give students the necessary skills and framework to be able to study literature. We recommend using an audiobook of a text so that students can try listening to it as well as reading it. The Student's Book provides a lot of text extracts for students to discuss and analyse and they can use these skills when working on literature.

### LITERATURE SPOT

- You are going to read part of an 1895 novel about time travel. In pairs, talk about what you know or think about time travel.
- Read the text quickly and say why the Time Traveller invited his friends to his home.
  - At that moment, the idea suddenly seemed possible.
  - And if it travelled into the future, it would still be here now.
  - Are you serious about this?
  - He placed it on a table in front of the fire.
  - Except for the lamp, the table was empty.
- 151.1** Read the text again. Match sentences A-F with gaps 1-5 in the text. There is one extra sentence. Then listen and check.

**A** He passed his hand through the space in which the machine had been.

**B** At that moment, the idea suddenly seemed possible.

**C** And if it travelled into the future, it would still be here now.

**D** Are you serious about this?

**E** He placed it on a table in front of the fire.

**F** Except for the lamp, the table was empty.
- Order sentences a-h to make a summary of the text.
  - When the model disappeared, the witnesses were amazed.
  - He confessed that he wasn't entirely sure if the model time machine had gone to the future or the past.
  - To show his friends that he wasn't trying to cheat them, he got one of them, the Psychologist, to press the lever.
  - The Time Traveller explained that once he pressed a lever, the machine would travel to another time and disappear.
  - Before the experiment began, all of the witnesses could examine the device to make sure there were no tricks.
  - Then the Time Traveller revealed that in his laboratory there was a full-size version of the machine.
  - When his friends wondered why the model was not visible, the Psychologist explained that it was because it was travelling so fast it couldn't be seen.
  - A man who wanted to travel through time invited several friends to his house to witness an experiment with a small model time machine he had built.
- If you were one of the Time Traveller's friends, would you try to prevent him from travelling in his time machine? Why?
  - In pairs, check you understand the highlighted verbs in the text on page 61. Then use their correct forms to complete the story below.
 

The passenger fell into the sea and **watched** under the waves. Immediately, the ship **swam** around to go back and look for him. Everyone **looked** into the sea but there was no sign of the man. The captain **thought** the man was dead but then suddenly, one of the passengers saw the man. He **held** his arm and **cried**. Where the unfortunate man was. Then a sailor **dropped** a lever and the lifeboat dropped to the water. The man was cold and shaking but once they got him on board, he soon **recovered**.
  - Choose the correct adverbs and adjectives.
    - You're **absolutely** / **slightly** right. I couldn't agree more.
    - Only a **shiny** / **tiny** percentage of the world's population can understand quantum mechanics.
    - The drawings of the model were very **cheerfully** / **delicately** done.
    - I am **attentively** / **genuinely** convinced that time travel is possible.
    - It was a **subtle** / **viable** plan but it worked.
  - SPEAKING** In groups, imagine you could travel in time. Discuss whether you would go to the future or the past. Say why.
  - WRITING TASK** Imagine that you are the Time Traveller in *The Time Machine* and live in the year 1895. You travel in time to the present day. Write a diary entry about your impressions of how life now is different to life in 1895.

## The Time Machine

by H. G. Wells

The thing the Time Traveller held in his hand was a shiny metal framework, only slightly larger than a small clock, and very delicately made. \_\_\_\_\_ The only other object on the table was a small lamp, its bright light fell upon the mechanism. There were also perhaps a dozen candles about the room. I sat in an armchair between the Time Traveller and the fireplace. Filby sat behind him, \_\_\_\_\_ looking over his shoulder. The Medical Man watched him from the right, the Psychologist from the left. We were all watching attentively. Any kind of trick, however subtle, seemed impossible under these conditions.

The Time Traveller looked at us. 'This little model,' he said, 'is a prototype for a machine to travel through time. The Medical Man got up and **peered** at it. 'It's beautifully made,' he said. \_\_\_\_\_ 'It took two years to make,' replied the Time Traveller. Once we had all examined the model, he said: 'I am going to **press** this lever, and the machine will vanish, pass into another time, and disappear. Have a good look at the thing. Look at the table, too, and satisfy yourselves there are no tricks.'

There was a minute's pause perhaps. Then the Time Traveller reached towards the lever. \_\_\_\_\_ 'No,' he said suddenly. He took the Psychologist's hand and told him to **extend** his finger so that it was the Psychologist who sent the model time machine on its voyage. We all saw the lever turn. I'm absolutely certain there was no trick. There was a breath of wind, and the lamp flame jumped. One of the candles was blown out, and the little machine suddenly **swung** round, became indistinct for a second; and it \_\_\_\_\_ was gone - **vanished!** \_\_\_\_\_

Everyone was silent for a minute. The Psychologist **recovered** and looked under the table. The Time Traveller laughed cheerfully. 'Well?' he said.

\_\_\_\_\_ 'We stared at each other. \_\_\_\_\_ 'Look,' said the Medical Man, '\_\_\_\_\_ Do you genuinely believe that that machine has travelled into time?' \_\_\_\_\_ 'Certainly,' said the Time Traveller. 'What is more, I have a big machine nearly finished in there.' He indicated the laboratory and continued: 'And when that is put together, I mean to have a journey myself.'

\_\_\_\_\_ 'You mean to say that that machine has travelled into the future?' said Filby. 'Into the future or the past - I don't, for certain, know which.' \_\_\_\_\_ Suddenly, the Psychologist spoke. 'It must have gone into the past if it has gone anywhere.'

\_\_\_\_\_ 'Why?' said the Time Traveller. 'Well, I \_\_\_\_\_ presume that it has not moved in space. \_\_\_\_\_ Because to get to the future, it must travel through this time.'

\_\_\_\_\_ 'But,' said I, 'if it travelled into the past, it would have been visible when we came first into this room; and last Thursday when we were here!'

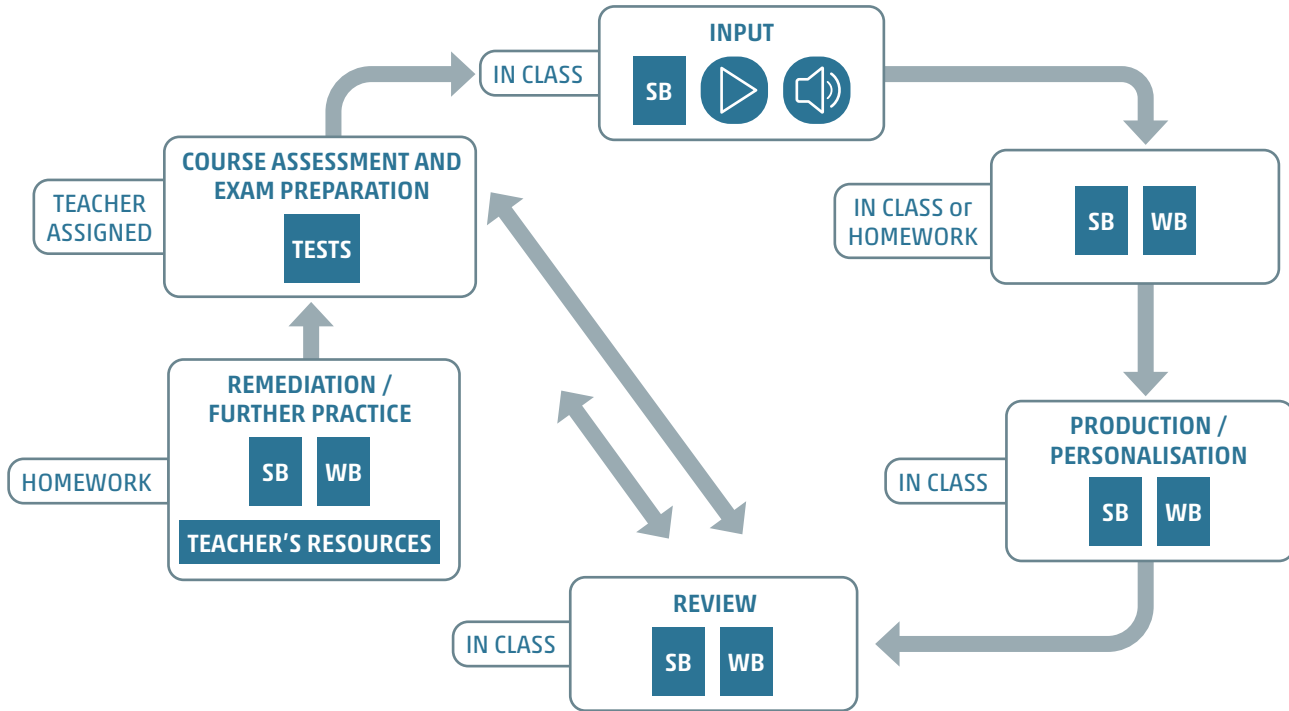
\_\_\_\_\_ 'No,' said the Time Traveller. Then he turned to the Psychologist. 'Think. You can explain it.'

\_\_\_\_\_ 'Of course,' said the Psychologist. 'It's simple. We cannot see this machine, any more than we can see a bullet flying through the air. If it is travelling through time a hundred times faster than we are, if it gets through a minute while we get through a second, the impression it creates will be only a tiny part of what it would make if it were not travelling in time.' \_\_\_\_\_ 'You see?' he said, laughing.

## TEACHING PATHWAYS

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

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



## HOW TO TEACH FOR EXAMS WITH JORDAN HIGH NOTE

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

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

### DEVELOPMENT OF LANGUAGE

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

### SKILLS STRATEGIES

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

### GRADED EXAM TASKS

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

### WRITING TASKS

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

### RESOURCES FOR SELF-STUDY

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

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

### EXAM CORRELATION

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

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

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

## HOW TO FLIP THE CLASSROOM WITH JORDAN HIGH NOTE

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

In English language learning, flipping the classroom means students listen to or read information about language at home before a lesson, leaving more time for practice of that language in the classroom. Alternatively, it could be information about an exam technique or how to write a specific type of text. Students can tackle the same tasks or collaborate in groups on different tasks to ensure they work at a level suitable for them.

In the lesson, the teacher begins by checking students' understanding of the material that was set as homework (reading, listening or a grammar explanation), then gives several practice tasks to complete. Finally, at the end of the lesson, students reflect on what they have learnt to help them identify progress and areas where they still need to improve. This reflection allows students to gain a greater understanding of their strengths and weaknesses, and encourages them to set achievable learning goals for future lessons.

*Jordan High Note* provides the following resources that will help flip the classroom:

### READING AND LISTENING TEXTS

The teacher can set a reading text (and its recorded version) or a listening text in a lesson as homework for the next class. By doing this, the time in class can be spent on checking comprehension and the actual discussion about the text rather than reading it or listening to it for the first time, which usually takes a lot of time. Another advantage of this approach is that students' involvement with the text will be greater if they have seen it several times, which accelerates the learning process.

### GRAMMAR REFERENCE

The *Grammar Reference* section at the back of the Student's Book contains detailed information about the meaning, function and form of the target language, with examples. These can be used by the teacher in class, when explaining language, but they can also be set as homework for students to study.

### VOCABULARY: WORD LISTS




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

### 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's 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.

# 01 UNIT 1 MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
<b>UNIT 1</b> <b>Looking good</b>	Theme 1: Society Theme 2: Culture Theme 6: Recreation	<p><b>Listening:</b> analysing main ideas and supporting details; deducing motive and viewpoint, citing supporting evidence; distinguishing literal and figurative meanings; discussing objectivity of information and speaker; using signal words to understand the sequence of and relationships between ideas; providing constructive feedback on peers' oral presentations; learning how to benefit from peers' feedback</p> <p><b>Speaking:</b> sustaining 5–7-minute conversations; maintaining meaningful dialogues of up to ten exchanges; eliciting information from other students; presenting literary texts; debating regularly in a deliberative discussion as an innovative teaching strategy; providing constructive feedback that helps the speaker to clarify his/her point of view</p> <p><b>Reading:</b> anticipating the topic through looking at titles, subtitles and graphics; identifying a central idea of a text and how it is conveyed; connecting what is read with personal ideas and beliefs; tracing and evaluating an argument and specific claims in a text, distinguishing those that are supported by evidence from the ones that are not</p> <p><b>Writing:</b> using writing strategies; using appropriate organisational patterns; using criteria to evaluate their writings and sources</p> <p><b>Viewing and presenting:</b> analysing visual information by asking relevant questions and discussing intended meaning; explaining why certain features of the visual text have been chosen for a particular purpose and audience; deducing how certain conventions were used to influence the viewer's attitude and opinions; making inferences from explicit and implicit information; deducing the relationship between visual and written information; orally presenting ideas and opinions on a variety of topics; responding to open-ended questions on visual texts with examples and justification</p>	<p><b>Listening:</b> recognise redundancies to help identify main ideas or important points; distinguish literal and figurative meaning of words and phrases; identify signal words and use them to understand the sequence of and relationships between ideas; respond to conversations where speakers are expressing likes, dislikes and preferences, giving opinions, agreeing and disagreeing; use morphology to help construct meaning; demonstrate how rhetorical devices help them understand meaning of a text; demonstrate how rhetorical devices help them understand meaning of a text; identify common organisational patterns and rhetorical structures to understand meaning</p> <p><b>Speaking:</b> rehearse and develop informative speech; stop and restart utterances that are not clear and pause to rephrase; maintain conversations of up to seven minutes; interact in meaningful communicative dialogues of up to ten exchanges; stay on the topic and maintain relevance; respond to questions from other speakers; negotiate meaning and sustain conversations; lead classroom discussions about topics of personal or academic interest; debate regularly in a deliberative discussion as an innovative teaching strategy</p> <p><b>Reading:</b> anticipate the topic by looking at the title, subtitles and graphics; skim and scan a text for general ideas, organisation and specific details; make use of contextual clues to infer meanings of unfamiliar words, phrases or idiomatic expressions; identify a central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments; determine the meaning of words and phrases as they are used in a reading text</p> <p><b>Writing:</b> make a list to develop ideas for writing on a focused topic; practise brainstorming, outlining, drafting, revising, editing and publishing</p> <p><b>Viewing and presenting:</b> demonstrate understanding of visual information by asking relevant questions and discussing intended meaning; make connections to more than one of the six course themes; describe and interpret visual images of different types like posters and advertisements and show how they affect the audience</p>



## OVERVIEW

### Objectives:

- Tell when to use the Present Simple and when to use the Present Continuous (GSE 29 – A1).
- Use the Present Continuous to refer to events at the time of speaking (GSE 30 – A2).
- Use the Present Continuous to refer to temporary situations (GSE 38 – A2+).
- Use the Present Continuous to refer to changing situations (GSE 46 – B1).
- Scan a long text or a set of related texts in order to find specific information (GSE 63 – B2).
- Infer meaning based on information in a text (GSE 55 – B1+).
- Bring relevant personal experiences into a conversation to illustrate a point (GSE 60 – B2).

### Vocabulary:

- *casually, celebrate, celebration, results, school-leaver, underdressed, uniform, well-dressed*

### Resources:

- SB: pages 4–5; Grammar Reference page 67; Word List page 62
- TB: Culture Notes page 120
- Online resources: Photocopiable Resource 1
- Assessment: Grammar Quiz Unit 1 Lesson 1

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Look at the picture with the class and ask students to say where they think the people are and what they might be doing (*There are three boys outside school. They are probably going home*). Refer students to read the title of the text and ask how it might relate to the photo. Ask them to describe the people and what they are wearing. Have students read the two questions and discuss them in pairs. Encourage them to give reasons for their answers. Don't give them the answer to question 1 until they have completed Exercise 2. You can refer to the Culture Notes on page 120 of the Teacher's Book for more information about End-of-academic-year celebrations.

### Answers

- 1 They are happy, because they are smiling.
- 2 Students' own answers

## PRESENTATION (15 minutes)

1 (T-S, S-S, S-T) Exercise 2. Ask students to read the first paragraph and say if their answer to question 1 in Exercise 1 is correct. Then put students into pairs and ask them to complete the activity, reminding them to find places in the text that justify their answers. Check answers with the class. Fast finishers can highlight any words in the text they did not understand and look them up in a dictionary. If there is enough time, get students to talk about how they celebrate the end of the school year in pairs or small groups. Take whole class feedback.

### Answers

- 1 Everyone is waiting for their exam results.
- 2 A meal in a nice restaurant / A celebration at home with their families
- 3 They wear something smart.

2 (T-S, S-S, S-T) Exercise 3. Refer students to the Grammar box. Ask students to read through it individually and ask any questions if they do not understand something. Ask students *Which tense do we use for facts?* (Present Simple); *Can we use the words 'want', 'know' and 'prefer' with the Present Continuous?* (no); *Which tense would we use with the words 'nowadays' and 'at the moment'?* (Present Continuous). Students complete the activity in pairs. Check answers as a class. Go through each grammar point and ask students to come up with their own sentence using the tense in question. Write the sentences on the board and underline the verb forms.

### Answers

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

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

## PRACTICE (10 minutes)

- 1 (T-S, S-S, S-T) Ask students to look at the *Watch Out!* box. Have them read the content and ask what state verbs they know. Give an example, such as *understand*. Write their suggestions on the board. If they don't know any, write the examples on the board: *think, have, look, see*. In pairs, students make sentences with any two of the verbs on the board in the Present Simple and Present Continuous. Pairs read their work to the class.
- 2 (T-S, S-T) Exercise 4. Write the following on the board: *How people celebrate the last day of school \_\_\_\_\_ (change). Nowadays, people \_\_\_\_\_ (prefer) going to a restaurant.* Elicit the correct forms of the verbs (*is changing, prefer*) and the justifications (*are changing refers to a changing situation, prefer is a state verb*). Ask students to complete the activity individually. Tell students to refer to the *Watch Out!* box again and to the Grammar Reference section if necessary. Check answers with the class.

### Answers

- 1 are taking, 're learning 2 's getting, don't want
- 3 think, prefer 4 hates, never go

3 (T-S, S-S, S-T) Exercise 5. Refer students to the rubric. Model the activity using the example given. Students complete the activity individually. Ask them to check answers with their partners before checking by listening to the recording. Elicit why the answers are correct. If you have time, students can practise the dialogue with their partners.

### Answers

- 2 know 3 'm choosing 4 Are you thinking 5 want
- 6 doesn't seem 7 're planning 8 don't think

# 01 LESSON 1A VOCABULARY AND GRAMMAR (SB)



## Audioscript 1.2

R = Rana N = Nour

R: I'm packing for our trip and it's really difficult.

N: I know what you mean. What have you got so far?

R: I'm choosing some comfortable things like T-shirts and trousers. Are you thinking of taking any warm clothes?

N: No, only a sweater or a light jacket.

R: I want to take my new sun hat, but it's too big for my bag.

N: It doesn't seem worth taking a sun hat. We're planning mostly indoor activities.

R: That's true!

N: Anyway, I don't think you should worry too much. We can always go shopping when we're there!

## PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 6. Say four sentences about yourself including phrases from the box using the Present Simple and the Present Continuous. Three sentences must be true and one must be false. Ask students to identify the false sentence. Then ask students to write four sentences about themselves and share them with their partners. Remind them to use the Present Simple and the Present Continuous. Their partner should try to guess which sentence is false. If you have time, this step can be repeated with multiple partners. Ask volunteers to share their sentences with the class. As students give their answers make a note of any errors. Once all the volunteers have given their answers, write the sentences with the errors on the board. Give students one minute to work with their partner and try to identify the errors and correct them. Check answers as a class.

## WRAP-UP (5 minutes)

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

## HOMEWORK

Ask students to write true sentences about people in their family using the Present Simple and Present Continuous and a variety of time expressions.

## CONTINGENCY PLAN

If your students need more support with the Present Simple and the Present Continuous: Have students work in pairs. One student describes what they usually wear to school (using the Present Simple), and the other describes what they are wearing right now (using the Present Continuous). If there is no difference between what the student usually wears and what they are wearing now, they can make up a statement.

Example:

**Student A:** I usually wear blue trousers, a white shirt and black shoes.

**Student B:** But today, you are wearing brown shoes!

If your students need an extra challenge: Ask students to write a short paragraph comparing their usual school outfit (using the Present Simple) with what they are wearing today (using the Present Continuous). They can make up information for variety of expressions if they wish.

There is a downloadable photocopiable resource number 1 to use.

## OVERVIEW

### Objective:

- Tell when to use the Present Simple and when to use the Present Continuous (GSE 29 – A1).

### Resources:

- SB: pages 4–5
- WB: pages 4–5

## WARM-UP (5 minutes)

(T-S, S-T) Ask students to write two sentences using the Present Simple and two sentences using the Present Continuous. Each sentence should reflect a different use of the tense, e.g. fact, routine, action happening now, changing situation, etc. Ask volunteers to read their sentences to the class. Check everyone understands the differences in use.

## PRACTICE (15 minutes)

- 1** (T-S, S-S, S-T) ★ Exercise 1. Go through the example with the class. Students work individually to complete the conversations with words from the box. Remind them that they do not need to change the form of the verbs. They then compare answers in pairs. Check answers as a class.

### Answers

**1 B** feel **2 A** is enjoying **2 B** have **3 A** need **3 B** is getting

- 2** (T-S, S-S, S-T) ★ Exercise 2. Students work in pairs to match the two parts of the sentences. Remind students to read each half of every sentence for meaning as well as using grammatical clues to help them to do the exercise. Check answers as a class.

### Answers

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

- 3** (S-T) ★ Exercise 3. Students work individually to choose the correct forms to complete the conversation. To check answers, ask for two volunteers to read the completed conversation aloud.

### Answers

**1** love **2** are you going **3** don't know **4** go **5** 'm walking  
**6** isn't running **7** serve **8** 's getting **9** know  
**10** always pays

- 4** (S-T) ★★ Exercise 4. Students work individually to choose the correct answer. Check answers as a class, encouraging students to explain why the option they chose is correct.

### Answers

**1 a** **2 a** **3 b**

- 5** (T-S, S-T) ★★ Exercise 5. Ask students to complete the text using the words in brackets. Remind them that they should decide if they need to use the Present Simple or Present Continuous in each gap. Students work individually. Check answers as a class.

### Answers

**2** 'm getting **3** don't recognise **4** 'm wearing **5** 'm  
**6** don't usually wear **7** 'm sitting **8** 'm getting

## PRODUCTION (20 minutes)

- 1** (T-S, S-T) ★★ Exercise 6. Go through the example with the class. Remind students to read the answers first before they complete the questions as this will help them decide which form of the verb is required, the Present Simple or Present Continuous. When students have finished, ask for volunteers to model each conversation and check answers with the class.

### Answers

**2** Do you often make your own clothes?  
**3** Are you looking for anything special in this shop?  
**4** Is your brother still playing in a band at school? / Does your brother still play in a band at school?

- 2** (T-S, S-S, S-T) ★★★ Exercise 7. Tell students to look at the verbs in bold at the start of each item and then go through the example with the class. Students work in pairs to complete the sentences. Check answers as a class.

### Answers

**1b** have  
**2a** Do, think  
**2b** is thinking  
**3a** looks  
**3b** Are, looking

- 3** (T-S, S-T) ★★★ Exercise 8. Ask students to complete the conversation using the correct form of the verbs and phrases in the box. Remind them that they should decide if they need to use the Present Simple or Present Continuous in each gap. Students work individually. Check answers as a class.

### Answers

**2** Are you having **3** 's going **4** 'm making **5** are improving  
**6** 'm getting **7** 'm not looking forward **8** love **9** need  
**10** don't fit **11** don't know **12** hardly ever wears

- 4** (T-S, S-T) Exercise 9. Refer students to the rubric. Make sure they understand that they need to write about what they are wearing now and what they usually wear when they see their friends. Students write a short paragraph. Monitor students during the activity and offer support as necessary.

### Answers

Students' own answers

## WRAP-UP (5 minutes)

(T-S, S-S) Ask students to swap their paragraph with another student. Ask them to read each other's work and offer suggestions for improving it.

## HOMEWORK

Ask students to bring in photos of outfits they like. Alternatively, they could choose a few photos online and have them available on their phones.

# 01 LESSON 2A VOCABULARY (SB)

## OVERVIEW

### Objectives:

- Identify key information in an extended text or article (GSE 57 – B1+).
- Give or seek personal views and opinions in discussing topics of interest (GSE 46 – B1).
- Give clear, detailed descriptions on a wide range of familiar subjects (GSE 66 – B2).
- Use language related to describing clothes and appearance (GSE 59–75 – B2–B2+).
- Write descriptions of real or imaginary people (GSE 47 – B1).

### Vocabulary:

- *accessories, baggy, blouse, buttoned, cardigan, cashmere, checked, clothing, cotton, denim, embroidered, fabric, footwear, full-length, headscarf, hoodie, leather, linen, logo, long-sleeved, loose-fitting, material, narrow, outfit, paisley, pattern, plain, polka dots, scarf, silk, striped, stylish, suit, vintage, v-necked, wide-brimmed, wool*

### Resources:

- SB: page 6; Word List page 62
- Online resources: Photocopiable Resource 2
- Assessment: Vocabulary Quiz Unit 1 Lesson 2

## WARM-UP/PRESENTATION (5 minutes)

(T-S, S-S, S-T) With their books closed, ask students to take out their pictures from their homework. If they haven't done the homework, give them a minute to find appropriate pictures on their phones. Ask students to show their pictures to their partner and together describe what the people are wearing. Get feedback as a class.

## PRACTICE (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Write the words *Clothes, Footwear* and *Accessories* on the board. Ask students to work in pairs to add more words under each heading. Then ask pairs to give their answers. As they say them, write them on the board. Pay attention to the pronunciation of the words and model and drill the correct pronunciation if necessary.

### Suggested answers

**Clothes:** anorak, blouse, blouse, cardigan, coat, dress, hoody, jacket, jeans, jersey, jumper, kilt, parka, pyjamas, raincoat, shirt, shorts, skirt, socks, sweatshirt, tights, top, tracksuit, tracksuit top/bottoms, T-shirt

**Footwear:** boots, flip-flops, shoes, slippers, sneakers, trainers

**Accessories:** belt, bracelet, chain, earrings, glasses, gloves, handbag, hat, necklace, scarf, sunglasses, tie

- 2** (T-S, S-S, S-T) Exercise 2. Refer students to the photos and in the same pairs, ask them to identify as many of the items of clothing as they can without looking at the text. Have students complete the activity in pairs. Check answers as a class. Ask students which of the clothes are their favourite and which ones they wear more often.

### Answers

- 2** long-sleeved jumper **3** loose-fitting trousers  
**4** vintage sunglasses **5** v-necked T-shirt  
**6** black leather jacket **7** hoodie **8** yellow backpack  
**9** dark-blue jeans **10** checked scarf **11** plain black headscarf **12** embroidered thobe **13** buttoned cardigan  
**14** matching handbag

- 3** (T-S, S-T) Exercise 3. Write the words *material, patterns* and *shape* on the board. Ask students to give an example of each. If they are struggling, write the words *cotton, checked* and *baggy* on the board and ask them to match the words to their categories. Have students complete the activity individually. Let them check the answers in pairs and then as a class. Fast finishers can try to add more words to the categories, using dictionaries if necessary.

### Answers

**Materials:** cotton, wool, silk

**Patterns:** striped, paisley, polka dots

**Shape:** v-necked

**Other:** casual, embroidered, matching

## PRODUCTION (20 minutes)

- 1** (T-S, S-S, S-T) Exercise 4. Before doing this activity write *face and hair, opinions* and *style* on the board. Ask students for words that can go under each heading (**face and hair:** balding, beard, clean-shaven, moustache, curly/medium-length/long/straight/wavy hair, dark/pale/tanned skin; **opinions:** beautiful, charming, glamorous, handsome, pretty, stylish; **style:** casual, elegant, formal, relaxed, smart, sporty). This could be done as a timed team game with a student from each team writing their team's suggestions under each heading. Use different coloured pens so it's easy to identify each team's words. Once there are sufficient words on the board and you've checked they understand them all, ask students to look at the people in the photos on page 6 and describe the clothes they are wearing. Then ask them to discuss which style they prefer and why.

### TIP

To help students to remember vocabulary, ask them to make two lists for each unit in their notebooks or online, noting the words they know in one list and words they find difficult to remember in the second list. Tell students to revise the second list more often. This will help them remember the words more easily.

- 2** (T-S, S-S, S-T) Exercise 5. Ask students to think about what their parents or grandparents wear or wore. Put students into pairs and have them answer the question. Ask for volunteers to share their opinions with the class. Write any interesting vocabulary on the board.

### Answers

Students' own answers

- 3** (T-S, S-S, S-T) Exercise 6. Ask students to write a short description of the outfit they are wearing. Put students into pairs but make sure students are with a different partner from the one in the first activity. Students describe their person to their partner, who must say what they think of the outfit before looking at the photo.

### Answers

Students' own answers

## WRAP-UP (5 minutes)

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

## HOMEWORK

Ask students to write a description of the clothes they or a family member is wearing at a special occasion, e.g. a dinner, school event, etc. Ask students to bring in another photo of themselves and family and/or friends for the next lesson. The more people in the photo the better.

## CONTINGENCY PLAN

If your students need more support with the clothing vocabulary: Have students work in pairs to make an illustrated glossary or flashcards of the clothing words from the lesson. They can add extra clothing words if they wish.

If your students need an extra challenge: Put students in pairs to play a game. One student gives a definition of an item of clothing from the lesson, and the other student has to guess what that item of clothing is. Students swap roles and continue the game.

There is a downloadable photocopiable resource number 2 to use.

# 01 LESSON 2B VOCABULARY (WB)

## OVERVIEW

### Objectives:

- Use language related to describing clothes and appearance (GSE 59-75 – B2-B2+).
- Write short, simple descriptions of people's physical appearance using basic connectors, given prompts or a model (GSE 36 – A2+).

### Resources:

- SB: page 6
- WB: page 6

## WARM-UP (5 minutes)

(T-S, S-T) Play a game. Write a letter on the board, e.g. *s* and ask students to tell you an item of clothing that begins with that letter, e.g. *shirt*. You could expand this to revise adjectives as well.

## PRACTICE (20 minutes)

- 1** (T-S, S-S, S-T) ★ Exercise 1. Ask students to look at the wardrobe and explain they need to identify all the items of clothing. They are given the first letter for each word to help. Look at the example with the class. Students work individually then compare answers in pairs. Check answers as a class.

### Answers

**2** suit **3** vest **4** belt **5** trousers **6** shoulder bag **7** cap  
**8** sandals **9** handbag **10** trainers **11** high-heeled shoes

- 2** (T-S, S-S, S-T) ★ Exercise 2. Ask students if they know the meaning of *odd one out*. If necessary, do the first one as an example with the class. Ask students why *old* is the odd one out. (*It describes the age of an item not what it is made of.*). Check answers as a class.

### Answers

**1** old **2** denim **3** high-heeled **4** casual **5** silk  
**6** matching

- 3** (S-T, S-T) ★★ Exercise 3. Students work individually to choose the correct words to complete the sentences. Check answers as a class, encouraging students to explain why the option they chose is correct.

### Answers

**1** old **2** matching **3** fur **4** loose-fitting **5** logo  
**6** an embroidered **7** shoulder **8** wide

## PRODUCTION (15 minutes)

- 1** (T-S, S-T) ★★ Exercise 4. Go through the example with the class. Ask students to complete the sentences using the words in the word box. Students work individually. Check answers as a class.

### Answers

**2** broad **3** clean **4** sporty

- 2** (T-S, S-T) Exercise 5. Refer students to the rubric. Ask them to find a photograph of themselves with family and/or friends. Make sure they understand that they need to write about what they are wearing now and what they usually wear when they see their friends. Students write a short paragraph. Monitor students during the activity and offer support as necessary.

### Answers

Students' own answers

## WRAP-UP (5 minutes)

(T-S, S-S) Ask students to swap their description with another student. Ask them to read each other's work and offer suggestions for improving it.

## HOMEWORK

Ask students to think about an actor they like and how they have had to change their appearance for the roles they have played in different films.

## OVERVIEW

### Objectives:

- Understand main points and check comprehension by using contextual clues (GSE 64 – B2).
- Understand the main points of a simple podcast (GSE 48 – B1).
- Identify key words and phrases in descriptions of someone's appearance and clothes (GSE 31 – A2).
- Use language related to describing clothes and appearance (GSE 59–75 – B2–B2+).
- Give or seek personal views and opinions in discussing topics of interest (GSE 46 – B1).
- Make basic inferences or predictions about text content from headings, titles or headlines (GSE 43 – B1).

### Vocabulary:

- Words and phrases to describe physical appearance: *bags under the eyes, double chin, long eyelashes, smooth skin, wrinkles*

### Resources:

- SB: page 7; Word List page 62
- Online resources: Photocopiable Resource 3

## WARM-UP (10 minutes)

- 1 (T-S, S-T) Ask students what kinds of films do they think actors have to change their appearance the most (science fiction, comedy, etc.). Write their ideas on the board and ask which actors do they think have made the greatest changes to their appearance and why.
- 2 (T-S, S-S, S-T) Exercise 1. Refer students to the question. In pairs, ask students to discuss how actors change their appearance for some films based on films they have seen. If students find it difficult to come up with ideas, you could start them off by saying, for example: *They wear a lot of makeup.* Have them share the answers with the class.

### Suggested answers

They work out / get fit / go to the gym.  
They cut off / colour / grow their hair.  
They wear costumes and wigs.  
They use CGI (computer-generated imagery).

## TIP

Providing a model for your students will help them understand exactly what is expected of them. It will give them ideas in terms of what they are going to say and the language they can use to communicate their ideas.

## PRE-LISTENING (5 minutes)

(T-S, S-S, S-T) Exercise 2. Elicit from students what a podcast is (*a digital audio file that can be taken from the internet and played on a computer, tablet or phone*). Explain that they are going to listen to a podcast about jobs in the entertainment industry. Ask a student to read aloud the first part of the *Active Listening* box ('Before you listen'). Explain that these steps will help them answer the questions. Then ask students to look at Exercise 5 and read (but not answer) the sentences. In pairs, have students answer questions 1 and 2 in Exercise 2.

## WHILE LISTENING (10 minutes)

- 1 (T-S, S-T) Exercise 3. Play the recording for students to check their answers. Then elicit answers as a class.

### Answers

- 1 Lama and Malak
- 2 Costume designer and actress

## Audioscript 1.3

R = Rola L = Lama M = Malak



- R:** Welcome to *Backstage*, the podcast where we tell you the truth about working in the entertainment industry. I'm Rola, and today I'm reporting from Channel 7 Studios, where we're spending the day with costume designer Lama. Thanks for letting us follow you today, Lama.
- L:** You're welcome.
- R:** You're doing someone's make-up and clothes as we speak. Tell us, who's this and what are you doing?
- L:** Well, Rola, Channel 7 are filming a new series at the moment and ...
- M:** Shh!
- L:** Ahem! I can't tell you any more – the details are secret – but this is Malak, one of the stars.
- M:** Hi.
- L:** Malak has lovely, smooth skin.
- M:** Why, thank you, darling!
- L:** But today we're preparing her for a scene where we see her character as a much older woman. So, I've asked the make-up artist to make her twenty-five-year-old face look seventy! And then we're going to try on some vintage clothes.
- R:** Mmm, OK ... Wow, not that easy!
- L:** No. So, first, she's getting some wrinkles and bags under the eyes. And I'm afraid, Malak, you're also getting a double chin.
- M:** Oh. Do you have to?
- L:** At least you can wash it all off! One day you'll look like this all the time!
- M:** Thanks a lot, Lama.
- L:** You're welcome! Malak also has soft lips, and we're making those look thinner and drier. We also need to do something about these shaped eyebrows and long eyelashes, but of course we'll let her keep her lovely brown eyes!
- M:** You see? Now she's just trying to make me feel better.
- R:** So, Lama, you are clearly very good at what you do. Do you enjoy it?
- L:** Well ... I mean ... I love it. You know, most of the time. The best part is the creative side of it. Yeah, and I really enjoy choosing and organising all the clothes and accessories. I spend several thousand dinars a year on the stuff.
- R:** Mmm. And where do you see yourself in the future?
- L:** Well, I've done a lot of TV, but not many films, so I'd like to work on a historical film. I like doing research about what kind of materials were used in clothes in the past. I'd also like to work with old-fashioned hairstyles and wigs.

# 01 LESSON 3A LISTENING AND VOCABULARY (SB)

- 2** (T-S, S-S, S-T) Exercise 4. Put students into new pairs. Read item 1 in Exercise 5 aloud and ask what type of word *secret* is (*a noun*). Read aloud item 2 and ask students what type of word is missing (*a number*). Ask students to complete the activity in pairs and then share their ideas with the class.

## Answers

- 1** an adjective to describe the details of a TV series  
**2** a number  
**3** two adjectives to describe lips  
**4** an adjective to describe part of a job  
**5** a number  
**6** a noun (something a cosume designer would work on)

- 3** (T-S, S-T) Exercise 5. Now refer students to the second part of the *Active Listening* box ('While you are listening'). Then play the recording for students to complete the task. Check answers as a class.

## Answers

- 2** 70/seventy **3** thinner and drier **4** creative  
**5** several thousand **6** historical film

## POST-LISTENING (5 minutes)

(T-S, S-S, S-T) Exercise 6. Refer students to the words and phrases in the box. Explain any unknown words. If necessary, have students look them up in a dictionary. Students work individually to write sentences about people they know using the words/phrases given. Model by reading the example. Have students share answers in pairs, and then elicit some sentences from the class.

## Answers

Students' own answers

## PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 7. In groups, get students to discuss the questions. Read them aloud and make sure students understand them. After discussing, ask groups to share their answers with the class. If there is time, ask students to consider any ethical considerations that costume designers and make-up artists should take into account when choosing products and techniques.

## WRAP-UP (5 minutes)

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

## HOMEWORK

Ask students to write down the different ways that help them to listen effectively.

## CONTINGENCY PLAN

If your students need more support with using adjectives: On the classroom wall, display some faces from movie characters or celebrities. Ask students to write one or more adjectives that suitably describe the characters' faces.

If your students need an extra challenge: Prepare some worksheets that contain at least 12 characters' faces. The worksheets should all have the same faces. Give students their own copy of the worksheet, and then put them in pairs. The pairs should then sit facing each other and each student in each pair should select one of the characters' faces and keep their selection secret. They then take turns to ask yes / no questions about each other's chosen character to gradually try and identify which character the other person has chosen. The first person in each pair to guess their partner's character is the winner. This activity is modelled on the popular game *Guess Who*.

There is a downloadable photocopiable resource number 3 to use.

## OVERVIEW

### Objective:

- Use language related to describing clothes and appearance (GSE 59-75 – B2-B2+).

### Pronunciation:

- Silent letters in words: *answer, butcher, castle, climb, comb, debt, echo, honest, honour, hour, knee, knife, knit, knock, knowledge, listen, often, plumber, rhythm, subtle, sword, two, wrinkle*

### Resources:

- SB: page 7
- WB: page 7

## WARM-UP (5 minutes)

(T-S, S-T) Ask students what they know about awards ceremonies. *Who attends them?* (authors, celebrities) *What kinds of clothes do people wear to them?* (smart clothes)

## PRACTICE (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Ask students to skim the text quickly and elicit what it is about. Emphasize that the aim here is to just get the gist. Then tell students they need to complete the text with suitable words or phrases. Students work individually to complete the text, then compare their answers in pairs. Then play the recording for the class to check their answers.

### Answers

- 2** brings out **3** full-length **4** high-heeled  
**5** look up **6** well-dressed **7** curly **8** moustache  
**9** look down on **10** logo **11** gets it



## Audioscript 1.4

All the stars are out this evening for the book awards ceremony, and the clothes reflect a whole range of styles! This event, set up to celebrate the best in literature, also brings out people's creativity. Let's admire our next guests!

Here's Dalia Albawab. She looks very glamorous as usual. She's wearing a stunning full-length blue dress with shiny high-heeled shoes. She's also showing off a lovely large blue hat! Many people look up to Dalia, not just for her style but also for her achievements in the industry.

Her husband is with her. He's always well-dressed, and tonight he's wearing a grey suit and a black bow tie. His dark, curly hair is cut short, and the new moustache suits his face much better than the beard last year! He joked in an interview earlier that he doesn't want anyone to look down on his style choices, which he carefully planned with a stylist this time.

Behind them comes young Laith Aljabi, the teenage author. He certainly hasn't dressed up for the occasion and is wearing his trademark T-shirt with the film logo on it, dark blue jeans with red trainers and a big, knitted scarf. While his casual look might divide opinions, it's clear Laith isn't afraid to take risks – and he sometimes gets it right!

- 2** (T-S, S-T) Exercise 2. Tell students to write down all the clothes they can remember. When they have finished, they can check by rereading the text.

### Suggested answers

Dalia Albawab: a full-length blue dress, shiny high-heeled shoes, a large blue hat. / Her husband: a grey suit, a black bow tie. / Laith Aljabi: a T-shirt with the film logo on it, dark blue jeans, red trainers, a big, knitted scarf.

## PRODUCTION (20 minutes)

- 1** (T-S, S-T) Exercise 3. Ask students to read the *Active Pronunciation* box, then practise saying each word. Make sure they understand that the bold letters are not pronounced. In pairs, students read the sentences and underline the silent letter in each one. There could be some disagreement about *showing* in sentence 1. The correct pronunciation (/ˈʃəʊɪŋ/) omits the /w/ sound.



### Answers

- 1** She's also showing (/ˈʃəʊɪŋ/) off a lovely large blue hat!  
**2** ... with red trainers and a big, knitted (/ˈnɪtɪd/) scarf  
**3** ... and he sometimes gets it right (/raɪt/).

- 2** (T-S, S-S, S-T) Exercise 4. Ask students to read the words in the box and check they understand their meanings. Play the recording and ask them to complete the sentences. In pairs, students read the sentences to one another and then check answers with the class.

### Answers

- 2** subtle **3** honour **4** knowledge

## Audioscript 1.6

- 1** You need to comb your hair.  
**2** There's a subtle difference between the words.  
**3** This is a great honour.  
**4** I don't have much knowledge of this subject.  
**3** (T-S, S-T) Exercise 5. Students listen to the recording and underline the silent letters in the words from the box in Exercise 4.



### Answers and Audioscript 1.7

- 1** comb **2** honour **3** knowledge  
**4** subtle



- 4** (T-S, S-S, S-T) Exercise 6. Refer students to the rubric and explain that they need to find the word in each row that does NOT contain a silent consonant. Do the first one with the class and then ask students to work in pairs.

### Answers

- 1** stable **2** noticed **3** wonder **4** honey **5** kite

- 5** (T-S, S-T) Exercise 7. Play the recording for students to check their answers. Then practise saying all the words as a class drill, making sure that the silent letters are not pronounced.  
**6** (T-S, S-S, S-T) Exercise 8. Tell students they are going to write down the five sentences they hear. Play the recording, one sentence at a time and give students time to write. Play the recording again if necessary. Students check answers as a class then practise saying the sentences in pairs.



### Answers and Audioscript 1.9

- 1** My favourite season is autumn and my favourite day of the week is Wednesday.  
**2** It's half past two and it's time to cook the salmon.  
**3** I scratched d my finger on the knife!  
**4** We spoke in the cave, and we heard an echo.



## WRAP-UP (5 minutes)

(T-S, S-T) Ask students to write a sentence containing three or four words with silent letters in them. When they have finished ask them to give their sentences to their partner to check and then read aloud.

## HOMEWORK

Ask students to use a dictionary to find more words with silent letters.

# 01 LESSON 4A READING AND VOCABULARY (SB)

## OVERVIEW

### Objectives:

- Guess the meaning of an unfamiliar word from context (GSE 55 – B1+).
- Identify the main topic and related ideas in a structured text (GSE 49 – B1).
- Predict the content of a simple academic text, using headings, images, and captions (GSE 48 – B1).
- Scan a long text or a set of related texts in order to find specific information (GSE 63 – B2).
- Express opinions and attitudes using a range of basic expressions and sentences (GSE 52 – B1+).

### Vocabulary:

- Phrasal verbs: *bring out*, *get it wrong*, *look down on*, *look up to*, *set up*

### Resources:

- SB: pages 8–9
- TB: Culture Notes page 120

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Tell students about your favourite and least favourite clothes and accessories and why you like/dislike them. Ask students to open their books. Let students discuss the question in pairs. Then ask volunteers to share their answers with the class.

## PRE-READING (5 minutes)

(T-S, S-T) Exercise 2. Give students a minute to look at the article on page 9 and the photos, captions and title of the article on page 9. Ask them what they think it is about and share their ideas with the class.

### Answer

the power of appearance and stereotypes

## WHILE READING (10 minutes)



- 1 (T-S, S-S, S-T) Exercise 3. Tell students to read the questions and answer options. Ask students for any words they don't understand and write them on the board. If students don't volunteer any words, write *persuade*, *blog*, *engineering*, *influence* and *stereotype* on the board. Elicit the meanings of the words or, if necessary, ask them to look them up in a dictionary. Then give students some time to read the text and find the answers. Tell students to show their partners where they found the answers. Check answers as a class. You can refer to the Culture Notes on page 120 for more information about the psychology of appearance.

### Answers

1 a 2 c 3 b 4 b 5 b

## TIP

As students read, ask them to make a note about the topic of each paragraph, e.g. 1 – making assumptions about people, 2 – the experiment and its results, etc. That way, students can look at their notes and check their answers quickly.

- 2 (T-S, S-S, S-T) Exercise 4. Refer students to the rubric and read the first sentence and the given answer as an example. Elicit that *look up* to is a phrasal verb. Remind students that phrasal verbs can have one or two particles. Contrast *look up* and *look up to* as an example (*look up* literally means to look upwards while *look up to* means to respect someone). Have students complete the activity in pairs. Fast finishers can come up with example sentences with the phrasal verbs. Check answers as a class. If time allows, you could ask students to tell their partners whether the sentences are true for themselves.

### Answers

- 2 I don't think it's right to look down on people who don't care about high-status jobs or titles.  
3 I'd like to set up my own research company one day.  
4 I often get it wrong when I don't take the time to listen carefully.  
5 I think that challenging situations can bring out people's best qualities.

## POST-READING (5 minutes)

(T-S, S-S, S-T) Exercise 5. Refer students to the *Watch Out!* box and elicit that compound adjectives are two words put together to describe something or someone. Use the example given. Ask students to give a few additional example sentences containing compound nouns. Then put students into new pairs to complete the activity. Ask students to share their answers with the class.

### Answers

- 1 I'm broad-shouldered and curly-haired.  
2 I can't decide whether to wear a short-sleeved or a long-sleeved shirt.  
3 I'm short-haired but my friend is long-haired.  
4 I'm blue-eyed and my sister is brown-eyed.

## PRODUCTION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 6. Ask students to look at the words in the word box and say when they would wear the items or who would wear them. Put students into new pairs and tell them to discuss the words in the word box and how they make them feel. They do not need to talk about all the words. After two minutes, change pairs to discuss the other words. After two minutes, change pairs again and repeat the activity.
- 2 (T-S, S-S, S-T) Exercise 7. Write the following on the board: *Appearance is not important. It's what's inside that counts.* Put students into groups. Tell half of the groups to come up with ideas to support the statement. Tell the other half to come up with ideas disagreeing with the statement. Model by reading the prompts given. Get feedback as a class to have a discussion.

### Answers

Students' own answers

- 3 (T-S, S-S, S-T) Exercise 8. Read the expression and check that students understand it. Have them write a paragraph explaining the meaning in their own words. Then put students into pairs to share answers. Get feedback as a class to have a discussion.

## Answers

Students' own answers

### WRAP-UP (5 minutes)

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

### HOMEWORK

Ask students to find and learn five more phrasal verbs that can be used to talk about people.

### CONTINGENCY PLAN

If your students need more support with expressing opinions about people's appearances: Prepare pictures of lots of different people. Show these to the class and elicit opinions about the people. You can ask questions such as: *Does this person look friendly? What do you think their job is? Do you think they are smart/intelligent?*

If your students need an extra challenge: Prepare pictures of lots of different people. Put students in pairs and ask them to discuss what they think about the people in the pictures and why they think that way.

# 01 LESSON 5A GRAMMAR (SB)

## OVERVIEW

### Objectives:

- Express and comment on ideas and suggestions in informal discussions (GSE 56 – B1+).
- Identify which article (including no article) to use with a range of nouns and noun phrases (GSE 46 – B1).

### Resources:

- SB: page 10; Word List page 62
- TB: Culture Notes page 120
- Online resources: Photocopiable Resource 4
- Assessment: Grammar Quiz Unit 1 Lesson 5

## WARM-UP (5 minutes)

- 1 (T-S, S-S, S-T) Ask students to say what style means to them and if it plays an important part in their lives. Put students into groups to discuss. Get feedback as a class.

### Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 1. Ask students to read the first part of the rubric and discuss it in pairs. Ask students to read the text then ask which of their ideas were the same as the text and which ideas were different. You can refer to the Culture Notes on page 120 for more information about clothing trends.

### Suggested answer

It means that clothes that were fashionable in the past become fashionable again after some time.

## PRESENTATION (10 minutes)

- 1 (T-S, S-T) Elicit what an article is and write some examples with nouns on the board. Give students a few minutes to read the Grammar box and ask questions to check their understanding.
- 2 (T-S, S-S, S-T) Ask students to look at the text and circle any articles. Check answers in pairs and as a class. Ask students to think about when we use *a*, *an*, *the* or *no article*.
- 3 (T-S, S-S, S-T) Exercise 2. Have students complete the activity in the same pairs. Check answers as a class.

### Answers

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

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

## PRACTICE (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 3. Ask students to read and complete the text. Tell students to refer to the Grammar box if they need help. Play the recording for students to check answers. Ask them to raise their hands if they got more than 11 answers correct. If only a few students raise their hands, put them into groups to discuss the answers. Arrange the groups so that they are a mix of students who raised their hands and those who didn't. Monitor to help where necessary.

### Answers

2 ∅ 3 an 4 a 5 The 6 a 7 a 8 the 9 ∅ 10 the  
11 the 12 the 13 ∅

## Audioscript 1.11

They say that clothes say a lot about us. What about people who don't buy any clothes, like me? Today I'm wearing an old pair of jeans and a cotton top. The jeans were a present and a friend gave me the top because it was too small for her. She bought it in Italy. Why don't I buy new clothes? Well, shopping isn't the worst thing in the world, but I care about the environment more than I care about style.



- 2 (T-S, S-S, S-T) Exercise 4. Ask students to read the rubric and each sentence and make sure they understand what they need to do. Play the recording for students to complete the activity. Check answers. In their pairs, have students say the sentences to each other.



### Answers

- 1 The American jeans are cheaper than the European ones.
- 2 The hat was the oldest item in his wardrobe.
- 3 The expensive shoes are less comfortable than the cheap ones.  
Pronounced /ði:/ because it comes before a vowel sound.

## PRODUCTION (10 minutes)

(S-S, T-S) Exercise 5. Read the question with the class and elicit a few ideas from students. Put them into groups and give them time to share their ideas. Monitor and help with any vocabulary they may need. Ask for volunteers to share their ideas with the class.

## WRAP-UP (5 minutes)

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

## HOMEWORK

Students write a paragraph about the clothes they discussed in Exercise 5.

## CONTINGENCY PLAN

If your students need more support with using articles: Refer back to the flashcards or glossary that students made for the Contingency Plan in Lesson 2A. Have students review and add articles for each of the clothing items in their lists.

If your students need an extra challenge: One student should describe an outfit using the correct articles and others should guess who in the class matches the description.

There is a downloadable photocopiable resource number 4 to use.

## OVERVIEW

### Objective:

- Identify which article (including no article) to use with a range of nouns and noun phrases (GSE 46 – B1).

### Resources:

- SB: page 10
- WB: page 8

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Write *the*, *a*, *an* and  $\emptyset$  on the board. Put students into pairs and ask them to write down an example sentence under each heading. Ask volunteers to read out their sentences and check they are correct.

## PRACTICE (20 minutes)

- 1** (T-S, S-T) ★ Exercise 1. Tell students that they need to complete the rules about how to use articles. Do the example with the class then ask students to work individually. Check answers as a class.

### Answers

2  $\emptyset$  3 a/an, the 4  $\emptyset$  5 a/an 6 the 7 a/an

- 2** (T-S, S-T) ★ Exercise 2. Explain to students that they need to match each example with a one of the rules in Exercise 1. Students work individually. Check answers as a class, encouraging students to explain why the option they chose is correct.

### Answers

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

- 3** (S-T, S-S, S-T) ★ Exercise 3. Students work individually to choose the correct article to complete the sentences. Students check answers in pairs and then feed back to the class.

### Answers

1 a, the, The 2  $\emptyset$  3 The,  $\emptyset$  4 a, a

- 4** (S-T, S-S, S-T) ★★ Exercise 4. Ask students to skim the blog quickly and ask them what it is about (*a girl talking about her grandmother's clothes*). Tell students to complete the blog post. Students check answers in pairs and then feedback to the class.

### Answers

2 the 3  $\emptyset$  4 the 5  $\emptyset$  6 the 7  $\emptyset$  8 a 9 the 10 the 11 a 12 an 13 the 14 the

## PRODUCTION (15 minutes)

(T-S, S-T) Exercise 5. Refer students to the rubric and the bullet points and make sure they understand them. Give students time to make notes on each bullet point before they write the paragraph. Monitor students during the activity and offer support as necessary.

### Answers

Students' own answers

## WRAP-UP (5 minutes)

(T-S, S-S, S-T) Ask students to swap their paragraph with another student. Ask them to read each other's work and offer suggestions for improving it.

## HOMEWORK

Ask students to think about the kinds of jobs that require uniforms and if any of their family members wear uniforms to work.

# 01 LESSON 6A SPEAKING (SB)

## OVERVIEW

### Objectives: Speaking

- Follow an everyday conversation or informal interview on common topics (GSE 55 – B1+).
- Ask for confirmation of understanding during a live discussion or presentation (GSE 56 – B1+).
- Ask someone to clarify or elaborate what they have just said (GSE 50 – B1).
- Ask appropriate questions to check understanding of concepts that have been explained (GSE 55 – B1+).
- Follow most of what is said and repeat back details to confirm understanding (GSE 55 – B1+).
- Summarise and give opinions on issues and stories and answer questions in detail (GSE 56 – B1+).
- Use a basic repertoire of conversation strategies to maintain a discussion (GSE 53 – B1+).
- Can use a suitable phrase to invite others into a discussion (GSE 52 – B1+).

### Resources:

- SB: page 11

## WARM-UP/PRESENTATION (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to keep their books closed. Write *Uniform* on the board. Ask students to discuss in pairs where people usually wear uniforms and why. Ask students to discuss the questions. Elicit different answers from the class.

### Suggested answers

healthcare workers – uniforms promote hygiene, firefighters – uniforms promote safety, postal and delivery workers – uniforms help identify employees, corporate staff – uniforms usually have the company's brand on them

## PRACTICE (20 minutes)

- 1** (T-S, S-S, S-T) Exercise 2. Ask students to open their books. Read the statements and explain any unknown words. Have students discuss in pairs. Then choose different pairs to share their answers with the class.

### Answers

Students' own answers

- 2** (T-S, S-T) Exercise 3. Explain to students they will listen to a conversation where four students are preparing for a debate about school uniform. They must decide which opinions in Exercise 2 are expressed. Check answers as a class.

### Answers

All opinions except Opinion 3 are expressed.

## Audioscript 1.13

J = Jameel H = Husam L = Laith A = Amer



- J:** So we've got to prepare for the debate this afternoon. Let's go through the for and against arguments. What's your opinion about having a school uniform? Let's start with the advantages.
- H:** Well, the main thing is that a school uniform is all about identity and school spirit. Like, we're all in this together.
- L:** True. A school uniform gives a clear message to everyone. Does that make sense?
- A:** Yes, I mean, students feel proud of their school. And when we do sports, everyone is equal and easy to identify. A uniform also makes sure that everyone is wearing appropriate clothing during the school day.
- J:** That's a good point. And kids feel much less peer pressure about their clothes.
- L:** Right. It's much easier for the parents as well, do you know what I mean? They just buy what's on the list and don't have to worry about buying expensive clothes for school.
- H:** Are you saying a uniform is cheap?
- L:** Well, what I mean is that although it costs quite a lot to buy the uniform, parents can then hand the uniform on to the next child in the family if it's still in good condition.
- H:** Yes, I get what you mean. And children from poorer families feel exactly the same as richer kids.
- J:** These are all convincing arguments. Let's move on to the disadvantages. What do you think?
- A:** Well, uniforms can actually be expensive – it's a big expense at the beginning of the school year when parents have to buy books and other accessories as well.
- H:** Yes, and lots of students complain that school uniforms are uncomfortable. I don't like wearing a tie!
- L:** Excuse me, can I say something? I just want to add that in the real world most people don't wear uniforms, so it's a big change for students when they finish school.
- A:** Do you mean that not wearing a school uniform is good practice for learning how to dress in the real world, like when you get a job?
- H:** Yes, he's saying that—
- L:** Just a second. I haven't finished. Actually, I hadn't thought of that, Amer. What I mean is, we all use clothes and appearance to express our personalities. A uniform can really limit that creativity at school.
- H:** Yes! That's exactly it! I think we've got some great arguments here!
- 3** (T-S, S-T) Exercise 4. Ask students to read through the questions and guess what the situation might be. Then ask students to answer the questions. Play the recording and check answers as a class.

### Answers

- 1** Nada thought Reem could choose her own uniform.  
**2** She likes knowing what she's going to wear every day, the team spirit when they play sports, and that there is no peer pressure about what they wear.  
**3** Because it's getting late for school and Reem is going to miss the bus.



## Audioscript 1.14

**N** = Nada **R** = Reem

**N:** Wow, Reem, I love your school uniform!

**R:** Thanks, Nada! This is my favourite uniform!

**N:** Do you mean that you can choose your uniform?

**R:** No! What I mean is that this is our PE uniform. We can't do exercise in a skirt!

**N:** Oh, of course! Now I get it! Do you have any other uniforms?

**R:** Well, we have a jumper that we only wear in the winter.

**N:** Sorry, Reem. I missed that. Could you say it again?

**R:** I said we have a jumper that we only wear in the winter.

**N:** Oh, I see. Do you like wearing a school uniform?

**R:** I do! Most of the time.

**N:** What do you mean?

**R:** The thing is, I love knowing what I'm going to wear every day, I love the team spirit when we play sports, and there's no peer pressure in our school about what we wear, but—

**N:** Excuse me, can I say something?

**R:** Just a minute, I haven't finished. But it's also true that sometimes I wish I could wear my most comfortable clothes all day. Does that make sense?

**N:** Yes, I see what you mean. I was only going to say that it's getting late for school!

**R:** Oh, you're right! I have to go now or I'll miss the bus!

**4** (T-S, S-S, S-T) Exercise 5. Put students into new pairs. Refer them to the Speaking box and ask them to read it individually. Have students complete the activity in pairs and check answers as a class.

### Answers

2 e 3 d 4 f 5 b 6 a

**5** (T-S, S-T) On the board, write: *What I mean is, The thing is, Do you know what I mean? What do you think? I'm not sure what you mean.* Model the phrases, paying attention to the sentence stress (underline the stressed words). Elicit from students that the underlined words are stressed. Model each phrase again and drill.

## PRODUCTION (15 minutes)

(T-S, S-S, S-T) Exercise 6. Explain to students that they will now use the language from the Speaking box to discuss the pros and cons of wearing a uniform. Put students into groups. Ask half of each group to work on the pros of uniforms. The other half will work on the cons. Allow them three or four minutes to discuss. As students work, monitor for proper use of language and vocabulary. Correct where necessary. After the time is up, ask different groups to share their ideas with the class.

### Answers

Students' own answers

### Extra Activity

After Exercise 6, put students into new groups and get them to discuss the opinions in Exercise 2 using phrases from the Speaking box

### TIP

You can put students into small groups or pairs and ask them to write a short dialogue of their own using one of the prompts from Exercise 6 to role-play in front of the class.

## WRAP-UP (5 minutes)

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

## HOMEWORK

Students write a dialogue similar to the discussion they had in Exercise 6. Encourage them to include some of the phrases from the Speaking box.

## CONTINGENCY PLAN

If your students need more support with talking about uniforms: Ask students to select a job that requires a uniform (e.g. a firefighter, a nurse, a security guard). Then ask them to name the items of clothing in that uniform and to suggest why those clothing items are suitable for the job function.

If your students need an extra challenge: Put them in pairs to discuss and justify their ideas for a perfect school uniform.

# 01 LESSON 7A WRITING (SB)

## OVERVIEW

### Objectives:

- Write simple informal emails/letters and online postings giving news or opinions (GSE 46 – B1).
- Write an everyday connected text using a set of short elements or facts and building them into a sequence (GSE 47 – B1).
- Justify the reasons for a particular decision or course of action (GSE 62 – B2).
- Adopt a level of formality appropriate to the circumstances (GSE 66 – B2).

### Resources:

- SB: pages 12–13
- TB: Culture Notes page 120
- Online resources: Graphic Organiser for this unit

## WARM-UP/PRESENTATION (5 minutes)

(T-S, S-T) Ask students what they know about the wood-fired oven and write their ideas on the board.

## PRACTICE (20 minutes)

- 1** (T-S, S-S) Exercise 1. Tell students they are now going to find out about the history of the wood-fire oven. Give them two minutes to read the text. Then put students into pairs and get them to answer item 1 together. Ask students to note where they found the answers.

### Answers

a, c, e are true.

- 2** (T-S, S-T) Exercise 2. Refer students to Huda's email. Give students a few minutes to read it and answer the question. Ask students where they found the answer. You can refer to the Culture Notes on page 120 for more information about garden dinners and wood-fired ovens.

### Answers

to thank her for the invitation to the dinner, discuss what clothes she is going to wear and offer help to decorate for the party

- 3** (T-S, S-S, S-T) Exercise 3. Put students into pairs. Elicit what kind of email this is (*informal*). In pairs, ask students to identify the features in Huda's email that make it informal (*She starts with Hey instead of Dear.*) Ask if they use these features when emailing their friends.

### Suggested answers

She writes in a chatty style.  
She uses short simple sentences.  
She uses informal words and expressions, exclamation marks, emojis, abbreviations and contractions.  
She leaves out some words.

- 4** (T-S, S-S) Exercise 4. Refer students to the Writing box and give them a few minutes to study it individually. Then in the same pairs, have students complete the activity.

### Answers

**2** Great to see you Saturday night. **3** Got your invitation ...  
**4** Do you fancy ... **5** thx **6** Can't **7** Not sure about  
**8** Right, I'm off to make some dinner. **9** Message me later.  
**10** Bye 4 now

- 5** (T-S, S-T) Exercise 5. Tell students to imagine they have to reply to the email. Ask how they would reply to it. Have students complete the activity individually and check answers as a class.

### Answers

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

- 6** (T-S, S-S, S-T) Exercise 6. Tell students to read the email but not complete it yet. Ask what the email says. Then ask students to look at the words to fill in the gaps. Ask what 'CU' means (*See you*). Give students two minutes to complete the email with the phrases from the box. Remind students that there are two extra phrases which do not need to be used. Get them to compare their answers in pairs before checking as a class.

### Answers

**2** How's it going? **3** Can't wait for **4** Do you fancy  
**5** sort something out **6** CU soon

## TIP

Brainstorming a topic or language point will help students warm up. Even though they may be a bit slow to start, once they get going, their brains will make connections with related words and language. This will help them get into gear for the lesson.

## PRODUCTION (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 7. Put students into pairs. Tell them to imagine that they are going to Huda's party. Have students decide on an outfit they want to wear and take turns to describe it. Explain that they should give reasons for their choice. Monitor students for correct use of language and grammar. Correct where necessary. Ask pairs to share their ideas with the whole class.
- 2** (T-S, S-S, S-T) Exercise 8. Give students five minutes to read quickly through the rubric and make notes. Then give them ten minutes to write their reply to Huda's email. Remind students to use the Writing box and the Graphic Organiser to help them and to use their notes and discussions from Exercise 7. Tell them that they can also offer help with decoration, for example. Monitor and support students as they work. When they have finished writing, tell students to self-check their emails. They can use the information in the Writing box for that. Then put students into pairs and tell them to check each other's email. Students should check if their partner's email includes all the information and if everything is clear. Give students some time to rewrite the email and have some of them read their work to the class.

## WRAP-UP (5 minutes)

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

## HOMEWORK

Ask students to study the Word List in the Student's Book page 62.

## CONTINGENCY PLAN

Ask students to proofread their writing, checking for correct: spelling, punctuation and grammar.

## OVERVIEW

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

### Objectives:

- All language-related objectives from Unit 1.

### Resources:

- SB: Word List page 62; Grammar Reference page 67
- WB: pages 10–11; Self-assessment 1 page 9
- Assessment: Unit 1 Language Test

## VOCABULARY AND GRAMMAR

Exercise 1.

### Answers

- 1 dark-blue, baggy 2 loose-fitting, linen  
3 leather, matching 4 tanned, pale 5 curly, medium-length  
6 plain, cotton

Exercise 2.

### Answers

- 2 logo 3 Denim 4 silk 5 wavy 6 well-dressed

Exercise 3.

### Answers

- 2 'm going 3 Do, want 4 sounds 5 don't, go 6 have  
7 belongs 8 are selling 9 Do, have 10 are getting  
11 think 12 don't have

## USE OF ENGLISH

Exercise 4.

### Answers

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

## READING

Exercise 5.

### Answers

- 1 D 2 A 3 C B isn't needed

## SPEAKING

Exercise 6.

### Answers

Students' own answers

## WRITING

Exercise 7.

### Answers

Students' own answers

# 02 UNIT 2 MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
<b>UNIT 2</b> <b>The digital mind</b>	Theme 3: Science and Technology	<p><b>Listening:</b> analysing main ideas and supporting details; deducing motive and viewpoint, citing supporting evidence; distinguishing literal and figurative meanings; discussing objectivity of information and speaker; using signal words to understand the sequence of and relationships between ideas; providing constructive feedback on peers' oral presentations; learning how to benefit from peers' feedback</p> <p><b>Speaking:</b> sustaining 5–7-minute conversations; maintaining meaningful dialogues of up to ten exchanges; eliciting information from other students; debating regularly in a deliberative discussion as an innovative teaching strategy; providing constructive feedback that helps the speaker to clarify his/her point of view; using different structures for different purposes</p> <p><b>Reading:</b> anticipating the topic through looking at titles, subtitles and graphics; identifying a central idea of a text and how it is conveyed; connecting what is read with personal ideas and beliefs; tracing and evaluating an argument and specific claims in a text, distinguishing those that are supported by evidence from the ones that are not</p> <p><b>Writing:</b> using writing strategies (brainstorming, outlining, drafting, revising, editing, redrafting and publishing); using appropriate organisational patterns; using criteria to evaluate their writings and sources</p> <p><b>Viewing and presenting:</b> analysing visual information by asking relevant questions and discussing intended meaning; explaining why certain features of the visual text have been chosen for a particular purpose and audience; deducing how certain conventions were used to influence the viewer's attitude and opinions; making inferences from explicit and implicit information; deducing the relationship between visual and written information; orally presenting ideas and opinions on a variety of topics; responding to open-ended questions on visual texts with examples and justification</p>	<p><b>Listening:</b> distinguish literal and figurative meaning of words and phrases; identify signal words and use them to understand the sequence of and relationships between ideas; respond to conversations where speakers are giving opinions, agreeing and disagreeing, making assumptions; use morphology to help construct meaning; demonstrate how rhetorical devices help them understand meaning of a text; identify common organisational patterns and rhetorical structures to understand meaning</p> <p><b>Speaking:</b> debate regularly in a deliberative discussion as an innovative teaching strategy</p> <p><b>Reading:</b> trace and evaluate an argument and specific claims in a text, distinguishing those that are supported by evidence from the ones that are not; find words in the text that show the writer's viewpoint</p> <p><b>Writing:</b> make a list to develop ideas for writing on a focused topic; practise brainstorming, outlining, drafting, revising, editing and publishing; practise and develop research skills; for example, the ability to evaluate, use and cite sources</p> <p><b>Viewing and presenting:</b> describe and interpret visual images of different types like posters and advertisements, and show how they affect the audience</p>



## OVERVIEW

### Objectives:

- Understand the main ideas of complex technical discussions in their field (GSE 66 – B2).
- Answer basic questions in a simple academic discussion (GSE 50 – B1).
- Speculate about causes, consequences or hypothetical situations (GSE 64 – B2).
- Distinguish between Present Perfect Simple and Continuous (GSE 47 – B1).
- Use the Present Perfect Continuous to refer to ongoing states and conditions (GSE 48 – B1).

### Vocabulary:

- Words to talk about space: *constellation, galaxy, launched, moon, solar system, spaceship, voyage*

### Resources:

- SB: pages 14–15; Grammar Reference page 68; Word List page 63
- TB: Culture Notes page 120
- Online resources: Photocopiable Resource 5
- Assessment: Grammar Quiz Unit 2 Lesson 1

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to keep their books closed. Elicit some of the different areas of science (e.g. Physics, Chemistry, Biology, Astronomy) and write them on the board. Then ask students to discuss in pairs which areas they find the most interesting and why. Elicit answers from a few students in open class feedback.

### Answers

Students' own answers

## PRESENTATION (10 minutes)



- 1** (T-S, S-S, S-T) Exercise 1. Explain to students that they will listen to a conversation and they need to say what it is about. Tell students they can note down keywords if they like. Play the recording and elicit the answer. If they

struggle with the recording, play it again and refer students to the transcript on page 14. You can refer to the Culture Notes on page 120 for more information about *Voyager* and *Ophiuchus*.

### Answer

They are talking about what they've been doing. Ali has been revising Chemistry and Ziad has been thinking about the Physics project.

- 2** (T-S, S-S, S-T) Exercise 2. Ask students to open their books, look at the sentences in items 1 and 2, and underline the verbs. Put students into pairs and have them complete the activity. Check answers as a class.

### Answers

- 1**  
**a** No.  
**b** Yes, we know that he has finished reading those units.  
**2**  
**a** No, we don't. He may still be revising Chemistry.  
**b** Yes, all day.  
**c** Yes, he's tired.

- 3** (S-S, S-T) Exercise 3. Elicit from students that sentence 1 in Exercise 2 is in the Present Perfect Simple and sentence 2 is in the Present Perfect Continuous. Ask students to work alone to read the sentences in Exercise 3 and choose the correct option, and then compare answers in pairs. Check answers with the class.

### Answers

- 1** Present Perfect Continuous, activity  
**2** Present Perfect, result

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

## PRACTICE (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 4. Ask the class what they know about the Voyager space programme. Refer students to the text on page 14, and do the first one together as an example. Then students work individually to read the text and choose the correct verb. Students check their answers in pairs. Check answers with the class. Encourage them to say why they chose each answer, referring back to Exercises 2 and 3 (e.g. *Is the action finished or still continuing? Is the focus on the activity or on the result?*).

### Answers

- 1** been travelling **2** travelled **3** gone **4** flown  
**5** been travelling **6** gone **7** reached **8** travelled  
**9** visited **10** been continuously sending **11** sent

- 2** (T-S, S-S, S-T) Exercise 5. Say to the class *I've got glue on my hands*. Gesture to students to ask you *Why? What have you been doing?* Say *I've been making a model of the International Space Station*. Instruct students to do the same in pairs using the other prompts. Monitor for proper use of language and vocabulary. Correct where necessary.

### Answers

Students' own answers

- 3** (T-S, S-T) Exercise 6. Refer students to the highlighted words on page 14. Review the vocabulary as necessary. Go through the example with the class. Get students to work individually to complete the activity. Check answers as a class.

### Answers

- 2** solar system **3** constellation **4** launched **5** spaceship  
**6** voyage **7** galaxy

# 02 LESSON 1A VOCABULARY AND GRAMMAR (SB)

## PRODUCTION (10 minutes)

- 1** (S-S, S-T) Exercise 7. Divide the class into two groups. One group are Student A and the other are Student B. Refer them to page 73 (Student A) and page 75 (Student B). Give them time to read their instructions. In pairs in their groups, give them five minutes to think of appropriate questions. When they have finished, rearrange the groups so that each pair now has a Student A and a Student B. Let them role play the two interviews. Get feedback from volunteers when the activity is finished.

### Answers

Students' own answers

- 2** (S-S, T-S) Exercise 8. Read the question and make sure students understand it. Then play the recording for students to answer it. Pair students up so they can take turns to ask and answer the question. Remind them to use new language from the lesson. Get feedback from the class.

### Suggested answers

- 1 renewable energy and sustainability
- 2 reducing emissions
- 3 ocean clean-up
- 4 finding cures for illnesses
- 5 getting to Mars
- 6 glasses for taking photos and search the internet



## Audioscript 2.2

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

- I:** The question is: What interesting things have scientists been working on recently?
- S1:** I think the most important thing, to me, that scientists have been working on is renewable energy and focusing on improving the sustainability of the world and ecosystems. I think that's really important. I think that's what we should be very conscious of.
- S2:** I think what scientists have been working on lately, which I find the most interesting would be reducing emissions from cars and trains, and using more electric energy – through their work, scientists are making a real difference.
- S3:** Scientists have been working on ways of cleaning up plastic from the oceans – that's what I'm mostly interested in. There's been a lot of work on that lately and it's so important.
- S4:** Recently, scientists have been working on finding cures for serious illnesses, and I think that's very useful and, obviously, something that's very important for everyone around the world.
- S5:** Scientists have been working on a way to get to Mars, to get people to go there on holidays and make transport easier to Mars. It's so exciting!
- S6:** Something that scientists have been working on that I'm very interested in is technology, especially the glasses that you can take photos with, and you can use to search the internet! I still can't grasp that, but I think it's so exciting. Compared to when I was a lot younger, everything has developed so much now, and it's so interesting to see where it keeps going.

## WRAP-UP (5 minutes)

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

## HOMEWORK

Ask students to make a list of the ways in which technology has made life better, and ways in which it has made it worse. They can talk to family members and/or use the internet to get more ideas. Start Lesson 2A by getting feedback on this.

## CONTINGENCY PLAN

If your students need more support with the Present Perfect Simple and Present Perfect Continuous: Write pairs of sentences on the board, for example:

- *Scientists have discovered a new type of bacteria.*
- *Scientists have been studying the bacteria for years.*

Ask students to identify the differences in meaning (focus on result vs. ongoing action).

If your students need an extra challenge: Give students different science-related scenarios (e.g., space exploration, medical research, environmental studies). Ask them to create two sentences about their topic: One using the Present Perfect simple (to describe completed actions or results) and one using the Present Perfect Continuous (to describe ongoing activities).

Example:

- *Scientists have invented a new type of solar panel.*
- *They have been testing it for the last six months.*

Groups share their sentences, and others correct or improve them if needed.

There is a downloadable photocopyable resource number 5 to use.

## OVERVIEW

### Objectives:

- Distinguish between Present Perfect Simple and Continuous (GSE 47 – B1).
- Use the Present Perfect Continuous to refer to ongoing states and conditions (GSE 48 – B1).

### Resources:

- SB: pages 14–15
- WB: pages 12–13

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Before students open their books, dictate the following sentences: *I've done my homework.*  
*I've been doing my homework.*

Ask students to discuss in pairs: *Do these sentences have the same meaning? If not, what's the difference in meaning?* In feedback elicit that the first sentence refers to a **finished activity** and the second sentence refers to an activity that is **still continuing**.

## PRACTICE (35 minutes)

- 1** (T-S, S-S, S-T) ★★★ Exercise 1. Ask students to open their books. Elicit the answer to the first question, then allow students to complete the exercise alone and compare answers in pairs. Check answers as a class.

### Answers

**1** FA **2** SC **3** SC **4** FA **5** FA **6** SC

- 2** (T-S, S-S, S-T) ★ Exercise 2. Elicit the answer to the first question, and elicit the form (*Present Perfect Simple*) and why that's the appropriate form in this sentence (*it's a finished action*). Students work alone to complete the exercise. Encourage students to give reasons for their choice while checking in pairs. Check answers as a class, eliciting the reason for each answer.

### Answers

**1** switched off **2** found **3** been studying  
**4** haven't discovered **5** been painting **6** been sitting

- 3** (T-S, S-T) ★★ Exercise 3. Go through the example together and make sure students understand what they need to do. Students complete the exercise alone. Check answers as a class.

### Answers

**2** Has Voyager sent new information?  
**3** They have not been receiving news recently.  
**4** We have been picking up signals all day.  
**5** What have you been investigating recently?  
**6** We have not collected any information today.

- 4** (T-S, S-T) ★★ Exercise 4. Go through the example together and then students complete the exercise alone. Check answers as a class.

### Answers

**2** she hasn't **3** I haven't **4** they have **5** it has  
**6** he/she hasn't

- 5** (S-S, S-T) ★★ Exercise 5. Go through the example together. Elicit the form (*Present Perfect Continuous*) and the reason (*the action is still continuing*). Students continue alone and check in pairs before you check answers as a class.

### Answers

**2** have you been doing **3** haven't received  
**4** haven't been working **5** has Hamad processed  
**6** have been reading

- 6** (T-S, S-S, S-T) ★★★ Exercise 6. Ask students them to skim the text to find out who Amahl Shakhshiri Drake is. Elicit answers. Direct them to the task instructions, reminding them to use Present Perfect Continuous wherever possible. Check in pairs and then as a class.

### Answers

**2** has been sitting **3** thought/thinks **4** has been travelling  
**5** have been expecting/expect/are expecting **6** find

- 7** (T-S, S-S, S-T) ★★★ Exercise 7. Go through the example with the class. Students work individually to write questions to the answers. Explain that they need to read each answer carefully before they write the question. Students check in pairs before you check answers as a class.

### Answers

**2** How long have you been watching this document?  
**3** Why have you been sleeping all day?  
**4** Have you seen this film before?  
**5** Has the information reached Earth yet?  
**6** How long have they been studying those particles?  
**7** Have they managed to fix the spaceship?  
**8** Have they launched the space probe yet?

- 8** (T-S, S-T) ★★★ Exercise 8. Go through the example with the class. Remind them that they can only use a maximum of three words in each gap and that the meaning must not change. Students work individually to complete the exercise. Check answers as a class.

### Answers

**2** They haven't **3** has been working  
**4** have you been studying **5** hasn't finished

- 9** (T-S, S-T) Exercise 9. Refer students to the rubric. Make sure they understand that they need to use both the Present Perfect Continuous and Present Perfect Simple to talk about their preparation for a project or exam. Students write a short paragraph. Monitor students during the activity and offer support as necessary.

### Answers

Students' own answers

## 02 LESSON 1B VOCABULARY AND GRAMMAR (WB)

### WRAP-UP (5 minutes)

(T-S, S-S, S-T) Play a miming game. Put students in groups so that one student in each group is in the hot seat, with their back to the board. Write a sentence in the Present Perfect Continuous (e.g. *I've been swimming. I've been painting. I've been sleeping.*) on the board. Explain that the other students need to mime the sentence for the student in the hot seat. Only the person in the hot seat can speak. The first team to get the answer gets a point.

### HOMEWORK

Ask students to choose five irregular past participles that they sometimes forget, and find a way to remember them (e.g. write them in bright colours, draw pictures to help remember them, or make up a story or song using the five past participles).

## OVERVIEW

### Objectives:

- Predict the content of a simple academic text, using headings, images and captions (GSE 48 – B1).
- Scan short texts to locate specific information (GSE 44 – B1).
- Skim a simple text to identify key concepts (GSE 45 – B1).
- Distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions (GSE 54 – B1+).
- Justify a viewpoint on a simple topic by discussing some pros and cons of various options (GSE 57 – B1+).

### Vocabulary:

- Verb/noun pairs: *achieve/achievement, develop/development, disagree/disagreement, exist/existence, identify/identification, interact/interaction, possess/possession, propose/proposal, recognise/recognition, require/requirement*

### Resources:

- SB: pages 16–17; Word List page 63
- TB: Culture Notes page 120
- Online resources: Photocopiable Resource 6

## WARM-UP (5 minutes)

(S–S, S–T) Ask students to get into small groups. Remind them of the homework from Lesson 1A and ask them to share their ideas. Elicit some ideas from the class and write them on the board.

## PRE-READING (5 minutes)

- 1 (T–S, S–S, S–T) Exercise 1. Books closed, keep students in the same groups. Tell students three ways you think computers are better than humans (e.g. *They are faster.; They connect you to the world.; They can solve some problems more easily*). Ask if students agree. Have students discuss in pairs three ways humans are better than computers. Model the activity using the example given. Ask volunteers to share their ideas with the class.

### Answers

Students' own answers

- 2 (T–S, S–S, S–T) Exercise 2. Give students a minute to study the *Active Reading* box. Explain that these techniques will help them read more effectively. In the same pairs, tell them to skim the text to complete the first two items. Check answers as a class. Then ask them to discuss items 3 and 4. Ask pairs to share their ideas with the class.

### Answers

- 1 in a print or digital/online magazine
- 2 what is AI and how do we make sure it's safe
- 3, 4 Students' own answers



## WHILE READING (15 minutes)

- 1 (T–S, S–S, S–T) Exercise 3. Tell students to scan the text on page 17 to find the missing words. Go through the example with the class. Check answers as a class. Give students time to read the text again more slowly. Explain any unknown words. You can refer to the Culture Notes on page 120 for more information about Artificial Intelligence.

### Answers

- 2 particular task
- 3 mental effort
- 4 2045
- 5 possess
- 6 complicated tasks

## POST-READING (10 minutes)

- 1 (T–S, S–S, S–T) Exercise 4. Explain to students that many verbs can change to become nouns. On the board, write *Many people disagree about the benefits of AI. There are disagreements about AI*. Ask students which word is a verb (*disagree*) and which is a noun (*disagreement*). Refer students to the table and model the activity using the example given. Then have students work in the same pairs to complete the table. Check answers as a class. Fast finishers can use dictionaries to check the answers themselves. Model and drill problematic pronunciation (e.g. *recognition*).

### Answers

development; disagreement; existence; identification; interact; possess; propose; recognition; require

- 2 (S–S, S–T) Exercise 5. Have students look at the first item and identify the verb and noun. Ask students to work individually for the first part of the activity. Check answers as a class. Then put students into new pairs to tell their partners if the sentences are true for them. Model the activity using the example given. Ask volunteers to report back on their partners' answers.

### Answers

- 2 disagreement
- 3 identification
- 4 recognition
- 5 proposal

## PRODUCTION (5 minutes)

(T–S, S–S, S–T) Exercise 6. Put students into pairs to discuss how AI could make their lives better or worse for each topic. Then ask students to stand up and find a new partner to compare ideas. Monitor, feeding in language where necessary, and make notes of useful words/phrases used by students. Write these on the board and check understanding and pronunciation.

## WRAP-UP (5 minutes)

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

## HOMEWORK

Ask students to write a short blog article entitled: *Should we fear AI or welcome it?*

## CONTINGENCY PLAN

If your students need more support with using the vocabulary featured in Exercise 4: Write extra pairs of sentences featuring the words in the table, with the words of the table gapped out.

Example:

- *Winning the science competition was a great \_\_\_ for Heba.*
  - *Heba worked hard to \_\_\_ her goal of becoming a top scientist.*
- Elicit from students what type of word is missing in each sentence (noun or verb) and what the missing words are (in this case, *achievement* and *achieve*).

If your students need an extra challenge: Get students to write extra pairs of sentences featuring the words in the table in Exercise 4, with the words of the table gapped out. They should then swap their sentences with a partner, who then tries to complete the sentences.

There is a downloadable photocopiable resource number 6 to use.

# 02 LESSON 3A VOCABULARY (SB)

## OVERVIEW

### Objectives:

- Follow a discussion in which speakers use some idiomatic language (GSE 68 – B2+).
- Infer speakers' opinions in conversations on familiar everyday topics (GSE 51 – B1+).
- Express their opinions in discussions on contemporary social issues and current affairs (GSE 61 – B2).
- Give detailed accounts of experiences, describing feelings and reactions (GSE 61 – B2).

### Vocabulary:

- Scientific research: *cells, gravity, organism, pressure, radiation, research* (verb and noun)
- Phrases with *think* and *mind*: *blew my mind, I didn't think much of ..., I've made up my mind., think outside the box, broadens your mind, I've changed my mind., My mind has gone blank., You can't hear yourself think!*

### Resources:

- SB: page 18; Word List page 63
- Online resources: Photocopiable Resource 7
- Assessment: Vocabulary Quiz Unit 2

## WARM-UP (5 minutes)

(T-S, S-T) With their books closed, ask students to say as many words as they can that are related to science. Ask what they find interesting about science and if anyone wants to work in this field. Encourage them to justify their views.

## PRESENTATION (20 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Put students into groups and have them discuss the questions. Monitor and assist where necessary. Ask volunteers to share their group's ideas with the class.

### Answers

Students' own answers

- 2** (T-S, S-S, S-T) Exercise 2. Ask students to look at the words in the box and tick the words they understand. Ask them to work in pairs to check they understand the words, using dictionaries where necessary. Go through the example with the class. Have students complete the activity individually and compare answers with their partners. Check answers as a class. Model and drill pronunciation of any problematic words (e.g. *pressure, radiation*).

### Answers

2 pressure 3 radiation 4 cells 5 organism 6 research

- 3** (T-S, S-T) Exercise 3. Explain to students that they are going to listen to some visitors describing their experience at a science museum. They need to listen to answer the question: *Have they enjoyed their visit?* Ask what key words they might expect to hear that will give them the answer as to whether the speaker enjoyed the museum or not (e.g. *I have/haven't enjoyed.; great; fascinating; awesome; boring*). Play the recording and check the answer. Ask students what words gave them the answer (*loved, enjoyed*).

### Answers

Yes, they have.

## Audioscript 2.4

I = Interviewer V1 = Visitor 1 V2 = Visitor 2  
V3 = Visitor 3 V4 = Visitor 4



- I:** What have you learnt today at the Science Museum?
- V1:** I've learnt that to invent something life-changing, or to do some truly original research, it's sometimes necessary to think outside the box.
- V2:** What have I learnt? Oh goodness, so much, but my mind's gone blank. I guess I've learnt that we should always think big, even if something seems impossible.
- V3:** I've learnt that the planet is a living organism and we need to think seriously about how we treat it. Oh, and after seeing the part about industrial farming, I'll certainly think twice before I eat meat again.
- V4:** I loved the part about the gravity and how it affects our everyday lives. I've learnt so much, and I've made up my mind that I want to study Physics.
- I:** What have you enjoyed most about your visit?
- V1:** I've enjoyed everything. For example, there's a tiny world of cells that I know almost nothing about! I thought science was a bit dull, but after today I've changed my mind.
- V2:** If you think museums are boring, this one will make you think again. The section on radiation blew my mind.
- V3:** I'm not really a fan of science but I've enjoyed it. The part about the deep oceans and the water pressure down there was fascinating. I think a visit to any museum broadens your mind.
- I:** Was there anything you didn't enjoy?
- V3:** Well, not really but ... oh yeah, stay out of the cafeteria. You can't hear yourself think!
- V4:** Hmm. Well, I didn't think much of the robotics exhibition. It seemed a bit dated.
- V2:** There was a lot of walking, which I don't actually mind, but some people might. Anyway, think ahead and wear comfy shoes and you'll be fine.

## PRACTICE (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 4. Ask students to read the phrases from the visitor's comments. Ask if any of the phrases are definitely positive (a) and definitely negative (b, h). Then have students complete the activity in pairs by matching the phrases with the definitions. If necessary, you can play recording 2.4 again for students to check their answers. Ask students to choose two phrases and make their own sentences. Get feedback as a class.

### Answers

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

- 2** (T-S, S-S, S-T) Exercise 5. Go through the example together. Ask the class to complete the activity individually. Play the recording for students to check their answers.

### Answers

2 seriously 3 twice 4 again 5 ahead



## Audioscript 2.5

- 1 We should always think big even if something seems impossible.
- 2 The planet is a living organism and we need to think seriously about how we treat it.
- 3 And after seeing the part about industrial farming, I'll certainly think twice before I eat meat again.
- 4 If you think museums are boring, this one will make you think again.
- 5 Anyway, think ahead and wear comfy shoes and you'll be fine.

## WRAP-UP (5 minutes)

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

## HOMEWORK

Dictate the following and ask students to complete three to five of the sentences so that they are true for them.

*I've recently changed my mind about ...*

*The last thing that blew my mind was ...*

*The best way to broaden your mind is to ...*

*I can't hear myself think when ...*

*I didn't think much of ...*

*When your mind goes blank in a test or exam, it's a good idea to ...*

## CONTINGENCY PLAN

If your students need more support with understanding and using the expressions from Exercise 4: Mime a situation which conveys one of the idiomatic expressions from the blue speech bubbles. Students should try to guess which expression you are hinting at. The student who guesses the correct idiom first then takes the role of miming another situation with another one of the expressions for others to guess.

If your students need an extra challenge: Ask students to think about experiences or events that caused them to use or feel one of the idiomatic expressions in the blue speech bubbles in Exercise 4. They should write one sentence for each idiomatic expression.

There is a downloadable photocopiable resource number 7 to use.

# 02 LESSON 3B VOCABULARY (WB)

## OVERVIEW

### Objective:

- Figures of speech (words and phrases) (GSE 71 – B2+).

### Resources:

- SB: page 18
- WB: page 14

## WARM-UP (10 minutes)

(T-S, S-S) Ask students to keep their books closed. Remind them that the previous lesson focussed on vocabulary about science and phrases with *think* and *mind*. Give them a 2-minute time limit and ask them to write as many of the words and phrases as they can remember. Put them in pairs to compare, and to check in the Student's Book. Monitor to help where necessary.

## PRACTICE (20 minutes)

- 1** (T-S, S-S, S-T) ★ Exercise 1. Students work alone and then in pairs to choose the correct word. Check answers with the class. Check pronunciation and check that students understand the words.

### Answers

- 1** organism **2** research **3** gravity **4** cells **5** radiation  
**6** pressure

- 2** (T-S, S-S, S-T) ★★ Exercise 2. Go through the example together. Remind students that they may need to change the form of the expression to fit the sentence. Students complete the exercise alone and then check in pairs. Fast finishers can write the answers on the board.

### Answers

- 2** has made up his mind **3** blew my mind  
**4** mind has gone blank **5** can't hear myself think  
**6** think outside the box **7** has changed her mind  
**8** broadens the mind

- 3** (T-S, S-T, S-S) ★★ Exercise 3. Students work individually to complete the conversation. Check answers as a class. Ask students to practise the dialogue using this technique: Look down and read silently; look up; say the sentence making eye contact. Then ask them to stand up and find a new partner and practise the dialogue again twice: the first time with a very flat voice, and the second time with lots of expression and emphasis.

### Answers

- 2** twice **3** big **4** again **5** ahead

- 4** (T-S, S, S-T) ★★★ Exercise 4. Explain the task and allow students in work alone to complete the text. Check answers as a class.

### Answers

- 2** much **3** changed **4** outside **5** broadened **6** blew  
**7** himself **8** blank

## PRODUCTION (5 minutes)

(T-S, S-T) Exercise 5. Ask students to think about one or more important decisions that they have had to make. Then ask them to work alone to write a short paragraph about one of those decisions using at least four phrases from the box.

## WRAP-UP (10 minutes)

(T-S, S-T) Ask students to stand up and tell three different people about the important decision they made. Remind them to use the new expressions. Encourage them to ask each other questions about the decision.

## HOMEWORK

Ask students to choose five of the words or expressions from this lesson and find a way to remember them (e.g. draw pictures, make up a song/story/rhyme, or create a poster).

## OVERVIEW

### Objectives:

- Use verb + 'ing' forms at the complement of a sentence (GSE 37 – A2+).
- Use a range of verbs taking 'to' + infinitive (GSE 47 – B1).
- Distinguish between 'to' and infinitive and 'ing' after certain verbs with a change of meaning (GSE 49 – B1).

### Resources:

- SB: page 19; Grammar Reference page 68
- TB: Culture Notes page 120
- Online resources: Photocopiable Resource 8
- Assessment: Grammar Quiz Unit 2 Lesson 4

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Dictate the following words: *memory, reading, age, music, brain health, sleep*. Then tell students they're going to read an article about the brain. What do they think the article will say about these things? Elicit a few answers but do not confirm whether or not they are correct.

## PRESENTATION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Ask students to do the quiz, and then check their answers in pairs on page 73 of their Student's Book and discuss which facts were most surprising. You can refer to the Culture Notes on page 120 for more information about the brain.

### Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 2. Write the following on the board: *Most people can remember 1,000 faces ... most people manage to read them. Our brains begin ageing from 20*. Ask students what they notice about the verbs following the underlined verbs (*remember* is the infinitive, *to read* is the infinitive with *to*, *ageing* is the *-ing* form/gerund). Elicit that the form of these verbs depends on the previous verb. Give students a few minutes to read the Grammar box and ask any questions. Ask students to complete the activity individually and then check answers as a class.

### Answers

1, 2, 3: practise, enjoy, love (in any order) 4 manage 5 can 6 let 7 begin

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

## PRACTICE (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 3. Put students into new pairs. Ask students to complete the first part of the activity individually. Check answers as a class. Have students then tick the sentences they agree with and discuss the sentences in pairs. Ask students to share ideas with the class.

### Answers

- 1 I'd like to learn to swim.
- 2 You must keep learning new things to exercise your brain.
- 3 Parents need to read to their young children regularly.
- 4 I'd like to begin reading/to read more regularly.

- 2 (T-S, S-S, S-T) Exercise 4. Write the following sentences on the board: *He tried restarting his phone. He tried to restart his phone*. Have students work in pairs to work out the difference between each pair of sentences, and to add to the sentence to explain the difference. Get feedback from the class. (Sentence 1: *His phone wasn't working properly so he restarted it to see if that would help*. Sentence 2: *He tried but couldn't restart it – maybe he didn't know how.*) Then elicit which other verbs can be followed by *-ing* or infinitive, but with different meanings, and refer them to the *Watch Out!* box. Have students work in the same pairs to complete the activity. Check answers as a class.

### Answers

- 2 to exercise 3 to keep 4 to use 5 reading 6 doing 7 solving 8 to learn 9 trying 10 to play 11 find

## WRAP-UP (5 minutes)

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

## HOMEWORK

Ask students to do some research on drones. They should list their different uses and also note down any facts they find interesting or surprising.

## CONTINGENCY PLAN

If your students need more support with verb patterns: Write two example sentences on the board:

- *I enjoy reading science fiction. (verb + -ing)*
- *I want to read more books this year. (verb + to + infinitive)*

Ask students if they notice the difference, and elicit when to use each form. Give more example sentences to help students understand the structures.

If your students need an extra challenge: Give students a list of sentence starters (*I can't stand, I hope, I miss, I decided, I enjoy, I would like*) and ask them to write suitable sentences that include these starters and which are grammatically correct.

There is a downloadable photocopiable resource number 8 to use.

# 02 LESSON 4B GRAMMAR (WB)

## OVERVIEW

### Objectives:

- Use verb + 'ing' forms at the complement of a sentence (GSE 37 – A2+).
- Use a range of verbs taking 'to' + infinitive (GSE 47 – B1).
- Distinguish between 'to' and infinitive and 'ing' after certain verbs with a change of meaning (GSE 49 – B1).

### Resources:

- SB: page 19; Grammar Reference page 68
- WB: page 15

## WARM-UP (5 minutes)

(T-S, S-T) Play a game to review verb patterns. Explain that you will say a verb. If it is followed by the *-ing* form/gerund (e.g. *enjoy*), they should stand up. If the word is followed by infinitive with *to* (e.g. *decide*) they should sit down. You could give students a few minutes to review the Grammar box before you start.

## PRACTICE (25 minutes)

- 1** (T-S, S-T) ★ Exercise 1. Do the first one together, then ask students to work alone, and then check with a partner. Fast finishers can check their answers by referring to the Grammar Reference section on page 68 of the Student's Book. When checking answers with the class, make sure to check the spelling of the *-ing* forms.

### Answers

- 1b** to play  
**2a** to develop **2b** developing  
**3a** inserting **3b** to insert  
**4a** studying **4b** to study  
**5a** to learn **5b** learning  
**6a** coding **6b** to code

- 2** (T-S, S-S, S-T) ★★ Exercise 2. Students complete the task alone and then check in pairs before you check as a class.

### Answers

- 2** to be **3** talking **4** to show **5** working **6** discussing

- 3** (T-S, S-S, S-T) ★★★ Exercise 3. Write the following words on the board: *regret, remember, forget, stop, try*. Ask students if they remember what these words have in common. (They can be followed by *-ing* form **or** infinitive, but the meaning changes.) Do the first item together, and elicit the difference in meaning between 'I forgot to bring ...' (I didn't bring it) and 'I forgot bringing ...' (*I did bring it but I don't remember that now*). Allow students to complete the exercise in pairs, then check as a class.

### Answers

- 1** to bring **2** being **3** to switch **4** to have **5** adding

- 4** (T-S, S-S, S-T) ★★★ Exercise 4. Establish that the exercise is a conversation between a teacher and a student. Ask students to circle the two verbs in each sentence, and then to complete the exercise. Check in pairs and then as a class. Fast finishers can continue the dialogue.

### Answers

- 2** You need to study your notes again.  
**3** I don't enjoy studying notes.  
**4** I love doing experiments.  
**5** I can't let you do experiments  
**6** It will allow you to achieve your ambition.

## PRODUCTION (10 minutes)

(T-S, S) Exercise 5. Elicit some sentences from the class before giving students time to work on this alone. Monitor to check for correct verb patterns.

## WRAP-UP (5 minutes)

Ask students to mingle and tell three different people the sentences they wrote in Exercise 5. If possible, ask them to leave their notes on their desks.

## HOMEWORK

Students can create a poster about the verb patterns, or write a story or song using five of the most difficult ones.

## OVERVIEW

### Objectives:

- Take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic (GSE 53 – B1+).
- Understand the main points of a simple podcast (GSE 48 – B1).
- Understand most of a linguistically complex podcast (GSE 78 – C1).
- Give or seek personal views and opinions in discussing topics of interest (GSE 46 – B1).

### Vocabulary:

- Uses of drones: *aerial filming and photography, commercial deliveries, law enforcement, map making, search and rescue, weather forecasting*

### Resources:

- SB: page 20; Word List page 63
- Online Resources: Photocopiable Resource 9

## WARM-UP (10 minutes)

(T-S, S-T) With their books closed, ask students what forms of technology and science the unit has referred to so far. Ask them to open their books and look at the pictures. Ask what they think the lesson will be about (*drones*). In pairs or small groups, students discuss the research on drones they did for homework (Lesson 4A). Arrange groups so that at least one person in each group did the homework. Get feedback as a class. If students did not do the research, they can share what they already know about how drones are used.

## PRE-LISTENING (5 minutes)

(T-S, S-T) Exercise 1. Put students into pairs to ask and answer the questions. Model the activity using the example given. Ask students to share their answers with the class.

### Answers

Students' own answers

## WHILE LISTENING (10 minutes)

- 1** (T-S, S, S-T) Exercise 2. Explain to students that they will listen to a podcast about drones. Ask them to listen and decide which option (a, b or c) is the best summary of the podcast. Play the recording and check the answer with the class. You can refer to the Culture Notes on page 121 for more information about drones.

### Answer

b



## Audioscript 2.6

P = Presenter Y = Yousuf

**P:** Welcome to *Upload*, the weekly science and technology podcast. I have in front of me what looks like a small space ship, or a large mechanical insect. It's actually a drone, and it was designed and built by drone expert Yousuf Al-Amri. Yousuf, you're only nineteen, but you are the founder of a drone club, and have been flying drones for many years.

**Y:** That's right. I started when I was fourteen and it blew my mind. I knew straightaway it was the hobby for me. I fly using first-person view, so I put on these goggles and I can see what the drone camera is seeing. Flying low at high speed, or up into the clouds feels – and looks – amazing.

**P:** I'm sure. I'd love to try it. And, you also race drones.

**Y:** Yes, in fact, drone racing is one of the areas where young people are leading the way. Teenagers like myself are winning major competitions!

**P:** Amazing! And, of course, drones have many other uses, right?

**Y:** Oh yes. There's aerial filming and photography. Switch on the TV these days and you don't have to wait long to see a shot taken with a drone. Drones with cameras are also used for map making. And then there's weather forecasting. And farmers can watch animals and plants on their land; an eye-in-the-sky kind of thing. They're also useful for search and rescue, looking for survivors during floods or after earthquakes.

**P:** And what about commercial deliveries? Can we get falafels delivered by drone yet?

**Y:** Not yet, I'm afraid! There are a lot of legal requirements to sort out before commercial drone deliveries become a part of everyday life. However, we do already use drones to deliver blood and medical supplies to communities far from hospitals.

**P:** Impressive. And I've been reading that the drone industry is dominated by men. What about women in the industry?

**Y:** Well, it is mostly men, that's true, but there are young women like Abeer Asmar. She runs a popular website where she writes about developments in the drone industry and drone law. Privacy and safety are big concerns with drone use. Abeer's a regular speaker at industry conferences on this and other drone-related topics.

**P:** Good to know it's not all men, then. Now, over to ...

- 2** (T-S, S-S, S-T) Exercise 3. Refer students to the words in the box and model the activity using the example given. Do the exercise as a class. Model and practise the pronunciation of each phrase, and elicit that in compound nouns the first word is usually said with a little more stress.

### Answers

2 deliveries 3 search 4 law 5 map 6 weather

- 3** (T-S, S-S, S-T) Exercise 4. Ask students to read the questions and see if they remember the answers. Explain that if the recording doesn't give an answer, we use *NG* (*not given*). Play the recording for students to complete the activity. Students compare answers with their partner. Check answers as a class, replaying and/or using recording 2.6 to clarify where necessary.

### Answers

1 F (14) 2 T 3 NG 4 F (They can be used *after* earthquakes.)  
5 NG 6 NG

# 02 LESSON 5A LISTENING AND VOCABULARY (SB)

## PRODUCTION (15 minutes)

(S-S, S-T) Exercise 5. Ask students to think about the question for a few minutes and make notes. Then ask them to find a new partner to discuss the questions with. As feedback, lead a class discussion. Ask volunteers to share their opinions. Encourage students to respond to one another's ideas. If necessary, you can ask a student *What do you think?* or *Do you agree with that?*

### Answers

Students' own answers

## WRAP-UP (5 minutes)

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

## HOMEWORK

Students talk to 1–3 people about drones and ask them the three questions from Exercise 5.

## CONTINGENCY PLAN

If your students need more support with understanding the podcast in Exercise 2: Make several copies of the recording 2.6. Cut up the script, so that each of the speaker's spoken parts are separated. Scramble the pieces of paper and ask students to put the conversation into the correct order.

If your students need an extra challenge: Students can research a drone and write about its specifications. They can then present their research to the class.

There is a downloadable photocopiable resource number 9 to use.

## OVERVIEW

### Objectives:

- Begin to use a repertoire of common idiomatic phrases in routine situations (GSE 47 – B1).
- Express an attitude, opinion or idea using idiomatic language (GSE 69 – B2+).

### Pronunciation:

- Words containing the letter *o*.

### Resources:

- SB: page 21
- WB: page 16

## WARM-UP (10 minutes)

(T-S, S-S) Ask students if they remember the phrases they learnt using the words *think* and *mind*. Ask them to write them down in pairs without checking in their book. No feedback at this point.

## PRACTICE (5 minutes)

(T-S, S-T) Exercise 1. Read sentence 1 to the students and ask them if they can remember the phrases with *think* or *mind* (from Lesson 3A). Tell students to cover phrases a–h and read sentences 1–8 and see how many phrases they can remember in pairs. Then students do the matching activity alone. Get feedback from the class.

### Answers

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

## PRODUCTION (15 minutes)

- (T-S, S-T) Write the following words on the board: *box, too, so, do, go, got*. Ask students to say the words. Tell them that the letter 'o' can be pronounced in different ways, and ask students to put the six words into three matching pairs according to the vowel sound (*do, too; go, so; box, got*). Tell students to read the *Active Pronunciation* box. Model the pronunciation of the words and ask students to repeat.
- (T-S, S-T) Exercise 2. Show students what to do and let them do the activity in pairs. Then play the audio. Students listen, check and repeat the words. Listen to students and correct them if necessary.



### Answers and Audioscript 2.7

/o/ got, involved  
/u/ do, move  
/ou/ go, hope

- (T-S, S-S, S-T) Exercise 3. Tell students they are going to hear some more words and that they should add these to the chart. Play the recording two times and check answers. When you are finished, ask students if they can think of any more words that contain the vowel sounds. If they need help, ask them to find words from the Student's Book.

### Answers and Audioscript 2.8

**got:** college, honest, geography, technology

**do:** choose, group, you, too

**go:** location, video, moment, coding



- (T-S, S-S, S-T) Exercise 4. Students practise reading the sentences to each other in pairs. Then play the recording, pausing after each sentence so that students can repeat the sentences. Say the 'o' words clearly and check the students' pronunciation.

### Answers and Audioscript 2.9

1 Both (/bəʊθ/) the codes (/kəʊdɪz/) for (/fɔːr/) the webpage were wrong (/rɒŋ/), so (/səʊ/) I didn't post (/pəʊst/) a comment (/ˈkɒment/) on (/ɒn) the show (/ʃəʊ/).

2 Most (/məʊst/) of (/ɒv/ /əv/) the clothes (/klaʊðz/) cost (/kɒst/) too (/tuː/) much, but she finally chose (/tʃəʊz/) a loose (/luːs/) top (/tɒp/) with roses (/rəʊzɪz/) on (/ɒn/) it.

3 Ibrahim lost (/lɒst/) his keys and couldn't ('kʊdənt/) unlock (/ʌnˈlɒk/) his car, so (/səʊ/) Malek drove (/drəʊv/) him home (/həʊm/).

4 The notes (/nəʊtɪz/) he wrote (/rəʊt/) prove (/pruːv/) that the majority (/məˈdʒɔːrəti/) of (/ɒv/ /əv/) the population (/ˌpɒpjəˈleɪʃən/) don't (/dɒnt/) agree..



- (T-S, S-S, S-T) Exercise 5. With Student's Books closed, dictate the words in the box. Ask students to work in pairs to put the words into two groups according to their pronunciation. Then open books, and ask students to write the words. Play the recording, and then let students check in pairs. Elicit the answers from students, and write them on the board, modelling the pronunciation.

### Answers and Audioscript 2.10

/uː/ food, boot, room, mood, soon, spoon

/ʊ/ foot, cook, good, hood, look, wood



## WRAP-UP (5 minutes)

(T-S, S-S, S-T) Students look through their books in pairs and find other words with 'o' in them. They should put them into one of the categories in the Workbook, or decide if they have a different sound.

## HOMEWORK

Students find ten more words with 'o' and add them to one of the categories.

# 02 LESSON 6A SPEAKING (SB)

## OVERVIEW

### Objectives:

- Recognise simple expressions of agreement and disagreement in extended discussions, if conducted in clear standard speech (GSE 45 – B1).
- Understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech (GSE 47 – B1).
- Compare and evaluate different ideas using a range of linguistic devices (GSE 70 – B2+).
- Express and comment on ideas and suggestions in informal discussions (GSE 56 – B1+).

### Resources:

- SB: page 21

## WARM-UP (5 minutes)

- 1 (T-S, S-S, S-T) Tell students they need to find out what five people did at the weekend. Let them stand up and mingle to talk to five different people. When they have finished, ask a few volunteers to report back to the class, e.g. *Sara went to the movies with her cousin and Omar went to the beach.*
- 2 (T-S, S-T) Exercise 1. Ask students: *Do you ever get bored at the weekend or do you always find something fun to do?* Then lead a class discussion on the question.

### Answers

Students' own answers

## PRESENTATION (20 minutes)

- 1 (T-S, S-T) Exercise 2. Explain to students that they will listen to people deciding what to do for entertainment. Read the questions and ask students to guess what they might hear. Listen and then ask students to give their answers. You can play the recording more than once if necessary.

### Answers

Science Museum (been too often), pizza and discussing lecture notes (weather too nice to stay inside), walking (not as good as pizza or Science Museum idea), AI-expert's talk (no tickets), Zero-G Experience (too expensive). They finally agree to go to the world's biggest drone show.



## Audioscript 2.11

A = Amani H = Hanan M = Mariam

- A:** Why don't we do something different today?  
**H:** Like what?  
**A:** I've been trying to think of something interesting but nothing comes to mind. Any ideas?  
**M:** My mind's gone blank ...  
**H:** The Science Museum?  
**M:** We all love science, but that's not my favourite idea today.  
**H:** Why?  
**M:** Because we've been there hundreds of times. I've been going ever since I was six!

- H:** Amani? The Science Museum?  
**A:** Yeah, I don't think much of that idea, to be honest.  
**M:** How about we ...? No. Forget it.  
**H:** The weather's good, so ...  
**M:** Pizza! How about ordering pizza and discussing this week's lecture notes?  
**A:** It's not a bad idea ...  
**M:** But?  
**A:** But it's a beautiful day, we could go shopping downtown.  
**M:** That sounds nice, but it isn't quite as good as pizza.  
**H:** And it's not nearly as good as going to the Science Museum, in my opinion.  
**M:** Why?  
**H:** Well, the main reason is that it's more expensive to go downtown.  
**A:** And another reason is we had pizza two days ago.  
**H:** Hmm, OK. What do you think of going to see Muna Mohsen? You know, the AI expert? She's giving a talk at the university.  
**M:** That's by far the best idea I've ever heard. It's even better than shopping and pizza. We all love her podcasts and we could walk there.  
**A:** Ah, but I already tried to get tickets to see her, and there are no spaces left.  
**H:** Oh no, what a shame. Mariam, do you have any other ideas?  
**M:** What about this? The Zero-G Experience. Check it out – you're in a plane that flies really high, then speeds back down to Earth and you feel weightless like an astronaut in a spaceship!  
**A:** That's a great idea! Wait, wait, wait. How much does it cost?  
**M:** Ah ...  
**A:** How much?  
**M:** It's kind of expensive.  
**A:** How much?  
**M:** One hundred dinars. Each.  
**A & H:** Ohh!  
**H:** Hey! How about this? The world's biggest drone show! Three hundred drones at the stadium.  
**M:** That sounds good. Drones are fun. And it's free to get in!  
**A:** Yeah, that's the one! Come on, let's go for it!

- 2 (T-S, S-S, S-T) Exercise 3. Ask students if they remember any of the expressions that the speakers used to make suggestions. Write any of their suggestions on the board. If *What/How about ...* doesn't come up, write on the board: *What \_\_\_ doing this? \_\_\_ \_\_\_ doing this?* Elicit the missing words. Refer students to the word box and Speaking box and have them complete the activity in pairs. Go through the example with the class. Listen and check. Have students practise the phrases in pairs to help them to remember them.

### Answers

1 don't 2 What 3 about 4 of 5 sounds 6 much  
7 main 8 reason 9 quite 10 better 11 far 12 one



## Audioscript 2.12

- 1 Why don't we do something different today?
- 2 What about this?
- 3 How about ordering pizza?
- 4 What do you think of going to see Muna Mohsen?
- 5 That sounds good.
- 6 I don't think much of that idea, to be honest.
- 7 The main reason is that it's more expensive to go downtown.
- 8 Another reason is we had pizza yesterday.
- 9 It isn't quite as good as pizza.
- 10 That's even better than videogames and pizza.
- 11 That's by far the best idea I've ever heard.
- 12 That's the one! Let's go for it!

## PRACTICE (5 minutes)

(T-S, S-S, S-T) Exercise 4. Ask students to look at the first item. Explain that they can use the expressions from the Speaking box to complete the activity. Look at the example with the class. Have students work in pairs to complete the activity. Check answers as a class.

### Answers

- 2 And the rain isn't quite as heavy as it was.
- 3 I think the exhibition sounds like a good idea.
- 4 I don't think much of that idea.
- 5 Staying at home isn't nearly as interesting as going to the exhibition.
- 6 The main reason is (that) it's too expensive.
- 7 How about going to the technology exhibition?
- 8 I think that's by far the best idea (we've had).

## PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 5. Elicit a few ideas about what to do at the weekend when the weather is good, and when it's bad. Then put students in groups of 3 or 4 to discuss the question. Remind them to use the language in the Speaking box. As they work, monitor and make notes of useful language used. Get feedback from the groups on what they chose to do. Write on the board some of the useful words and phrases you heard. Check understanding and pronunciation.

### Answers

Students' own answers

## WRAP-UP (5 minutes)

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

## HOMework

Dictate the following: *live can much too you it harm without can't you but*. For homework, students need to put the words in order to make a sentence, and then make a list of things that the sentence might be referring to (*You can't live without it but too much can harm you.*).

## CONTINGENCY PLAN

If your students need more support with using language for making choices: Display or write the individual phrases from the Speaking box in Exercise 3, and ask students for ideas to complete the gaps. The ideas don't need to be the same as in recording 2.12.

If your students need an extra challenge: Ask students to work in small groups to discuss a plan for taking the class on a trip. Encourage them to use the phrases in Exercise 3.

# 02 LESSON 7A WRITING (SB)

## OVERVIEW

### Objectives: Writing

- Recognise the use of cohesive devices to link ideas within and between paragraphs in a written text (GSE 62 – B2).
- Structure longer texts in clear, logical paragraphs (GSE 62 – B2).
- End a discursive argument with a clear conclusion and opinion (GSE 59 – B2).
- Use conjunctions such as ‘however’ at sentence level (GSE 47 – B1).

### Resources:

- SB: pages 22–23; Word List page 63
- TB: Culture Notes page 121
- Online resources: Graphic Organiser for this unit

## WARM-UP (5 minutes)

- 1 (S–S, S–T) Put students in pairs to compare answers from the homework task. Elicit answers from the class.
- 2 (T–S, S–T) Exercise 1. Refer students to the photo and blog post. Ask students what they think this blog is about.

### Answer

Students' own answers

## PRESENTATION (10 minutes)

(T–S, S–T) Exercise 2. Refer students to the blog and tell them to use the scanning technique they learnt in Lesson 2A to find the answer. Ask them where they found the answer. You can refer to the Culture Notes on page 121 for more information about screen time.

### Suggested answer

It's good in moderation.

## PRACTICE (10 minutes)

- 1 (T–S, S–S, S–T) Exercise 3. Ask students to look at the highlighted words in the text. Explain any unknown words. Put students into new pairs and have them complete the activity. Model the activity using the example given. Check answers. Give them one minute to compare their true sentences with their partners' sentences.

### Answers

1 memory 2 lack, disorders 3 multi-tasking, distractions  
4 stressed, depressed

- 2 (T–S, S–T) Exercise 4. Explain that a blog comment usually expresses an opinion kindly. Ask students to read the comments on the blog. Give them five minutes to write a short comment of up to 50 words and share their answers with the class. If you have time, stick the comments up on the classroom wall. Students walk around, read the comments and guess who made them.

### Answers

Students' own answers

- 3 (T–S, S–S, S–T) Exercise 5. Ask students to read the tips on how to write a good blog post individually. Then in pairs, ask them to look at Zeinab's post and compare it to the notes. Ask students to find examples from the post that are in the notes.

### Answer

Zeinab followed all the tips.

- 4 (T–S, S–S, S–T) Exercise 6. Refer students to the Writing box and give them a few minutes to study it. Then have them work individually to find the synonyms. As an example, elicit that a synonym for *but* is *however*. Let them check answers in pairs before checking as a class. Ask students to say a few sentences with the expressions from the Writing box.

### Answers

2 Obviously, ... 3 Although ... 4 What's more, ...  
5 To sum up, ... 6 It seems to me ... 7 Despite ...  
8 Studies suggest that ... 9 This is mainly due to ...  
10 X causes Y.

## PRODUCTION (15 minutes)

(T–S, S–S, S–T) Exercise 7. Go through the task to make sure students understand what they need to do. If you have time, students can work in pairs or small groups to brainstorm ideas for their blog post before they begin writing. Students write their blog post. Monitor, assisting and encouraging where necessary, and reminding students to include the features in the Writing box.

## WRAP-UP (5 minutes)

(T–S, S–S, S–T) Students work in pairs and read each other's blog posts, and give feedback on what they like about it as well as what can be improved. Remind students to check they have included all the features from the Writing box.

## HOMEWORK

Students rewrite their blog posts, using their partner's feedback to help them.

## CONTINGENCY PLAN

If your students need more support with using the language from the lesson: Write the phrases from the Main body section of the Writing box on page 23. Ask students to complete the sentences with suitable expressions.

If your students need an extra challenge: Get students to write a blog post on the topic 'Schools should ban all smartphones'. Encourage them to use the phrases in the Writing box in Exercise 6.

## OVERVIEW

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

### Objectives:

- All language-related objectives from Unit 2.

### Resources:

- SB: Word List page 63; Grammar Reference page 68
- WB: pages 18–19; Self-assessment 2 page 17
- Assessment: Unit 2 Language Test; Cumulative Review Test 1; Exam Speaking Test 1

## VOCABULARY AND GRAMMAR

Exercise 1.

### Answers

1 galaxy 2 launched 3 system 4 deliveries  
5 stressed 6 memory

Exercise 2.

### Answers

2 existence 3 achievement 4 recognition  
5 procedures

Exercise 3.

### Answers

2 broadens 3 box 4 blank 5 blew

Exercise 4.

### Answers

2 've been working 3 have been going  
4 Have you been making 5 haven't made  
6 Have you seen 7 have been talking 8 've only read  
9 haven't had 10 have asked

Exercise 5.

### Answers

2 go 3 concentrate 4 seeing 5 to phone 6 walking  
7 to study 8 buying

## USE OF ENGLISH

Exercise 6.

### Answers

2 make up my mind 3 isn't quite as good  
4 How long have you been 5 I've been doing  
6 He regrets saying 7 How about having

## LISTENING

Exercise 7.

### Answers

2 2.50 3 café 4 survey 5 taking photos  
6 use new technology

## Audioscript 2.13



Good morning, everyone! I'm going to give you some important details about our trip on Thursday to the Digital Age Exhibition.

First, the coach will leave at 7:30 a.m., so please make sure to arrive at least ten minutes before that. We cannot wait for people who are late.

The cost for tickets is two dinars fifty. Please have the money ready if you haven't already paid.

For lunch, I recommend visiting the café. They have a variety of options, so you will find something you like.

At the end of our visit, you all need to complete a survey about your experience. It's short, and it will help the organisers improve future events.

And, before I forget, taking photos is not allowed inside the exhibition centre.

Finally, there are some amazing activities to look forward to! You'll get to meet robots, watch 3D videos, and use new technology!

If you have any questions, please ask me. Thank you!

## SPEAKING

Exercise 8.

### Answers

Students' own answers

## WRITING

Exercise 9.

### Answers

Students' own answers

## OVERVIEW

### Objective:

- Develop practical skills necessary to succeed in the 21<sup>st</sup> century, and to encourage collaboration, critical thinking and creativity.

### Resources:

- SB: pages 24–25

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed, ask students why people give presentations and what kind of skills are needed to give an effective presentation. Neither confirm or deny any of the answers as the main focus is to activate students' background knowledge about the topic at this stage.

## TIP

If you can, bring elements of the real world into the classroom. Using authentic materials exposes students to natural language and gives them confidence to use their language skills in real-life situations. This could be clips of different presentations in different contexts such as a TED Talk, a university presentation, etc.

## PRE-LISTENING (5 minutes)

(T-S, S-S, S-T) Exercise 1. Put students into pairs. Have students discuss the statements. Then have a class discussion. Encourage students to say what they find easy to do when giving a presentation, and what they find more challenging.

### Answers

Students' own answers

## WHILE LISTENING (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Give students time to read the examples and then ask them to categorise them into the beginning, main, or end of a presentation. Encourage students to explain their choices as they work together. Nominate students for feedback.

### Answers

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

- 2 (T-S, S-T) Exercise 3. Ask students to study the presentation plan. When they have finished reading, play the recording and have students note what the speaker says about the main points 1–3 in the presentation.

### Suggested answers

**Point 1:** convenience, can learn anytime and anywhere, instructions user-friendly

**Point 2:** menu options, personal with algorithms/AI, suggest new material

**Point 3:** quizzes and games, compete with friends, colourful designs, choose voices and sounds, scores and stickers

## Audioscript 2.14



Good morning everyone. I'm Dana. The purpose of my talk today is to explain the advantages of using an app to learn a language. Firstly, I'll talk about how convenient apps are to use. And then I'll explain how they help you become more independent because they give you control over *what* you learn. Lastly, I'll say that apps are fun.

Let's start with convenience. So, how are language learning apps easy to use? Because the app is on the phone in your pocket, the time and place you choose to learn is completely up to you. You can make time for a quick lesson on the way to school. The app is not only convenient, but the instructions are also user-friendly. For example, you just have to tap an icon to select something.

Have a look at the first slide. This shows all the features of this language-learning app called LangoLearn. If you look at the first screen, you can see a menu that shows lots of options like vocabulary, grammar, listening, speaking, reading and so on. Here you can choose the type of lesson you want.

Let's move on to my second point. How do apps make lessons personal? They use AI to learn how you learn. It can suggest what you should improve on and it will give you more challenge when you need it. You don't have to wait for the next class or the next grade.

My third point is that apps are fun. There are quizzes and games to help keep you motivated and you can even compete with friends. Let's look at slide two. Here you can see all the different colours you can choose from to design your own screen. You can also choose the voice and the sounds the app makes. It all adds to making the app personal and fun! The app keeps your scores so you can always see your progress. When you finish an exercise, you get a reward, like a star or a sticker, which helps you to feel positive about your progress.

To conclude, I'd like to say that there are some great reasons for using a language-learning app. First of all, apps are convenient and easy to use anywhere, any time. In addition to this, the app learns about you and helps guide your learning so it's suitable for you and your personal goals. Finally, apps are fun so you aren't bored while you're learning. Thanks for listening. Now, has anyone got any questions?

- 3 (T-S, S-T) Exercise 4. Ask students to study the Speaking box. When they are ready, play the recording again and have students tick the expressions they hear. Have students check answers in small groups. Check answers as a class. Play the recording again, but pause to allow students to chorally repeat the expressions. Have students practise the expressions in pairs. Monitor and help with pronunciation as needed.

**Answers**

Students tick:

The purpose of my talk today is ...

Firstly, I'll talk about... And then I'll explain/discuss/point out/  
say ...

Firstly, ...

Let's start with ...

Let's move on to my second point.

My next/second/third point is that ...

In addition (to this) ...

For example, ...

Have a look at the first slide ...

Let's look at slide two.

To conclude/sum up, I'd like to say that ...

Thanks for listening.

Now, have you got any questions?

**POST-LISTENING/PRODUCTION (10 minutes)**

- 1** (T-S, S-S, S-T) Exercise 5. Put students into new pairs. Refer students to the presentation topics and have them choose one and make notes. Remind students to refer to the presentation template on page 24 and ensure that they include useful expressions to structure their presentation effectively. Monitor while students are on task and provide input and/or prompts as necessary.

**Answers**

Students' own answers

- 2** (T-S, S-S, S-T) Exercise 6. Refer students to the Life Skills box. Give students some time to think about the questions. In their pairs, have students discuss the questions. As students work on their first drafts, monitor for correct use of vocabulary and grammar. Correct as necessary. Ask students to share their answers with the class.

**Answers**

Students' own answers

**WRAP-UP (5 minutes)**

(S-T, T-S) Ask students to say what they've learnt from the lesson and what they are most likely to remember in the future.

**HOMEWORK**

Ask students to look online for examples of good presentations, and to concentrate on noticing the presenters' body language. Have students report back in the next class on any particularly useful techniques they noticed or particularly engaging presentations they found, and to explain why.

# 03 UNIT 3 MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
<b>UNIT 3</b> <b>Active and healthy</b>	Theme 1: Society  Theme 6: Recreation  Theme 5: Welfare	<p><b>Listening:</b> analysing main ideas and supporting details; deducing motive and viewpoint, citing supporting evidence; distinguishing literal and figurative meanings; discussing objectivity of information and speaker; using signal words to understand the sequence of and relationships between ideas; providing constructive feedback on peers' oral presentations; learning how to benefit from peers' feedback</p> <p><b>Speaking:</b> sustaining 5–7-minute conversations; maintaining meaningful dialogues of up to ten exchanges; eliciting information from other students; narrating events using different tenses; debating regularly in a deliberative discussion as an innovative teaching strategy; providing constructive feedback that helps the speaker to clarify his/her point of view; presenting literary texts</p> <p><b>Reading:</b> anticipating the topic through looking at titles, subtitles and graphics; identifying a central idea of a text and how it is conveyed; connecting what is read with personal ideas and beliefs; tracing and evaluating an argument and specific claims in a text, distinguishing those that are supported by evidence from the ones that are not</p> <p><b>Writing:</b> using writing strategies using appropriate organisational patterns; journalling one's writing process of a short story or a short essay; using criteria to evaluate their writings and sources</p> <p><b>Viewing and presenting:</b> analysing visual information by asking relevant questions and discussing intended meaning; explaining why certain features of the visual text have been chosen for a particular purpose and audience; deducing how certain conventions were used to influence the viewer's attitude and opinions; making inferences from explicit and implicit information; deducing the relationship between visual and written information; orally presenting ideas and opinions on a variety of topics; responding to open-ended questions on visual texts with examples and justification</p>	<p><b>Listening:</b> analyse main ideas and supporting details; respond to critical thinking questions before, during and after listening citing evidence; make inferences citing evidence; guess the meaning of unknown vocabulary words and phrases from context; use resources to help construct meaning; predict content from context; ask and answer questions about what a speaker says in order to clarify comprehension, collect additional information, or deepen understanding of a topic or issue; recognise redundancies to help identify main ideas or important points; identify the purpose of a presentation by giving evidence; provide constructive feedback on peers' oral presentations</p> <p><b>Speaking:</b> rehearse and develop informative speech; stop and restart utterances that are not clear and pause to rephrase; maintain conversations of up to seven minutes; interact in meaningful communicative dialogues of up to ten exchanges; stay on the topic and maintain relevance; respond to questions from other speakers; negotiate meaning and sustain conversations; lead classroom discussions about topics of personal or academic interest; narrate events using the Past Simple and the Past Perfect</p> <p><b>Reading:</b> anticipate the topic by looking at the title, subtitles and graphics; skim and scan a text for general ideas, organisation and specific details; make use of contextual clues to infer meanings of unfamiliar words, phrases, or idiomatic expressions; identify a central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments; determine the meaning of words and phrases as they are used in a reading text; identify the author's point of view or purpose and explain how it is conveyed; connect what they read with personal ideas and beliefs; determine the referent of a pronoun used in the text; identify the word in a text whose meaning or opposite is given; evaluate texts critically and support this with relevant textual references; trace and evaluate an argument and specific claims in a text, distinguishing those that are supported by evidence from the ones that are not; find words in the text that show the writer's viewpoint</p> <p><b>Writing:</b> make a list to develop ideas for writing on a focused topic; practise brainstorming, outlining, drafting, revising, editing and publishing</p> <p><b>Viewing and presenting:</b> demonstrate understanding of visual information by asking relevant questions and discussing intended meaning; respond to questions related to the visual texts with examples and justification; project voice clearly when speaking, using intonation and pauses; make connections to more than one of the six course themes</p>



## OVERVIEW

### Objectives:

- Use the Past Perfect in a range of common situations (GSE 54 – B1+).
- Use 'as soon as' with the Past Simple and Past Perfect (GSE 62 – B2).
- Use the Past Perfect with adverbial clauses of time (GSE 63 – B2).

### Vocabulary:

- Extreme sports: *amateur, entering competitions, qualified for, set (a) record, suffered injuries, taking home a medal, turned professional*

### Resources:

- SB: pages 26–27; Grammar Reference page 69; Word List page 64
- TB: Culture Notes page 121
- Online resources: Photocopiable Resource 10
- Assessment: Grammar Quiz Unit 3 Lesson 1

## WARM-UP (5 minutes)

- 1 (T-S, S-T) With their books closed, tell students how you keep fit. Ask students what they do to keep fit. Get feedback as a class.
- 2 (T-S, S-S, S-T) Exercise 1. Put the students into pairs. Tell them they have one minute to write down as many extreme sports as they can. After one minute, get feedback from the class. Write the sports on the board. Next, ask the class if they have ever tried any of the sports and which they would and wouldn't like to try. Get feedback as a class.

### Answers

Students' own answers

## PRESENTATION (10 minutes)

- 1 (T-S, S-T) Exercise 2. Ask students to look at the photo of Aaron and say what they notice about him (*He's in a wheelchair.*) Refer students to the rubric. Give them a few minutes to complete the activity individually. Then ask students what their questions were and if the text answered them. Ask what they found interesting about the text and what words could describe Aaron (*determined, adventurous, brave*). You can refer to the Culture Notes on page 121 of the Teacher's Book for more information on Aaron Fotheringham and the Paralympics.

### Answers

Students' own answers

- 2 (T-S, S-T) Exercise 3. Refer students to the Grammar box. Ask students to read through it individually and ask any questions if there is anything they don't understand. Refer students to the items in Exercise 3. Elicit which of the verbs in bold are Past Simple, Past Continuous and Past Perfect. Give them two minutes to match the items to the meanings in the Grammar box. Check answers as a class.

### Answers

- 1 b, Past Continuous, Past Simple 2 a, Past Simple (x3)  
3 e, Past Perfect, Past Simple 4 d, Past Continuous  
5 c, Past Continuous

Refer students to the Grammar Reference section on page 68 of the Student's Book for more information.

- 3 (T-S, S-T) Ask students: *If we're comparing two finished actions, how do we know which one happened first?* (It'll be in the Past Perfect). *What do we use to talk about a temporary situation in the past?* (Past Continuous). *Which tense would we usually use with 'two years ago'?* (Past Simple).

## PRACTICE (15 minutes)

- 1 (S-S, S-T) Exercise 4. Put students into pairs and have them complete the activity. Check answers as a class.

### Answers

- 1 He had learnt to get around on crutches.
- 2 Aaron's first back flip was special because no one had ever done a back flip in a wheelchair before.
- 3 In 2012, Aaron jumped a 15-metre gap.

- 2 (S-S, S-T) Exercise 5. Have students complete the activity individually and compare answers with their partner. Then check answers as a class.

### Answers

- 1 had already left 2 was practising 3 saw

- 3 (T-S, S-S, S-T) Exercise 6. Model the activity by completing the first gap with students. Ask students to complete the text individually and compare answers with a partner. Then check answers as a class.

### Answers

- 1 trained 2 injured 3 had recovered 4 hadn't hurt  
5 arrived 6 was doing 7 fell 8 had 9 had broken

- 4 (T-S, S-S, S-T) Exercise 7. Put students into pairs. Ask them to look at the highlighted words in the two texts and explain them to their partner. Weaker students can use a dictionary, if necessary. Check answers as a class. Model the activity using the example given. Have students complete the text individually and compare answers with their partner.

### Answers

- 2 amateur, professional 3 competition 4 qualified  
5 record

# 03 LESSON 1A VOCABULARY AND GRAMMAR (SB)

## PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 8. Put students into new pairs and ask them to ask and answer the questions in Exercise 7. Stronger students can ask back up questions, Q2 – *What do you know about their career?* Q3 *Had they taken part in an event like that before?* Q4 *What happened?* Fast finishers can ask additional questions about sport. Monitor for proper use of language and vocabulary. Correct where necessary. Have pairs do the activity in front of the class Then check answers as a class.

## WRAP-UP (5 minutes)

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

## HOMEWORK

Ask students to find out about another athlete who has achieved greatness despite having a disability. Then write a short paragraph about this athlete. You could suggest Maha Al-Bargouthi.

## CONTINGENCY PLAN

If your students need more support with using the Past Simple, Past Continuous and Past Perfect: Write three example sentences on the board:

- 1 *The referee blew the whistle to start the match.*
- 2 *The team was winning when it suddenly started raining.*
- 3 *By the time the match started, the players had warmed up.*

Elicit what tense each sentence uses and what some of the differences in meaning are.

- 1 *Past Simple – main events*
- 2 *Past Continuous – ongoing action interrupted*
- 3 *Past Perfect – action completed before another past action*

If your students need an extra challenge: In pairs or small groups, ask students create a short story about a sporting event using all three past tenses.

There is a downloadable photocopiable resource number 10 to use.

## OVERVIEW

### Objective:

- Use the Past Perfect in a range of common situations (GSE 54 – B1+).

### Resources:

- SB: pages 26–27
- WB: pages 20–21

## WARM-UP (5 minutes)

(T-S, S-T) Ask students to write three sentences which are true about them. One sentence should be in the Past Simple, one in the Past Continuous and one in the Past Perfect. Ask volunteers to read their sentences to the class. Check everyone understands the differences in use.

## PRACTICE (25 minutes)

- 1** (T-S, S-T) ★ Exercise 1. Go through the example with the class. Ask students to complete the sentences using the words in brackets. Remind them that they need to decide if they need to use the Past Simple or Past Continuous or Past Perfect in each gap. Students work individually. Check answers as a class.

### Answers

**2** did you learn **3** didn't compete **4** took **5** did she injure  
**6** tried **7** started **8** didn't celebrate

- 2** (T-S, S-S, S-T) ★ Exercise 2. Ask students to read the words in the box and then go through the example with the class. Students work individually to complete the sentences with the words in the box. They then compare answers in pairs. Check answers as a class.

### Answers

**2** were you going **3** wasn't training **4** was staying  
**5** wasn't concentrating **6** were the athletes doing

- 3** (T-S, S-T) ★★ Exercise 3. Students work individually to choose the correct answer. Check answers as a class, encouraging students to explain why the option they chose is correct.

### Answers

**1** fell, was running **2** stopped, were making  
**3** was working, met **4** was using, suggested  
**5** did, were watching

- 4** (T-S, S-T) ★★ Exercise 4. Go through the example with the class. Make sure they understand that they need to complete the sentences and questions in the Past Perfect without changing the word order. Students work individually. Check answers as a class.

### Answers

**2** he hadn't lost a single match  
**3** Had he learned/learnt to do back flips  
**4** she had beaten the world record  
**5** Had the judges ever seen  
**6** she hadn't become a professional

- 5** (T-S, S-S, S-T) ★★ Exercise 5. Read the rubric with the class and then do the example. Remind them that there is only ONE missing word. Students work individually to complete the sentences. They then compare answers in pairs. Check answers as a class

### Answers

**2** ago **3** already **4** This **5** soon **6** last **7** between **8** at

- 6** (T-S, S-T) ★★ Exercise 6. Ask students to complete the sentences using the words in brackets. Remind them that they need to decide if they need to use the Past Simple or Past Perfect in each gap. Students work individually. Check answers as a class.

### Answers

**1** had never spent **2** hadn't realised, were, saw  
**3** had been, decided **4** left, had completed **5** won, had practised

- 7** (T-S, S-S, S-T) ★★ Exercise 7. Refer students to the example. Students work individually to complete the sentences using the correct form of the verbs in the box. They then compare answers in pairs. Check answers as a class.

### Answers

**1** were **2** was running, felt **3** were sleeping  
**4** left, had broken **5** celebrated, had won

## PRODUCTION (10 minutes)

- 1** (T-S, S-S, S-T) ★★ Exercise 8. Refer students to the rubric and the example. Remind students that this is an interview and to think about the tenses required as the conversation progresses. Students work in pairs to complete the task. When they have finished, ask for volunteers to model the interview and check answers with the class.

### Answers

**2** Why was that?  
**3** I lost the use of my legs after I had suffered a serious injury.  
**4** I had always been keen on sport before that.  
**5** Why did you choose basketball?  
**6** I was watching TV one day when I saw a Paralympic match.  
**7** I hadn't seen one before.  
**8** It inspired me.

- 2** (T-S, S-T) ★★ Exercise 9. Refer students to the rubric. Ask them to think of an athlete they admire and why. They may need to search the internet for information, but remind them that they only need to write a short paragraph so they do not need to find too much information. Students write their short paragraph individually. Monitor students during the activity and offer support as necessary.

### Answers

Students' own answers

## WRAP-UP (5 minutes)

(T-S, S-S, S-T) Ask students to swap their paragraph with another student. Ask students to read each other's work and offer suggestions for improving it.

## HOMEWORK

Students make notes about their favourite sport and why they like it.

# 03 LESSON 2A VOCABULARY (SB)

## OVERVIEW

### Objectives:

- Find and understand information in advertisements for sporting or cultural events (GSE 45 – B1).
- Bring relevant personal experiences into a conversation to illustrate a point (GSE 60 – B2).

### Vocabulary:

- Sports and activities: *athletics track, basketball court, boxing ring, changing room, football pitch, leisure centre, lift weights, rock climbing wall, rowing machine, squash court, swimming pool, tennis court, training programmes*
- Fitness: *build up muscles, get into shape, keep fit, out of shape, unfit*

### Resources:

- SB: page 28; Word List page 64
- Online resources: Photocopiable Resource 11
- Assessment: Vocabulary Quiz Unit 3

## WARM-UP/PRESENTATION (5 minutes)

(T-S, S-S, S-T) Exercise 1. With their books closed, ask students to think of their homework and their favourite sports. Ask students to mingle to try to find someone who has the same favourite sport as they do. Model how they can do this by asking various students *Do you enjoy football?* After a few minutes, ask students to report back, e.g. *I enjoy tennis and Ali and Omar also enjoy tennis.* Do the same for a sport they don't enjoy.

### Answers

Students' own answers

## PRACTICE (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Refer students to the text. Ask them what it is (*a leaflet for a leisure centre*). Put students into pairs and have them complete the activity. Ask volunteers to share answers with the class.

### Answers

Sports and activities in the leaflet: tennis, squash, boxing, basketball, football, athletics, rowing, weightlifting, rock climbing, swimming  
Special offer: one month free for all 16–18-year-olds  
Judging by the members' comments, BFITA seems to be a good club.

- 2 (T-S, S-S, S-T) Exercise 3. Have students work individually to complete the items. Model the activity using the example given. Check answers in pairs and as a class. If there is enough time, get students to ask and answer the questions in pairs. Encourage students to ask for more information for each question.

### Answers

1 court, pool, track, ring, machine, wall 2 programme  
3 rooms 4 centre 5 weights

- 3 (T-S, S-S, S-T) Exercise 4. Ask students to read the leaflet again before they complete the dialogue in pairs. Model the activity using the example given. Play the recording for students to check answers. Play it more than once if necessary.

### Answers

2 unfit 3 get 4 get 5 build 6 lift 7 keep 8 good

## Audioscript 3.1

S = Sami R = Raed

S: I'm really out of shape. My grandma is fitter than I am! I'm so unfit that I get out of breath when I run for the bus!

R: You really need to get into shape. Why don't you come to the leisure centre? You can build up your muscles, do exercises and lift weights – that really helps me get fit.

S: No, thanks.

R: Come on! It's done me the world of good. They've got great fitness coaches and a ...



## TIP

For vocabulary reinforcement, play a game where you say a word for students to collocate, e.g. say *tennis*, elicit *court*.

## PRODUCTION (15 minutes)

(T-S, S-S, S-T) Exercise 5. Ask students to close their books. Elicit the vocabulary items students have just learnt and write them on the board. Refer students to Exercise 5. Let them ask and answer the questions in the same pairs. Encourage them to use the vocabulary on the board. Get feedback as a class.

## WRAP-UP (5 minutes)

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

## HOMEWORK

Ask students to imagine that they joined the BFITA Leisure Centre a week ago. Tell them to write a description of their first week there. They should include what they have done and an injury they had. Use the vocabulary from the lesson and the past tenses from Lesson 1A. Ask them to bring their descriptions to the next lesson.

## CONTINGENCY PLAN

If your students need more support with understanding and using words related to sports: Write the following sentences (one at a time) on the board:

- *This is where you play football with a goal at each end.*
- *People come here to exercise, swim, or take part in training programmes.*
- *If you don't exercise regularly, you might become this.*

Ask students what each of these sentences describes (*a football pitch, a leisure centre, unfit*).

If your students need an extra challenge: Ask students to write definitions for six words or phrases from page 28. They should then exchange their definitions with a partner, who has to guess the words.

There is a downloadable photocopiable resource number 11 to use.

## OVERVIEW

### Objective:

- Use language related to sports.

### Vocabulary:

- Sports: *court, machine, pitch, track, pool, ring*

### Resources:

- SB: page 28
- WB: page 22

## WARM-UP (10 minutes)

(T-S, S-S, S-T) Put students into pairs. Ask them to give their description of the first week at the leisure centre to their partner to read. Ask for a few volunteers to read their descriptions to the class.

## PRACTICE (15 minutes)

- 1** (T-S, S-S, S-T) ★ Exercise 1. Refer students to the rubric and the example. Explain that each bold word is in the wrong sentence and needs to be changed with another bold word in a different sentence. Point out that they are not expected to think of a new word. Students work individually, then compare answers in pairs. Check answers as a class.

### Answers

**2** court **3** pool **4** centre **5** machine **6** room **7** track

- 2** (S-T) ★ Exercise 2. Students work individually to choose the correct word from the box. Check answers as a class.

### Answers

**2** shape **3** weights **4** get **5** fit **6** world

- 3** (S-T) ★ Exercise 3. Students work individually to choose the correct answer. Check answers as a class, encouraging students to explain why the option they chose is correct.

### Answers

**1** her **2** his **3** a **4** his **5** your **6** her

- 4** (T-S, S-S, S-T) ★★ Exercise 4. Refer students to the example and point out that the word they chose must start with the letter given. Students work then compare answers in pairs. Check answers as a class.

### Answers

**2** ankle **3** banged **4** sprained **5** muscle

- 5** (T-S, S-S, S-T) ★★ Exercise 5. Read the rubric with the class and make sure students understand what they need to do. Then look at the example and elicit what the word *pitch* replaces (*that place*). Ask them to read the first text carefully before attempting the task. Students work in pairs. Check answers as a class.

### Answers

**2** pulled **3** changing **4** ankle **5** spraining **6** shape

## PRODUCTION (15 minutes)

(T-S, S-T) Exercise 6. Refer students to the rubric. Ask them to think of a sport they do or would like to try in the future. Before students start writing tell them to think about the possible injuries that may be sustained in their chosen sport. Students write their short paragraph individually. Monitor students during the activity and offer support as necessary.

### Answers

Students' own answers

## WRAP-UP (5 minutes)

(T-S, S-S, S-T) Ask students to swap their paragraph with another student. Ask students to read each other's work and offer suggestions for improving it.

## HOMEWORK

Ask students to think about a time when they or someone they know called an emergency number. What happened? They should make notes so they can share their story with the class in the next lesson.

# 03 LESSON 3A LISTENING AND VOCABULARY (SB)

## OVERVIEW

### Objectives:

- Recognise the speaker's point of view in a structured presentation (GSE 63 – B2).
- Understand main points and check comprehension by using contextual clues (GSE 64 – B2).
- Derive the probable meaning of simple unknown words from short, familiar contexts (GSE 46 – B1).
- Narrate a story (GSE 45 – B1).
- Relate the basic details of unpredictable occurrences (e.g. an accident) (GSE 54 – B1+).

### Vocabulary:

- Accident and emergency: *knocked down, cuts and bruises, in shock, fainted, unconscious, heart attack, fire alarm, report a crime, hurt your head, bleeding, painful, concussion, setting fire, burnt, burning down*

### Resources:

- SB: page 29; Word List page 64
- TB: Culture Notes page 121
- Online resources: Photocopiable Resource 12

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to share the stories they wrote for homework with the class. Bear in mind that not everyone will have had this experience so they may have nothing to share. If you have a story to share, you can start the lesson by telling your story.

## PRE-LISTENING (10 minutes)

**1** (T-S, S-T) Exercise 1. Read the Fact Box to students. Ask students to look at the photo and discuss in what situation you might need to call an emergency phone number (e.g. *an accident, a burglary, a fire*). You can refer to the Culture Notes on page 121 for more information on the emergency number system.

### Answers

Students' own answers

**2** (T-S, S-S, S-T) Exercise 2. Get students to work in pairs. Ask students to first work out the meanings of the words. If they are struggling, allow them to use a monolingual dictionary. Check answers as a class. Then have students complete the activity. Model the activity by using the example given in item 1. Have students share their ideas with the class.

### Answers

- 1 You should call an ambulance and the police.
- 2 You should call an ambulance.
- 3 You should call the fire service.
- 4 You should call the police.
- 5 You could go to see a doctor but perhaps it's better to call an ambulance.
- 6 You should call the fire service.
- 7 You shouldn't call an ambulance. If it's not too serious, you can treat it at home. Otherwise, you should take him to the doctor's.
- 8 You should call the fire service and maybe the police, too.

## WHILE LISTENING (15 minutes)

**1** (T-S, S-T) Exercise 3. Refer students to the *Active Listening* box. Ask them what tone of voice someone may use when: complaining (*high pitched, sounds a little angry*), offering (*friendly*), explaining (*slow and steady, neutral*), informing (*serious*). Then refer students to the questions. Play the recording and check answers as a class.

### Answer

b

## Audioscript 3.2

T = Teacher O = Omar A = Abbas

**T:** OK, listen up, class. Today we're going to run six kilometres.

**O:** That's too far!

**A:** Do we have to go that far?

**T:** Don't complain. You've run six kilometres before. It's not a problem. Now, watch out, there was heavy rain last night and the ground's wet, so you shouldn't run too fast, OK?

**O:** Mr Almohsen, why don't we stay in the gym today?

**T:** Oh, come on, Omar! The fresh air is good for you. OK? Let's go.

**2** (T-S, S-S, S-T) Exercise 4. Ask students to read the questions and answer options. Play the recording and ask students to choose the correct answer. Play the recording twice if necessary. Ask students to compare answers with a partner. Check answers as a class.

### Answers

1 b 2 b 3 a

## Audioscript 3.3

A = Abbas T = Teacher O1 = Operator 1  
O2 = Operator 2 S = Secretary H = Mrs Al-Haq

**1**

**A:** Mr Almohsen! Can you ...?

**T:** Abbas! What's wrong?

**A:** Omar's had an accident. He was running in the valley, and he slipped and fell on a big rock. He's badly hurt. He's bleeding. I think he's broken his leg and—

**T:** Can he walk?

**A:** No. And nobody had a phone, so I offered to run back and find you. Can you ring for an ambulance, please?

**T:** Yes, of course. Now, calm down and tell me exactly where he is.

**2**

**O1:** Emergency services. Which service do you require – ambulance, fire or police?

**T:** Ambulance.

**O1:** Hold on. I'll put you through.

**O2:** Ambulance service.

**T:** Hello, I need an ambulance. A boy at the High School has fallen and hurt himself. He's bleeding and he can't walk.

**O2:** Where exactly is the boy?

- T:** He's in the valley with his classmates. They're next to some big, white rocks and a large olive tree. It's about three kilometres from the school, between Valley Farm and the mosque.
- O2:** OK, the ambulance will be there as soon as possible.
- 3**
- H:** Hello?
- S:** Hello, is that Mrs Al-Haq?
- H:** Yes, it is.
- S:** I'm calling from Omar's school. I'm afraid he had an accident.
- H:** Oh no! What happened?
- S:** He was running during P.E. class, and he fell and hurt himself.
- H:** Oh dear! Is he OK?
- S:** Well, we called for an ambulance and Mr Almohsen went with him to the hospital. He couldn't walk, so—
- H:** Oh, my poor Omar. I need to get to the hospital—
- S:** But, please don't worry, Mrs Al-Haq. He hasn't broken any bones and he's doing OK. He's ready to go home.
- H:** Oh! Thank goodness. Thanks for telling me! I'll go and pick him up.

## TIP

Go through each item in the exercise and ask students what words they expect to hear and what the tone of the people speaking would be for each answer, e.g. 1 opinion – serious; offer – friendly; inform – very serious/neutral.

## POST-LISTENING/PRODUCTION (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 5. Put students into pairs. Elicit the tenses they have learnt in this unit and how they are formed. Write them on the board. In their pairs, one person must retell the story from Omar's point of view, while the other must retell the story from Omar's mother's point of view. Monitor for proper use of language and vocabulary. Correct where necessary. Volunteers can share their stories with the class.
- 2** (T-S, S-S, S-T) Exercise 6. Put students into new pairs. Ask them to look at the words in the box and explain them to their partner as best they can. Check answers as a class. Have students work individually to complete the activity. Model the activity using the example given. Check answers as a class.

### Answers

- 1** painful, hurt  
**2** cuts and bruises, twisted, concussion  
**3** blood, shock  
**4** heart, fainted

## WRAP-UP (5 minutes)

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

## HOMEWORK

Ask students to find out about one or two people who have changed their life around. They can be celebrities or any other people with inspiring or interesting life stories. Students should make brief notes about what changes they have made in their lives.

## CONTINGENCY PLAN

If your students need more support with understanding and using the vocabulary related to accidents and emergencies: On the board, write the phrases highlighted in blue in Exercise 2. Ask students to try and use language to explain real or imaginary situations that the phrase would be used in.

If your students need an extra challenge: Ask students to write a story that uses all the phrases highlighted in blue in Exercise 2.

There is a downloadable photocopyable resource number 12 to use.

# 03 LESSON 3B VOCABULARY (WB)

## OVERVIEW

### Objective:

- Follow an everyday conversation or informal interview on common topics (GSE 51 – B1+).

### Vocabulary:

- Medical conditions: *bang, fracture, heal, performance, sprain, wrist*

### Pronunciation:

- Syllable stress for verbs and nouns with the same spelling: *contest, import, insult, record, refund, reject, suspect, upgrade*

### Resources:

- SB: page 29
- WB: page 23

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to refer to their homework. In groups, ask students to present their person or people to the group. Discuss who has made the biggest life changes.

## PRACTICE (25 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Refer students to the words in the box and check their understanding. Put them in pairs, to complete the task then play the recording to check answers. Play the recording more than once if necessary.

### Answers

2 sprain 3 competition 4 performance 5 plan 6 better



## Audioscript 3.4

C = Coach A = Amani

C: Good morning, Amani. How's the training coming along? I noticed you were really pushing yourself yesterday.

A: Morning, Coach. Yeah, I was trying to increase my personal record, but something feels wrong. I banged my hand and arm in the changing room a couple of days ago, and I think I might have hurt my wrist. I feel a sharp pain when I try a deadlift. It hurts when I lift just a couple of kilograms.

C: Hmm, let me take a look ... Move your wrist this way ... Does it hurt when you move it like this?

A: Yeah, it does. I suspect I might have a very small fracture or something like that.

C: Oh dear. If you suspect a fracture, we need to take it seriously. I'd avoid lifting anything at all with that arm until we know for sure. Have you booked an X-ray?

A: Not yet. I wanted to see what you thought first. I didn't want to complain if it wasn't serious or if it was just a sprain.

C: It's always better to be careful. Progress is important, but not at the cost of your health. Let's update your routine to focus on lighter activities.

A: That makes sense. But I was hoping to upgrade my record this month. And, I wanted to compete in the city competition next month.

C: I get it, Amani, but think of it this way: Allowing your wrist to heal properly is part of upgrading your overall performance. If you push through an injury, you risk setting yourself back even more.

A: You're right. I guess I can't object to that.

C: Good. I'll record this in your training log and keep an eye on your progress. Meanwhile, let's plan some exercises that won't put pressure on your wrist.

A: Sounds like a plan. I also just paid for another month of boxing classes. I wonder if the gym will give me a refund.

C: Don't worry about that, Amani. Our gym will give you your money back. And, please don't try to enter a boxing ring until you're better. Let's focus on recovery and come back stronger.

A: Thanks, Coach. I appreciate it.

C: Anytime. Now, go and schedule that X-ray so we can rule out a fracture. Give me an update on what they say as soon as you can.

A: Will do. Thanks again!

- 2 (T-S, S-T) Exercise 2. Ask students to read the *Active Pronunciation* box, then practise saying the sentences, stressing the bold syllable. Ask students to work in pairs, students read the sentences to one another and underline the stress on the highlighted words. Play the recording to check answers.



### Answers

1 increase – 2<sup>nd</sup> syllable

2 suspect – 2<sup>nd</sup> syllable; fracture – 1<sup>st</sup> syllable

3 progress – 1<sup>st</sup> syllable

4 upgrade – 2<sup>nd</sup> syllable

5 object – 2<sup>nd</sup> syllable

6 record – 2<sup>nd</sup> syllable

7 refund – 1<sup>st</sup> syllable

8 focus – 1<sup>st</sup> syllable

- 3 (S-T) Exercise 3. Play the recording but stop after the first word *record*. Write this word on the board and ask students which syllable is stressed? (*second syllable*) Then ask whether it is a noun or a verb? (*verb*). Ask students to read the list of words and then play the recording for them to decide if each word is a noun or verb. Check answers with the class.



### Answers

1 V 2 N 3 N 4 N 5 V 6 N 7 V 8 V

## PRODUCTION (10 minutes)

- 1 (S-S, S-T) Exercise 4. Play the recording and ask student to repeat the two ways of saying each word in Exercise 3. Ask one half to repeat the noun and the other half to repeat the verb. Then swap.



- 2 (S-S, S-T) Exercise 5. Put students into pairs and ask them to read the sentences to one another. When they have finished, play the recording for students to check if they pronounced the underlined words correctly. Then ask them to practise saying them again.



## WRAP-UP (5 minutes)

(T-S, S-T) Play a game. Write the eight words from Exercise 3 on the board. Tell students you will point to one of the words and say *verb* or *noun*. Students must say the word with the correct pronunciation.

## HOMEWORK

Ask students to use a dictionary or the internet to find more examples of words which can be both a noun and a verb.

## OVERVIEW

### Objectives:

- Use 'used to' to refer to past habits and routines (GSE 45 – B1).
- Use 'would' to refer to past habits and routines (GSE 55 – B1+).

### Resources:

- SB: page 30; Grammar Reference page 69
- Online resources: Photocopiable Resource 13
- Assessment: Grammar Quiz Unit 3 Lesson 4

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Put students into pairs. Refer students to the rubric. Model the activity using the example given then ask if they have ever had a similar experience. Ask students to complete the activity and then compare their answers in their pairs. Have students share their sentences with the class. Alternatively, ask students to write down three ways their lives are different from before. Read out the sentences from random students and the class must guess who wrote them.

## PRESENTATION (15 minutes)

- (T-S, S-T) Exercise 2. Ask students to look at the photo and say what they think is happening. Have them look at the menu and ask if it's a healthy one and if they have tried any of the food on it. Refer students to the exercise questions. Play the recording for students to listen for the answers. Check answers as a class.

### Answers

- 1 She's given up team sports. She goes to the gym now. She eats a plant-based diet and she doesn't wear leather shoes or clothing.
- 2 Amina orders the mushroom lasagne. Eman orders the lamb pâté and the mansaf.



## Audioscript 3.9

E = Eman A = Amina W = Waiter

- E:** Have you been here before?
- A:** Yes, I have actually. I used to come here a lot. It's different now. They didn't use to have many plant-based options, but now they have a lot!
- E:** Why did you start eating a more plant-based diet?
- A:** Because of an accident.
- E:** What? Really?
- A:** Yes, I used to be into team sports. I'd play basketball and volleyball whenever I could. But one day, someone knocked me over on the basketball court and I got a serious back injury.
- E:** Oh, dear.
- A:** I had to give up team sports, so I started going to the gym. It did me the world of good, it really helped my back. After the gym, we'd often go to a café nearby that offered lots of plant-based dishes and that's how I got started.
- E:** And do you still wear leather shoes?

**A:** No, not any more. It wasn't easy, though. I used to love my leather shoes. I'd wear them almost every day. But now I try to use plant-based clothing, too. I believe it's better for the environment.

**E:** Your canvas shoes are very nice. I used to have a pair just the same. I love that shade of blue ... Anyway, I'm starving. What are you going to have?

**W:** Are you ready to order?

**A:** Yes, the mushroom lasagne for me.

**W:** What about you, madam?

**E:** Can I have the lamb pâté to start and then the mansaf, please.

- 2 (T-S, S-S, S-T) Exercise 3. Give students a few minutes to read the Grammar box and ask any questions. Play the answer to the first item and model the activity with the example given. Ask students to complete the activity in their pairs and then listen to check the answers.

### Answers

2 a 3 c 4 b 5 f 6 d 7 g

## PRACTICE (10 minutes)

(T-S, S-S, S-T) Exercise 4. Refer students to the Grammar box and the *Watch Out!* box. Have them work in the same pairs and decide when we use *used to* and *would*. Check the answers as a class. Ask if we use *used to* for an action that only happened once in the past (*no*). Ask if we use *used to* and *would* to talk about things that are still true now (*no*).

### Answers

used to: both cases  
would: for habitual/repeated actions in the past

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

## TIP

A common mistake is for students to add *-d* after *use* in *Did use to* and *Didn't use to* (i.e. they say *Did used to* and *didn't used to*). Show students how there is no need for that extra *-d* in the past tense and negative forms.

## PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 5. Ask students to make a list of things that have changed in their lives. Model the activity using the example given. Then put students into pairs to complete the activity. As students work, monitor for proper use of language and vocabulary. Correct where necessary. Alternatively, have students mingle and ask each other questions using *used to* and *would*. Monitor for accuracy and correct where necessary. Students report back to the class.

### Extra Activity

Do this activity at the end of the lesson. Refer students to the notes they made about people who had changed their lives and get them to tell a partner about the people's past and present using *used to*, *would* and the Past Simple.

# 03 LESSON 4A GRAMMAR (SB)

## WRAP-UP (5 minutes)

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

## HOMEWORK

Give students the following text and ask them to replace all the underlined words with *used to* or *would* wherever possible.

I had a very unhealthy diet when I was growing up. I loved cakes and biscuits. I ate chips with almost every meal. I never ate fresh fruit and I didn't drink water, just cola. I believed it was good for you. We didn't sit at the table to eat, we ate in front of the TV. So I was overweight and unfit. But then one day, my friend Dev invited me to eat with his family. It was amazing. We had a fantastic meal with salad and lots of fresh fruit. That was the day I changed the way I eat.

### Answers

I used to have a very unhealthy diet when I was growing up. I used to love cakes and biscuits. I used to/would eat chips with almost every meal. I never used to/would never eat fresh fruit and I didn't use to/wouldn't drink water, just cola. I used to believe it was good for you. We didn't use to/wouldn't sit at the table to eat, we used to/would eat in front of the TV. So I used to be overweight and unfit. But then one day, my friend Dev invited me to eat with his family. It was amazing. We had a fantastic meal with salad and lots of fresh fruit. That was the day I changed the way I eat.

## CONTINGENCY PLAN

If your students need more support with understanding *used to* and *would*: Write two example sentences on the board:

- *I used to play football every weekend.*
- *When I was a child, we would go to the beach every summer.*

Ask students to notice and explain the difference: *used to* can describe past states or habits, while *would* is only for repeated past actions.

If your students need an extra challenge: Ask students to discuss in small groups their past habits on a different topic, such as their life in elementary/primary school or the clothes they used to wear when they were younger.

There is a downloadable photocopiable resource number 13 to use.

## OVERVIEW

### Objectives:

- Use 'used to' to refer to past habits and routines (GSE 45 – B1).
- Use 'would' to refer to past habits and routines (GSE 55 – B1+).

### Resources:

- SB: page 30
- WB: page 24

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Write on the board *When I was five ...* and complete the sentence with an example of something you used to do, e.g. *When I was five, I used to love watching cartoons.* Ask students to talk with a partner for two minutes and come up with three sentences of their own about things they used to or didn't use to do when they were younger. Then ask some students to report back to the class one thing that their partner did.

## PRACTICE (25 minutes)

- 1** (T-S, S-T) ★ Exercise 1. Ask students to complete the sentences using the words in brackets. Remind them that they need to decide if they need to use *used to* in each gap. Students work individually. Check answers as a class.

### Answers

**2** used to train   **3** Did you use to eat   **4** didn't use to like  
**5** used to believe   **6** Did your parents use to  
**7** used to drink   **8** used to love

- 2** (T-S, S-S, S-T) ★ Exercise 2. Ask students to read the sentences in Exercise 1 again and tick the ones where *would* can be used. Students check their answers in pairs and then as a class.

### Answers

Students tick 1, 2 and 7.

- 3** (T-S, S-S, S-T) ★★ Exercise 3. Read the rubric with the class and then do the example. Remind them that there is only ONE missing word. Students work individually to complete the sentences with. They then compare answers in pairs. Check answers as a class.

### Answers

**2** used   **3** Would   **4** would   **5** to   **6** use   **7** would  
**8** wouldn't

- 4** (T-S, S-T) ★★ Exercise 4. Students work individually to choose the correct answer. Check answers as a class, encouraging students to explain why the option they chose is correct.

### Answers

**1** never used to   **2** Did the children use to   **3** Did he twist  
**4** use   **5** would   **6** pulled

- 5** (S-S, S-T) ★★★ Exercise 5. Refer students to the words in the box and the example. Students work individually to complete the sentences using the verbs in the box and *used to* or *would*. They then compare answers in pairs. Check answers as a class.

### Answers

**2** didn't use to think   **3** would watch   **4** would fry  
**5** would order   **6** used to love

## PRODUCTION (10 minutes)

(S-S, S-T) Exercise 6. Refer students to the rubric. Ask them to think about how their eating habits have changed since they were young. Students write their short paragraph individually. Monitor students during the activity and offer support as necessary.

## WRAP-UP (5 minutes)

(T-S, S-S) Ask students to give their paragraph to another student. Students read their partner's paragraph and then discuss whether their eating habits are similar to one another's.

## HOMEWORK

Ask students to make a list of five or six questions they often ask shop assistants when they are shopping (e.g. *Do you have this in a smaller size?*). Encourage them to think about different shops and products.

# 03 LESSON 5A SPEAKING AND VOCABULARY (SB)

## OVERVIEW

### Objectives:

- Politely interrupt during a formal conversation, using fixed expressions (GSE 55 – B1+).
- Decline offers politely using a range of formal and informal expressions (GSE 56 – B1+).
- Follow an everyday conversation or informal interview on common topics (GSE 51 – B1+).

### Vocabulary:

- Health and food: *free-range, freshly-squeezed, gluten, organic, wholemeal*

### Resources:

- SB: page 31; Word List page 64

## WARM-UP (10 minutes)

- 1 (T-S, S-T) Ask students what type of shops they go to when they want to buy different products, e.g. food, clothes, technology. Then ask students to share with the class the questions they prepared for homework.
- 2 (T-S, S-S, S-T) Exercise 1. Put students into pairs to answer the questions. Then ask students to share their ideas with the class.

### Answers

Students' own answers

## PRESENTATION (10 minutes)

- 1 (T-S, S-T) Exercise 2. Explain to students that they will listen to a conversation in a health food store. They must listen to find the answer to the question.

### Answer

No, she finds it difficult.



### Audioscript 3.10

**C** = Customer   **M** = Mariam   **K** = Khawla

**D** = Delivery person

**C:** Excuse me, dear.

**M:** Oh, hello! Welcome to Village Health Foods. Can I help you?

**C:** Yes, please. Would you mind telling me where the organic kale is?

**M:** I ... Yes, I think it's ... Khawla?

**K:** Vegetables are at the back.

**M:** The vegetables are at the back. Sorry, it's my first day.

**C:** That's alright, dear. We all have to start somewhere.

**M:** Can I help you with anything else?

**C:** That's very kind of you, dear, but I think I'll manage. Actually, there is something, yes. I'd like to know whether your fruit and veg is locally grown.

**M:** Locally grown? I ... Well, I mean, everything we have looks very fresh, so maybe.

**C:** Yes dear, but have you got any idea whether it's local?

**M:** Khawla? Are our fruit and vegetables locally grown?

**K:** They're imported.

**M:** They're imported. But they do look lovely, very colourful!

**C:** Well, I'm sure they look lovely, but I'm afraid it's local or nothing for me.

**M:** Oh, okay. Can I help you with anything else?

**C:** I wonder if you have any free-range eggs.

**M:** Well ... I think we ... I just don't know where ... It's my first day, you see ...

**C:** Yes, dear. You mentioned that.

**M:** I've been trying to learn where everything is, but it's really not that easy. I had thought about drawing a little map, but then I forgot and then I thought, well, maybe that's a stupid idea, because ...

**C:** Sorry, I don't mean to be rude but I am in a hurry. Could you tell me where I can find those eggs?

**M:** Of course! Sorry. Khawla? Free-range eggs?

**K:** Back left, Mariam.

**M:** Back left. Shall I show you where that is?

**C:** No, that's alright, thanks, I'll be fine. Good luck with the new job.

**K:** Delivery, Mariam!

**M:** Oh. Yes. Right.

**K:** Find out if they've brought the wholemeal bread.

**M:** Hi. Do you happen to know if you've got any wholemeal bread in there?

**D:** Wholemeal bread? I don't really know to be honest. Sorry, it's just ... it's my first day.

**M:** Really? Well, that's alright – we all have to start somewhere!

## TIP

Remind students to listen for tone of voice to help them find the correct answer.

- 2 (T-S, S-S, S-T) Exercise 3. Refer students to the Speaking box. Give them time to read it and ask any questions. Refer students to Exercise 3. Model the activity using the example given in item 1. Ask students to complete the activity individually and then compare answers in pairs. Listen and check answers as a class. You might want to point out how *fruit and vegetables* tends to get shortened to *fruit and veg* in natural English.

### Answers

2 kind   3 know   4 idea   5 afraid   6 wonder   7 Could  
8 alright   9 happen

## Audioscript 3.11

1 Would you mind telling me where the organic kale is?

2 That's very kind of you, dear, but I think I'll manage.

3 I'd like to know whether your fruit and veg is locally grown.

4 Have you got any idea whether it's local?

5 I'm sure they look lovely but I'm afraid it's local or nothing for me.

6 I wonder if you have any free-range eggs.

7 Could you tell me where I can find those eggs?

8 No, that's alright, thanks. I'll be fine.

9 Do you happen to know if you've got any wholemeal bread in there?



## PRACTICE (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 4. Put students into new pairs. Explain to students that when we make indirect questions with *I was wondering ...* and *I'd like to know ...*, we don't use question marks. Read the first item aloud and then do the second item as a class. Then have students work in their pairs to complete the activity. Check answers as a class. Fast finishers can come up with a few more indirect questions.

### Answers

- 2** I was wondering what time the juice bar in the gym closes.  
**3** Have you got any idea if/whether this bread contains gluten?  
**4** Do you think I could have soy milk?  
**5** Would you mind telling me where I can buy freshly squeezed apple juice?

### Extra Activity

After Exercise 4, refer students to the questions they wrote at home. They should rewrite them as indirect questions, using phrases from the Speaking box.

### TIP

Give students a copy of Audioscript 3.11 with the indirect questions blotted out. They complete the gaps from memory or with other compatible sentences.



- 2** (T-S, S-T) Exercise 5. Ask students to read the sentences individually. Then play the recording, with pauses for students to repeat after each sentence. If students haven't picked up the pronunciation naturally, highlight how the underlined words tend to run together (e.g. in 'could you', the two sounds of /d/ and /j/ become more like /dʒ/, so we hear 'coul/dʒ/ou' or sometimes 'coul/dʒə/'). Then have students say the sentences aloud. Monitor for correct pronunciation and correct where necessary.

## PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 6. Put students into new pairs. Refer Student A to page 73 and Student B to page 75. Have students do the activity. As students work, monitor for correct use of language and vocabulary. Correct as necessary. Ask pairs to role play in front of the class.

## WRAP-UP (5 minutes)

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

## HOMework

Ask students to make a list of the different food and drinks sold at their school canteen and if possible, bring photos of (some of) them.

## CONTINGENCY PLAN

If your students need more support with language for being polite: Set the classroom up like it is a store, with realia or pictures of objects that people might find in a store. Display/ Write some of the expressions from the Speaking box on page 31, and walk around the class, eliciting appropriate phrases of polite enquiries, as might be found in a store.

Example:

**Teacher:** Hello, Madam/Sir. How can I help you?

**Student:** Could you tell me how much this is?

**Teacher:** Sure, it's two dinars.

If your students need an extra challenge: Ask students to write a role play between a customer and a store assistant that uses at least five of the expressions from the Speaking box on page 31.

# 03 LESSON 6A READING AND VOCABULARY (SB)

## OVERVIEW

### Objectives:

- Identify key information in a simple academic text, if guided by questions (GSE 48 – B1).
- Guess the meaning of an unfamiliar word from context (GSE 55 – B1+).
- Recognise significant points and arguments in straightforward newspaper articles on familiar topics (GSE 56 – B1+).

### Vocabulary:

- Describing food and drink: *calories, diet, fizzy, foods, fresh, ingredients, junk, processed*

### Resources:

- SB: pages 32–33; Word List page 64
- TB: Culture Notes page 121

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Put students into pairs. Ask them to take out their homework and share their lists with their partners. Ask them to discuss if the food items are healthy or unhealthy and what other types of food they would like to see their canteen sell. Get feedback as a class.

## PRE-READING (5 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Ask students to think about their dietary habits. Give students one minute to individually make a list of the healthy and unhealthy food items they eat. Then let them compare their lists with their partners. Get feedback from the class and discuss how healthy their diets are in general.

### Answer

Students' own answers

- 2 (T-S, S-T) Refer students to the picture and title on page 33 and ask what they think the text is about (*healthy meals in schools*). Have students skim the text to find the answer. Check the answer as a class.

## WHILE READING (5 minutes)



(T-S, S-S, S-T) Exercise 2. Give students time to read the article and complete the activity. Remind them that there are three extra sentences. Students then compare answers with their partners. Check answers as a class. You can refer to the Culture Notes on page 121 for more information on the Italian ministry of health.

### Answers

1 A 2 H 3 E 4 D 5 F

## TIP

Explain to students that they should read the whole text again, this time more slowly. They should read the sentences before and after the gap carefully, so they can see what sentence is to be placed there.

## POST-READING (15 minutes)

- 1 (T-S, S-T) Ask students to say what they found interesting about the article and if they usually choose carefully what to eat. Ask what they consider a balanced diet. Encourage students to tell you the benefits of slow food.
- 2 (T-S, S-S, S-T) Exercise 3. Explain to students that they have to make questions with the prompts. Complete the first item on the board with the class. Put students into new pairs and have them form the questions. Fast finishers can add their own questions. Check answers as a class. Write the questions on the board. Ask students to change partners to complete the second part of the activity in which they answer the questions. Ask students to share their ideas with the class.

### Answers

- 1 Why has the Mediterranean diet had a lot of publicity? because it is one of the healthiest eating plans there is; it contains plenty of fruits and vegetables, nuts and herbs
  - 2 How much red meat do people eat? only a limited amount of red meat
  - 3 Why is olive oil good for you? it is rich in the type of fats that are good for the body rather than processed fats which can be harmful
  - 4 Who designed the national plan for school lunches? the Italian Ministry of Health and the schools
  - 5 What do children drink? water
  - 6 What do children usually eat at the end of a meal? fresh fruit that is in season or a simple dessert
- 3 (T-S, S-S, S-T) Exercise 4. In pairs, ask students to read the Fact Box and check the meanings of any words they do not know. Encourage them to guess the meanings of the words from the context first, before using a dictionary. Ask students to write down which superfoods they have eaten and which one they would like to try. Remind them to give a reason for their answer. Get feedback as a class.

### Answers

Students' own answers

- 4 (T-S, S-S, S-T) Exercise 5. Put students into new pairs. Have students look at the words in the box and explain them to their partner as best they can. Check the answers as a class. Ask students to work individually to complete the activity. Model the activity using the example given. Check answers as a class. If time, ask students to ask and answer the questions with other students in the class. Give them five minutes to mingle. Ask students to report back to the class.

### Answers

2 ingredients, processed 3 diet 4 foods 5 fizzy  
6 junk 7 fresh

## PRODUCTION (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 6. Write the following on the board: *People today consume more unhealthy food and drink than ever before.* Put students into groups and ask them to discuss the bullet points. Encourage them to come to an agreement about which is the best idea. Get feedback as a class. Do all the groups agree? Encourage quieter students by asking questions, such as *What do you think?* or *Do you agree?*

### Answers

Students' own answers

- 2** (T-S, S-S, S-T) Exercise 7. Explain to students that they should choose a region of the world and find out what people eat there and if they have a healthy diet. Ask them to write a paragraph about it. Put students into pairs and ask them to read the information to each other. Then get feedback as a class.

### Answer

Students' own answers

## WRAP-UP (5 minutes)

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

## HOMEWORK

Ask students to find photos of holidays or day trips they have been on with their family and friends and make notes about the place, what they did and what happened there.

## CONTINGENCY PLAN

If your students need more support with language about food: Ask students to look at the text on page 33 again and to underline or highlight five adjectives that describe food (e.g. *processed fats*, *healthy diet*). Then, get students to write five alternative sentences that use the phrases they found.

If your students need an extra challenge: Ask students to find information about another type of diet (e.g. the keto diet or a vegan diet) and to explain it to the class. Listeners should ask questions and assess whether it sounds like a healthy diet.

# 03 LESSON 7A WRITING (SB)

## OVERVIEW

### Objectives: Writing

- Narrate a story (GSE 45 – B1).
- Narrate a story in detail, giving relevant information about feelings and reactions (GSE 67 – B2+).
- Understand the plot of extended narratives written in standard, non-literary language (GSE 62 – B2).
- Recognise the writer's point of view in a structured text (GSE 58 – B1+).
- Write a story with a simple linear sequence (GSE 45 – B1).
- Use common connectors to tell a story or describe an event in writing (GSE 51 – B1+).

### Resources:

- SB: pages 34–35
- Online resources: Graphic Organiser for this unit

## WARM-UP (5 minutes)

(T-S, S-T) Ask students to show their holiday photos. Have them say where they went and what they did there. Then ask if students have ever had a bad holiday and if so to say what happened.

### Answers

Students' own answers

## PRACTICE (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Ask students what they would do if they saw a shark while swimming in the sea. Put students into pairs and have them use the pictures and words in the box to create a story. They should take notes. Ask pairs to share their answers with another pair. Then have students read the story on page 34. Ask if their stories were the same as the one they just read.

### Answers

Students' own answers

- 2 (T-S, S-T) Exercise 2. Have a class discussion. Write the adjectives students use to describe the surfer, the lifeguard and the people on the beach. Check spelling and pronunciation.

### Answers

**Surfer:** relieved, shocked, grateful, happy to be alive

**Lifeguard:** proud, shocked, exhausted

**People on the beach:** surprised, amazed, frightened

- 3 (T-S, S-S, S-T) Exercise 3. Elicit what verb tenses are usually used in stories (*Past Simple*, *Past Continuous* and *Past Perfect*). They can refer back to the story if necessary. Then ask students how each tense is formed (*-ed*, *was/were + -ing*, *had + -ed*). Refer students to the Writing box and ask them to read it individually. Then put students into new pairs and have them complete the activity. Check answers as a class.

### Answers

1 third-person 2 on a beach 3 details about the weather and the location 4 A lifeguard punches a shark in the face and saves the life of a surfer. 5 Past Simple, Past Continuous, Past Perfect 6 He describes a decision he made because of what had happened.

- 4 (T-S, S-S, S-T) Exercise 4. Ask students to look at the words in bold. Elicit what kind of words they are (*linkers*). Have students complete the activity individually. Model the

activity using the example given. Then check the answers in pairs and as a class.

### Answers

2 then 3–4 from nowhere, all of a sudden (in any order)  
5–6 as, while (in any order)

- 5 (T-S, S-S, S-T) Exercise 5. Put students into new pairs. Ask them to look at the story on page 34 and find the underlined adjectives. Ask students to write these adjectives down and then add any more similar adjectives in the story to the list. Check answers as a class.

### Suggested answers

clear, hot, beautiful, deep, golden, powerful, warm, shallow, huge, dark, fearless, shocked.

brave, incredible, dramatic, relieved

- 6 (T-S, S-S, S-T) Exercise 6. Refer students to the rubric and explain that together they are going to re-tell the story from the surfer's point of view. They do not need to write the story, but it might help them to make notes. Remind students to refer to the Writing box as they work and use different tenses, adjectives and linkers to help the story flow. Monitor and help with language when necessary. If there is enough time, put students into different pairs and let them tell each other their stories.

### Answers

Students' own answers

## PRODUCTION (20 minutes)

- 1 (T-S, S-T) Exercise 7. Give students about 15 minutes to write their story. Remind students to use the Writing box to help them and to use their notes. Tell them that they can also use the short story on page 34 as a model for their writing. Monitor and support students as they work.
- 2 (T-S, S-S, S-T) When students have finished writing, tell them to self-check their stories. Then put students into pairs and tell them to check each other's stories. Students should check if their partner's stories include all the information and if everything is clear.

## TIP

Explain to students that their story doesn't need to be true. They can make it all up. Struggling students can adapt a story they know.

## WRAP-UP (5 minutes)

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

## HOMEWORK

Ask students to rewrite their story after the feedback from their peers.

## CONTINGENCY PLAN

If your students need more support with writing a story: Find and display three or four pictures that relate to the sequence of one story (these might come from a story book or a comic). Ask students to tell you what the correct order of the pictures is and to make sentences to describe each picture. They should then add sequencing phrases from Exercise 3 to those sentences.

If your students need an extra challenge: Ask students to write or tell an anecdote that contains sequencing phrases from Exercise 3.

## OVERVIEW

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

### Objectives:

- All language-related objectives from Unit 3.

### Resources:

- SB: Word List page 64; Grammar Reference page 69
- WB: pages 26–27; Self-assessment 3 page 25
- Assessment: Unit 3 Language Test

## VOCABULARY AND GRAMMAR

Exercise 1.

### Answers

2 amateur 3 competition 4 professional  
5 record 6 medal 7 ankle

Exercise 2.

### Answers

1 had already started 2 was travelling, visited  
3 was rock climbing, didn't hear 4 had you learnt, were  
5 was running, pulled, felt, had struck  
6 was, was shining, were singing, started 7 had asked, saw  
8 decided, had seen

Exercise 3.

### Answers

3 correct 4 believed/used to believe 5 correct  
6 wasn't/didn't use to be 7 moved 8 correct  
9 correct 10 won

## USE OF ENGLISH

Exercise 4.

### Answers

2 used to spend hours  
3 That's (very) kind of  
4 to get into shape  
5 wonder/was wondering if you could

## READING

Exercise 5.

### Answers

1 c 2 a 3 b

## SPEAKING

Exercise 6.

### Answers

Students' own answers

## WRITING

Exercise 7.

### Answers

Students' own answers

# 04 UNIT 4 MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
<p><b>UNIT 4</b> <b>Time to move</b></p>	<p>Theme 1: Society Theme 2: Culture</p>	<p><b>Listening:</b> deducing motive and viewpoint, citing supporting evidence; discussing objectivity of information and speaker; using signal words to understand the sequence of and relationships between ideas; providing constructive feedback on peers' oral presentations; learning how to benefit from peers' feedback</p> <p><b>Speaking:</b> sustaining 5–7-minute conversations; maintaining meaningful dialogues of up to ten exchanges; making formal announcements; eliciting information from other students; debating regularly in a deliberative discussion as an innovative teaching strategy; providing constructive feedback that helps the speaker to clarify his/her point of view</p> <p><b>Reading:</b> anticipating the topic through looking at titles, subtitles and graphics; identifying a central idea of a text and how it is conveyed; connecting what is read with personal ideas and beliefs; tracing and evaluating an argument and specific claims in a text, distinguishing those that are supported by evidence from the ones that are not</p> <p><b>Writing:</b> using writing strategies; using appropriate organisational patterns; using criteria to evaluate their writings and sources</p> <p><b>Viewing and presenting:</b> analysing visual information by asking relevant questions and discussing intended meaning; explaining why certain features of the visual text have been chosen for a particular purpose and audience; deducing how certain conventions were used to influence the viewer's attitude and opinions; making inferences from explicit and implicit information; deducing the relationship between visual and written information; orally presenting ideas and opinions on a variety of topics; responding to open-ended questions on visual texts with examples and justification</p>	<p><b>Listening:</b> analyse main ideas and supporting details; respond to critical thinking questions before, during and after listening citing evidence; make inferences citing evidence; guess the meaning of unknown vocabulary words and phrases from context; use resources to help construct meaning; predict content from context; ask and answer questions about what a speaker says in order to clarify comprehension, collect additional information or deepen understanding of a topic or issue; recognise redundancies to help identify main ideas or important points; identify the purpose of a presentation by giving evidence; provide constructive feedback on peers' oral presentations; identify signal words and use them to understand the sequence of and relationships between ideas; respond to conversations where speakers are giving advice or directions, making assumptions, giving opinions, agreeing and disagreeing</p> <p><b>Speaking:</b> rehearse and develop informative speech; stop and restart utterances that are not clear and pause to rephrase; lead classroom discussions about topics of personal or academic interest; debate regularly in a deliberative discussion as an innovative teaching strategy; warn, give advice and recommend using a variety of expressions</p> <p><b>Reading:</b> anticipate the topic by looking at the title, subtitles and graphics; skim and scan a text for general ideas, organisation and specific details; make use of contextual clues to infer meanings of unfamiliar words, phrases or idiomatic expressions; identify a central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments; determine the meaning of words and phrases as they are used in a reading text; identify the author's point of view or purpose and explain how it is conveyed; connect what they read with personal ideas and beliefs; determine the referent of a pronoun used in the text; identify the word in a text whose meaning or opposite is given; evaluate texts critically and support this with relevant textual references</p> <p><b>Writing:</b> make a list to develop ideas for writing on a focused topic; practise brainstorming, outlining, drafting, revising, editing and publishing</p> <p><b>Viewing and presenting:</b> present and develop ideas and opinions on a variety of topics orally; respond to questions related to the visual texts with examples and justification; project voice clearly when speaking, using intonation and pauses; make connections to more than one of the six course themes; describe and interpret visual images of different types like posters and advertisements, and show how they affect the audience</p>



## OVERVIEW

### Objectives:

- Describe what they would do and how they would react to situations in a text (GSE 61 – B2).
- Use 'needn't' and 'don't/doesn't have to' to express absence of obligation in the present and future (GSE 43 – B1).
- Use 'mustn't' to express prohibition in the present and near future (GSE 46 – B1).
- Use 'may not' to express prohibition in the present and near future (GSE 53 – B1+).
- Use 'ought(n't) to' to offer or ask for advice or suggestions (GSE 62 – B2).

### Vocabulary:

- Air travel collocations: *book a flight, choose an aisle/window seat, leave your luggage unattended, go through security, go to your gate, put your luggage in the overhead locker, fasten your seatbelt, switch your phone to flight mode, watch the safety demonstration*

### Resources:

- SB: pages 36–37; Grammar Reference page 70; Word List page 65
- TB: Culture Notes page 121
- Online Resources: Photocopiable Resource 14
- Assessment: Grammar Quiz Unit 4 Lesson 1

## WARM-UP (5 minutes)

- 1 (T-S, S-T) Draw students' attention to the photo on page 36 and ask them what it shows. Elicit their answers and ask a volunteer to read the title of the unit. Ask them how they think the photo and the title are related.
- 2 (T-S, S-S, S-T) Exercise 1. Write *flight attendant* on the board and ask students what they know about this job. Get feedback from the class. Then put students in pairs and ask them to discuss the question. Write two lists on the board, one showing the best parts of being a flight attendant and another one showing the worst parts. Elicit ideas from the class and write them in your lists. You can refer to the Culture Notes on page 121 for more information on flight attendants.

### Answers

Students' own answers

## PRESENTATION (10 minutes)

- 1 (T-S, S-T) Exercise 2. Tell students that they are going to read some passenger comments to a flight attendant. Ask them to read them carefully and decide which they think is the funniest. Ask students to think about what they could say in reply to the comment. Get feedback from the class.

### Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 3. Draw students' attention to the underlined words and elicit what they have in common (*they are all modal verbs*). Ask them which two of the modal verbs on page 36 we use to say that something is necessary (*must* and *have to*). Refer them to Exercise 3 and ask them to continue with the rest of the exercise alone or in pairs. They can either use the Grammar box to help them, or do the exercise and then check in the Grammar box. Elicit answers from the class.

### Answers

1 have to, must 2 mustn't, can't, may not 3 should, ought to 4 can, could, may 5 can, could 6 can 7 can, could

Refer students to the Grammar Reference section on page 70 of the Student's Book for more information.

- 3 (T-S, S-S, S-T) Exercise 4. Refer students to the *Watch Out!* and give them a chance to read it. Then explain the exercise and ask the students to choose the best option for each sentence. Students complete the activity individually, and then check their answers with their partners. Elicit answers from the class, and then model and practise the pronunciation.

### Answers

1 could 2 Do we have to 3 Can 4 haven't been able to 5 must 6 ought to

## PRACTICE (15 minutes)

(T-S, S-S, S-T) Exercise 5. With their books closed, ask students if they have ever been on a plane and if they know any words or phrases related to air travel. Put students in pairs to brainstorm as many as they can. Then play the recording and ask students to tick the words in their list that were on the recording. Open books. Ask students to read the task and attempt it before listening again. Then play the recording again for students to complete the task. Students check in pairs, referring to recording 4.1 to check their answers. Write the complete collocations on the board and practise the pronunciation of the whole phrase with the class.

### Answers

2 choose 3 leave 4 go through 5 go 6 put 7 fasten 8 switch 9 watch

## Audioscript 4.1

Welcome to Travel Plus's podcast with advice for first time flyers. Follow our steps for a fantastic flight.



Step one: Book a flight. You should book your flight as early as possible to get the best price. Passengers can usually choose an aisle or a window seat, so think about which you prefer: a beautiful view or easy access to the toilets.

Step two: Packing. You mustn't bring any dangerous items with you in your luggage. Check your airline's website for details and weight limits.

Step three: On the day. Arrive at least two hours before your flight. You really ought to set off early in case there are delays on your journey to the airport. If you get stuck in traffic, the plane won't wait for you.

Step four: At the airport. Check in with your airline. Remember, you can't leave your luggage unattended, or it might be destroyed. Once you have a boarding pass, you may go through security. Forty minutes before your flight departs, go to your gate.

Step five: On the plane. Find your seat and put your hand luggage in the overhead locker. Sit down and fasten your seat belt. Switch your phone to flight mode, watch the safety demonstration, then sit back and enjoy your flight.

## PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 6. Tell students that they are going to listen to some people answering the question: *When you are travelling by Tube, what should you do and what mustn't you do?* Ask them to predict the answers, and then allow them to listen and make notes about what the speakers say, before comparing answers in pairs. Then ask students to choose a different form of transport, and to stand up and mingle, asking at least three different students the same questions: *What should you do and what mustn't you do?* Monitor and assist students as needed. Get feedback from some students.

### Answers

**Rola:** should be aware of space around you, make sure you and other people are safe; mustn't make sudden movements

**Farid:** should have a ticket; mustn't lose it

**Lama:** should be careful of your belongings; mustn't be rude or disruptive

**Adel:** should keep to yourself and let elderly or pregnant ladies your seat; mustn't be rude to people

**Heba:** should be aware of people around you, offer your seat to people who need them; mustn't be rude, rush, push and shove or run for the door

**Alia:** should let people off the train before getting on; mustn't eat smelly food

**Talal:** should take off your rucksack; mustn't hustle down the escalator, try and get on the train when the doors are closing

**Issa:** should take a bottle of water, keep your ticket on you; mustn't talk to too many people



### Audioscript 4.2

**N** = Narrator **R** = Rola **F** = Farid **L** = Lama

**Ad** = Adel **H** = Heba **Al** = Alia **I** = Issa **T** = Talal

- N:** When you are travelling by Tube, what *should* you do and what *mustn't* you do? Rola.
- R:** When travelling on the Tube, I think you should be aware of the space around you and the people around you, and just be quite vigilant, I think, making sure that you're safe and you're not putting other people in danger, especially when actually on the Tube platforms. And I think you mustn't make any too sudden movements, and you should be conscious of the signs that are there for everybody's safety.
- N:** Farid.
- F:** If you're travelling by Tube, you should have your ticket ready and you mustn't lose it because you might get a fine.
- N:** Lama.
- L:** When travelling on the Tube, I think you have to be careful of your belongings – your bags and stuff like that. And you mustn't be rude or disruptive.
- N:** Adel.

**Ad:** What you mustn't do is be rude to people. What you should do is keep to yourself and keep your head down, and if there's an elderly lady or a pregnant lady, you should let them sit down.

**N:** Heba.

**H:** You should always be aware of the people around you; obviously, if there's an elderly person or a pregnant woman standing up, then you should offer your seat to them; and just don't be rude and don't rush because everyone's trying to get somewhere; so, just be aware of the people around you. What you mustn't do is push and shove and try and run for the door if they're closing, because that delays the Tube.

**N:** Alia.

**Al:** When using the London Underground, you should always let people off first before you get on, and you shouldn't eat unsociable food – by that I mean unnecessarily smelly. If you have to eat, dry snacks only.

**N:** Talal.

**T:** If travelling by Tube, you should probably take your rucksack off to make space. You mustn't hustle down the escalator, you mustn't stand on the left, and you mustn't try and get onto the Tube at the last minute when the doors are closing.

**N:** Issa.

**I:** When you're travelling by Tube, you must take a bottle of water with you to keep hydrated, and you should keep your ticket on you at all times. You shouldn't interact with too many people because you might miss your stop.

## WRAP-UP (5 minutes)

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

## HOMEWORK

Choose one form of transport and write five sentences about it, using modals.

## CONTINGENCY PLAN

If your students need more support with using modal verbs: Write the following travel scenarios on the board:

**1** *You are visiting a new city.*

**2** *You are going to a foreign country and don't speak the language.*

**3** *You want to travel on a budget.*

Then ask students: *What advice would you give for these situations?* and guide them to use modal verbs like *should*, *must*, *could*, etc.

If your students need an extra challenge: Have students write the script for the pre-flight safety announcement, advising passengers what they should/shouldn't do.

There is a downloadable photocopiable resource number 14 to use.

## OVERVIEW

### Objectives:

- Use 'needn't' and 'don't/doesn't have to' to express absence of obligation in the present and future (GSE 43 – B1).
- Use 'mustn't' to express prohibition in the present and near future (GSE 46 – B1).
- Use 'may not' to express prohibition in the present and near future (GSE 53 – B1+).
- Use 'ought(n't) to' to offer or ask for advice or suggestions (GSE 62 – B2).

### Resources:

- SB: pages 36–37
- WB: pages 28–29

## WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to keep their books closed. Students work in pairs and try to remember as many of the modal verbs from the previous lesson as they can. Get feedback from students and write the modals on the board. Ask students if they remember which modal(s) are used for advice, requests, ability and permission.

## PRACTICE (35 minutes)

- 1** (T-S, S-S, S-T) ★ Exercise 1. Ask students to underline the modal in each sentence. Do the first item with the class, then ask students to complete the exercise alone and compare answers in pairs. Check answers as a class.

### Answers

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

- 2** (T-S, S-T) ★ Exercise 2. Elicit the answer to the first question, and ask students to explain why (*it's necessary*). Students work alone to complete the exercise. Encourage students to rationalise their choice while checking in pairs. Check answers as a class, eliciting the reason for each answer. Check the difference between *mustn't* (*prohibition – you don't have a choice*) and *don't have to* (*no obligation – you have a choice*).

### Answers

1 a 2 b 3 c 4 c 5 b

- 3** (S-T) ★ Exercise 3. Go through the example together and then students complete the exercise alone. Check answers as a class, checking understanding by asking *Do they/you have a choice?*

### Answers

1 must 2 don't have to 3 mustn't 4 must 5 mustn't 6 don't have to

- 4** (T-S, S-S, S-T) ★★ Exercise 4. Go through the example together. Elicit that the modal is followed by infinitive without *to*. Students continue alone and check in pairs before you check answers as a class. Ask students to explain their answers (e.g. *'could(n't)'* is used for *past ability*). Model the pronunciation and put students in pairs to practise the sentences.

### Answers

2 couldn't pack 3 Can you see 4 could go 5 can't say 6 couldn't fly

- 5** (T-S, S-T) ★★ Exercise 5. Ask students if they remember how to talk about ability in other tenses (*we use be able to*). Go through the example together and then put the students in pairs to complete the exercise. Check answers as a class, making sure students have the form correct.

### Answers

2 Have you ever been able to travel 3 won't be able to sit 4 wasn't/hasn't been able to get 5 won't be able to board

- 6** (T-S, S-S, S-T) ★★★ Exercise 6. Put students in pairs to complete the exercise. Fast finishers can write the answers on the board once you've checked them. Students can correct their own work. Encourage students to ask each other if they're not sure why their answer was wrong.

### Answers

2 Do I have to take off my shoes at security?  
3 Can I open the window?  
4 Should I ask the flight attendant for assistance?  
5 Can she understand Spanish?  
6 May I use the reading light?

- 7** (T-S, S-S, S-T) ★★★ Exercise 7. In new pairs, ask students to complete the exercise. Fast finishers can write their answers on the board after you've checked them. Students can use them to correct their answers. Monitor and help if necessary.

### Answers

1 Yes, you should.  
2 Can I choose my seat? No, you can't.  
3 Do I have to take some form of ID? Yes, you do.  
4 May I do some shopping at the airport? Yes, you may.  
5 Should I pack a heavy suitcase? No, you shouldn't.

- 8** (T-S, S-T) ★★★ Exercise 8. Put students in pairs to discuss *What do you have to do when you travel by plane? What can't you do?* Then ask them to scan the text and check if their ideas are in the text. Students complete the exercise alone and then check in pairs. Check answers as a class.

### Answers

2 mustn't 3 mustn't 4 shouldn't 5 can 6 shouldn't 7 can 8 should

- 9** (T-S, S-S, S-T) Exercise 9. Refer students to the rubric. Ask them to think of a trip they have made and the things they could, couldn't and had to do on it. Students write their short paragraph individually. Monitor students during the activity and offer support as necessary.

## WRAP-UP (5 minutes)

(T-S, S-T) Students tell their partner about the last time they travelled somewhere.

## HOMEWORK

Students write a short paragraph about their partner's last trip using the information they were given in the Wrap-up.

## OVERVIEW

## Objectives:

- Distinguish between fact and opinion in relation to common topics (GSE 51 – B1+).
- Guess the meaning of an unfamiliar word from context (GSE 55 – B1+).
- Generally understand details of events, feelings and wishes in letters, emails and online postings (GSE 51 – B1+).
- Identify key information in an extended text or article (GSE 57 – B1+).

## Vocabulary:

- Travel phrases: *go off the beaten track, hire a car, plan the route, hit the road, get lost, ask the way, turn back*

## Resources:

- SB: pages 38–39; Word List page 65
- Online Resources: Photocopiable Resource 15

## WARM-UP/PRE-READING (5 minutes)

(S–S, S–T) Ask students to get into pairs and discuss the question: *Imagine you could go on holiday anywhere in the world. Where would you go?*

## WHILE READING (15 minutes)



- 1** (T–S, S, S–T) Exercise 1. Refer students to the picture and the title on page 39. Ask them what they think the text will be about. Remind them about the skimming technique, and then refer them to Exercise 1 and have them skim the text to answer the questions. Alternatively, students can read and listen. Check answers as a class.

## Answer

Yes, he did. At first he was unsure about it, but in the end he had a great time.

- 2** (T–S, S–S, S–T) Exercise 2. Refer students to the *Active Reading* box and ask them to read it silently. Then ask them to read paragraphs 1 and 2 again and answer the questions. Have them check the answers in their pairs then as a class.

## Answers

- 1 He wasn't sure because he wanted to be independent.
- 2 surprisingly
- 3 positive
- 4 It was so hot we were melting.

- 3** (T–S, S–S, S–T) Exercise 3. Refer students to the first sentence and ask them which words tell you that it was a negative experience (*frustrating, supposed to*). Give students about two minutes to complete the activity individually. Have them compare answers in pairs. Check answers as a class, and ask students to justify their answers.

## Answers

- 2 positive
- 3 negative
- 4 neutral

- 4** (T–S, S–S, S–T) Exercise 4. Explain to students that the items presented are sub-headings for each paragraph. Ask them to read paragraphs 3 to 5 and think about what each rule is saying. Then have them complete the activity and compare answers in their pairs. Check answers as a class. Ask students to justify their answers.

## Answers

Rule 1: c, Rule 2: d, Rule 3: a

## POST-READING (10 minutes)

(T–S, S–T) Exercise 5. Ask students to look at the highlighted phrases in the text and tell their partner which ones they know, which ones they can guess the meanings of, and which ones they don't understand. They can help each other or use dictionaries to check the meaning. Model the activity using the example. Have students work alone or in pairs to complete the activity. Check answers as a class.

## Answers

**2** ask the way **3** hire a car **4** go off the beaten track  
**5** plan the route **6** turn back **7** hit the road

## PRODUCTION (10 minutes)

(T–S, S) Exercise 6. Students work alone to plan then write their email. Point out that they must say why they chose each place, and they must use some of the ideas from the *Active Reading* box.

## WRAP-UP (5 minutes)

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

## HOMEWORK

Students make a note of the phrases that were new to them, and find a way to remember them: e.g. *write a funny travel story, or teach the phrases to a family member or friend.*

## CONTINGENCY PLAN

If your students need more support with using language to talk about a holiday: Elicit adjectives and adverbs from the text that describe the writer's feelings about the holiday, and write these on the board under *adjective* and *adverb* headings. Then ask students to use those adjectives and adverbs in different sentences.

If your students need an extra challenge: Put students in pairs to tell each other about a bad place or a bad holiday experience. Encourage them to use the adverbs featured in the lesson.

There is a downloadable photocopiable resource number 15 to use.

## OVERVIEW

### Objectives:

- Can briefly give reasons and explanations for opinions, plans and actions (GSE 51 – B1+).
- Follow an everyday conversation or informal interview on common topics (GSE 51 – B1+).

### Vocabulary:

- Travel essentials: *ear plugs, first aid kit, headphones, insect repellent, penknife, phone & charger, pocket guidebook, power bank, sunblock, torch, travel adapter, travel pillow*
- Travel phrases: *escape the crowds, find your way around, local time, reach your destination, set off, stop off, take a direct flight*

### Resources:

- SB: page 40; Word List page 65
- Online resources: Photocopiable Resource 16
- Assessment: Vocabulary Quiz Unit 4

## WARM-UP (5 minutes)

(T-S, S-S, S-T) With their books closed, tell students to imagine that they are going to an island for six months and they can take three things. What three things will they pack? Discuss in pairs.

### Answer

Student's own answers

## PRESENTATION (10 minutes)

- (T-S, S-S, S-T) Exercise 1. Refer students to the pictures at the bottom of the page. Tell them they are going to read a few packing tips. Ask them what they think the packing tips could be. Allow them to read and answer the questions and then have a class discussion about the questions. Encourage students to respond to each other's ideas. If necessary, you can ask a student *What do you think?* or *Do you agree?* to make sure all have a chance to speak.

### Answers

Student's own answers

- (T-S, S-T, S-S) Exercise 2. Ask students to cover the words and try to name the items they see in pairs. Have them work individually to complete the activity. Check answers as a class, modelling and practising pronunciation. Have students tell their partner which of the items they have at home.

### Answers

1 D 2 B 3 G 4 K 5 E 6 H 7 I 8 J 9 A 10 C  
11 L 12 F

- (T-S, S-T) Exercise 3. Tell students they are going to listen to a conversation between two friends called Abeer and Sana. Play the recording for students to answer the questions individually. Check answers as a class.

### Answer

Portland (Oregon, USA). The weather is going to be hot and sunny.

## Audioscript 4.4

S = Sana A = Abeer

- S: Hi, Abeer. All packed?  
A: Yep. I found a really useful packing list online.  
S: So, you won't forget your toothbrush?  
A: Ha, ha! I've got all the essentials, I think. I've got sunblock so my skin doesn't get burnt when I'm outside exploring.  
S: I need some time exploring, too! I wish I could escape the crowds and go off the beaten track ... Are you stopping off somewhere on the way?  
A: No, I'm taking a direct flight to Portland.  
S: What time do you have to set off?  
A: Well, the flight's at 4 a.m. It takes twelve hours to get there, and the time difference is eight hours – behind us, I mean, so I'll reach my destination at 8 a.m. local time.  
S: It's a long way! Have you got a travel pillow so you don't get a stiff neck? And you ought to take some ear plugs in case it's really noisy on the plane and you can't hear yourself think.  
A: Yep. They were on the list.  
S: And have you got some insect repellent? I read that Oregon has some very hungry mosquitoes.  
A: I have. And I've got a little first aid kit in case of minor injuries.  
S: Good plan. Have you got a guidebook? How are you going to find your way around? You don't want to get lost, do you?  
A: I've got my phone so I'll be fine.  
S: OK, and are the electric plugs the same or do you need a travel adapter?  
A: They're not the same, but I've got one, thanks.  
S: You're welcome. All I ask for in return is a few photos.  
A: No problem. I think I'm ready. Anyway, for the first night I'll be staying within easy reach of the shops so if I forget something ...  
S: Listen, have the best time! And let me know you've arrived safely.  
A: Yes, Mum.  
S: Mum?!? It's only because I—  
A: I know, I know. Oh, Sana, I'll miss you. See you in a couple of weeks.

## PRACTICE (15 minutes)

- (T-S, S-T) Exercise 4. Ask students to work in their pairs to fill in the missing words. Model the activity using the example. Play the recording for them to check their answers. Check answers as a class.

### Answers

2 travel pillow 3 ear plugs 4 insect repellent 5 first-aid kit 6 travel adapter

## Audioscript 4.5

- I've got sunblock so my skin doesn't get burnt when I'm outside exploring.
- Have you got a travel pillow so you don't get a stiff neck?
- You ought to take some ear plugs in case it's really noisy on the plane.
- Have you got some insect repellent? I read that Oregon has some very hungry mosquitoes.
- I've got a little first aid kit in case of minor injuries.
- Are the electric plugs the same or do you need a travel adapter?



# 04 LESSON 3A VOCABULARY (SB)

- 2 (T-S, S-T) Exercise 5. Model the activity using the example given. Ask the class to complete the activity individually. Play the recording for students to check their answers.

## Answers

2 off 3 direct 4 set 5 reach, time 6 way



## Audioscript 4.6

- 1 I wish I could escape the crowds and go off the beaten track.
- 2 Are you stopping off somewhere on the way?
- 3 I'm taking a direct flight to Portland.
- 4 What time do you have to set off?
- 5 I'll reach my destination at 8 a.m. local time.
- 6 How are you going to find your way around?

## PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 6. Refer students to the rubric and example sentence. Ask students to make a list of the things they always take with them and why. Monitor and help if necessary. Ask volunteers to tell the class some of their ideas and find out how many students took the same things.

## WRAP-UP (5 minutes)

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

## HOMEWORK

Choose 5–10 words/phrases from this lesson, and create a crossword. They could do this by hand or use a free online puzzle maker.

## CONTINGENCY PLAN

If your students need more support with using phrases about travel: Ask students to copy the pictures and list of vocabulary items from page 40 into their notebooks. They should also add articles where possible.

If your students need an extra challenge: Put students in pairs and ask them to take turns to describe something from the picture on page 40 without naming it. Their partner guesses what item they are referring to.

There is a downloadable photocopiable resource number 16 to use.

## OVERVIEW

### Objective:

- Write an everyday connected text using a set of short elements or facts and building them into a sequence (GSE 47 – B1).
- Write a simple, structured informational leaflet/brochure, given a model (GSE 51 – B1+).
- Give advice, including reasons (GSE 61 – B2).

### Resources:

- SB: page 40
- WB: page 30

## WARM-UP (10 minutes)

(T-S, S-S) Students swap the crosswords they prepared for homework with another student and complete it. Those who haven't done their homework can create a crossword now.

## PRACTICE (20 minutes)

- 1** (T-S, S-T) ★ Exercise 1. Students work alone and then in pairs to choose the correct word. Check answers with the class. Then tell students to close their books and try to write down all six vocabulary items without checking.

### Answers

**2** first aid kit   **3** travel pillow   **4** travel adaptor  
**5** ear plugs   **6** insect repellent

- 2** (T-S, S-S, S-T) ★★ Exercise 2. Do the first one with the class. Students complete the exercise alone and then check in pairs. They can refer back to the phrases in the Student's Book if they get stuck. Check answers as a class.

### Answers

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

- 3** (T-S, S-S, S-T) ★★★ Exercise 3. Ask students to read the headline and guess what the text is about. Tell them to scan quickly and check if they were right. Go through the example together and then students work in pairs to complete the text. Remind students that they should not use more than three words. Check answers as a class.

### Answers

**2** first aid kit   **3** reach   **4** reached   **5** ear plugs

## PRODUCTION (5 minutes)

(T-S, S, S-T) Exercise 4. If there is time, students can discuss the task in pairs before writing. Then ask them to write a paragraph alone or in pairs. Remind them to use as much vocabulary from the lesson as they can.

### Answer

Students' own answers

## WRAP-UP (10 minutes)

(T-S, S-T) Ask students to work in small groups and answer the question: *Do you find it easy or difficult to remember new vocabulary? What techniques or strategies help you to remember new vocabulary?* Elicit answers from the class and write some ideas on the board (e.g. repetition, making a crossword, drawing pictures, writing translations, personalising, making colourful posters, using them in a text, using humour, using a rhyme, recording them in a vocab book, writing example sentences, using them in a conversation, etc.).

## HOMEWORK

Ask students to choose five of the words or expressions from this lesson and find a way to remember them using one of the ideas from Wrap-up.

# 04 LESSON 4A GRAMMAR (SB)

## OVERVIEW

### Objectives:

- Use 'who/that/which' in basic defining (restrictive) relative clauses (GSE 48 – B1).
- Use object relative clauses with relative pronouns to specify or define (GSE 51 – B1+).
- Use non-defining (non-restrictive) relative clauses to add information (GSE 57 – B1+).
- Correctly use defining (restrictive) and non-defining (non-restrictive) relative clauses (GSE 60 – B2).

### Resources:

- SB: pages 41; Grammar Reference page 70
- TB: Culture Notes page 122
- Online resources: Photocopiable Resource 17
- Assessment: Grammar Quiz Unit 4 Lesson 4

## WARM-UP (5 minutes)

- 1 (T-S, S-T) Ask students to look at the picture and guess where it is. Would they like to visit this place? Tell them they will find out where it is soon.
- 2 (T-S, S-S, S-T) Exercise 1. Ask students to read the email and answer the questions. Students check in pairs. Elicit answers from the class. You can refer to the Culture Notes on page 122 for more information on the state of Oregon and the Siuslaw National Forest.

### Answers

Abeer is in Oregon. She visited a sea fountain/Thor's Well yesterday. Thor's Well is a sea fountain.

## PRESENTATION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Refer students to the underlined pronouns in the email. Ask them what the words have in common. Then tell them to answer the questions in pairs using the underlined relative pronouns in the text. Get feedback from the class.

### Answers

1 a) which, that b) where, which, that c) who, that d) whose

2 We can leave out the relative pronoun in defining relative clauses when the relative clause represents the object (not the subject).

- 2 (T-S, S-T) Exercise 3. Allow students to answer these questions in pairs, or write the two sentences on the board and do this together as a class. Then refer them to the Grammar box and ask them which sentence in Exercise 3 is a defining relative clause (sentence 1) and which one is non-defining (sentence 2). Ask students to find three more defining and three more non-defining relative clauses in the text.

### Answer

The relative clause in sentence 1 tells you who Amy is. The relative clause in sentence 2 gives more information.

Refer students to the Grammar Reference section on page 70 of the Student's Book for more information.

## PRACTICE (20 minutes)

(T-S, S-S, S-T) Exercise 4. Go through the example together. Then put students into new pairs to complete the exercise. Pairs join with other pairs and check their answers. Check answers with the whole class. Ask students if there should be commas (*yes*) and why (*because these are non-defining relative clauses – they give extra info*). Read the sentences aloud, slightly exaggerating the pauses where the commas are. Ask students if they can hear the pauses. Put them in pairs to practise this.

### Answers

- 2 The Shaumari Wildlife Reserve, which was established in 1975, is Jordan's first wildlife protection reserve. / The Shaumari Wildlife Reserve, which is Jordan's first wildlife protection reserve, was established in 1975.
- 3 This athlete, who won Jordan's first Olympic gold medal, was born in 1996. / This athlete, who was born in 1996, won Jordan's first Olympic gold medal.
- 4 The Grand Canyon, which is in the USA, is 446 km long, 29 km wide and 1.86 km deep. / The Grand Canyon, which is 446 km long, 29 km wide and 1.86 km deep, is in the USA.

## WRAP-UP (5 minutes)

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

## HOMEWORK

Ask students to write factual sentences like the ones in Exercise 4. They should write two sentences about their town or city, two sentences about a famous person, and two sentences about a friend or family member. Then they should combine each pair of sentences as they did in Exercise 4.

## CONTINGENCY PLAN

If your students need more support with defining and non-defining relative clauses: Write pairs of sentences on the board, such as:

- The city \_\_\_\_\_ we visited last summer was amazing.

- Paris, \_\_\_\_\_ is known for its history, is a beautiful place to visit.

Elicit which relative pronoun is needed in each sentence (that, which) and elicit why the pronouns are different in each sentence.

If your students need an extra challenge: Ask them to write a paragraph about a place they have visited that they could recommend to others. Tell them to include at least five examples of either defining or non-defining relative clauses. There is a downloadable photocopiable resource number 17 to use.

## OVERVIEW

### Objectives:

- Use 'who/that/which' in basic defining (restrictive) relative clauses (GSE 48 – B1).
- Use object relative clauses with relative pronouns to specify or define (GSE 51 – B1+).
- Use non-defining (non-restrictive) relative clauses to add information (GSE 57 – B1+).
- Correctly use defining (restrictive) and non-defining (non-restrictive) relative clauses (GSE 60 – B2).

### Resources:

- SB: page 41
- WB: page 31

## PRODUCTION (10 minutes)

(T-S) Exercise 5. Ask students to think about a place they like and why they like it. Students write their short paragraph individually. Monitor students during the activity, encouraging them to use the relative pronouns in the box, and offer support as necessary.

## WRAP-UP (5 minutes)

(S-S) Ask students to share what they've written so far with a partner.

## HOMEWORK

Students can complete the paragraph from Exercise 5, or write a paragraph about a famous person using relative pronouns.

## WARM-UP (5 minutes)

(S-S, S-T) Put students in pairs to compare their homework from the previous lesson. Elicit sentences from some of the students.

## PRACTICE (25 minutes)

- 1** (T-S, S-T) ★ Exercise 1. Ask students if sentence 1 is non-defining or defining (*non-defining*). How do they know? (*commas, the clause gives extra information*). Allow them to complete the exercise in pairs, then check as a class.

### Answers

1 ND 2 D 3 ND 4 D 5 D 6 D 7 ND

- 2** (T-S, S-T) ★ Exercise 2. Go through the example together and then allow students to complete the activity alone. Fast finishers can write D or ND next to each sentence.

### Answers

2 which 3 whose 4 where 5 which 6 who 7 who

- 3** (T-S, S-S, S-T) ★★ Exercise 3. Go through the example together. Ask students if we can use 'that' in sentence 1 (*no*) and why (*we can't use 'that' in non-defining relative clauses*) and then allow students to complete this individually.

### Answers

2 that 3 that 4 which 5 which 6 that

- 4** (T-S, S-S, S-T) ★★★ Exercise 4. Go through the example together. Ask students if we can leave out the relative clause in sentence 1 (*no*) and why (*we can't leave out the relative pronoun when the relative pronoun replaces the subject*). Elicit that we can also only leave out the relative clause in defining relative clauses. Put students in pairs to complete the activity.

### Answers

- 2 The house we stayed in last summer was beautiful.  
 3 My grandmother, who is very active, travelled in South Africa last June.  
 4 The video we made on holiday lasts 20 minutes.  
 5 Sawsan, whose brother works on an airline, gets free tickets.  
 6 The man we asked for directions was very helpful.

# 04 LESSON 5A LISTENING AND VOCABULARY (SB)

## OVERVIEW

### Objectives:

- Use words to talk about pollution in a city environment (GSE 45 – B1).
- Understand most of a radio programme about a familiar topic (GSE 60 – B2).
- Understand main points and check comprehension by using contextual clues (GSE 64 – B2).
- Describe places in detail using linguistically complex language (GSE 72 – B2+).

### Vocabulary:

- Air pollution: *congestion, diesel engine, exhaust fumes, fossil fuels, motorway, pollution, smog, sustainable, toxic air*
- Urban transport: *bike lane, carpooling, give way to, knock down, one-way system, pavement, pick up, red light, run over, speed limit, traffic jam*

### Resources:

- SB: page 42; Word List page 65
- TB: Culture Notes page 122
- Online Resources: Photocopiable Resource 18

## WARM-UP (5 minutes)

(T-S, S-T) Tell students to keep their books closed. Write *pollution* on the board. Give students a time limit and ask them to work in pairs and brainstorm as many words as they can related to the word *pollution*. Elicit answers and write the words on the board.

## PRE-LISTENING (5 minutes)

(T-S, S-T) Exercise 1. Ask students to look at the picture and answer the question. Have a class discussion.

### Answer

Students' own answers

## WHILE LISTENING (15 minutes)

**1** (T-S, S, S-T) Exercise 2. Refer students to the word box. Elicit which of these words the class said in the Warm-up. Model the pronunciation of the words to help with the listening activity, but tell them not to worry at this point if they don't know what the words mean. Explain to students that they will listen to a radio show about pollution. Ask them to listen and tick the words they hear. Play the recording and check the answer with the class. You can refer to the Culture Notes on page 122 for more information on air pollution in Delhi and the WHO.

### Answers

Students tick: toxic, diesel, pollution, fuels, sustainable, smog

## Audioscript 4.7



OK, so now, the air we breathe in Amman is not always as fresh as it should be, but it's even worse in other places. The air pollution was so bad in Delhi, India, recently that they closed schools and offices and recommended that people stay indoors. They cancelled buses and flights, they stopped all building work and the government even banned the sale of fireworks. They had to cancel a cricket match because the players couldn't breathe. There were many road accidents because the smog was so thick drivers couldn't see the vehicles in front of them. Doctors declared a public health emergency. The air pollution levels were ten times above the recommended limit. This is not unusual. According to the World Health Organisation, the air quality in Delhi is worse than in any other major city in the world. Breathing such toxic air is dangerous. A recent study claimed that air pollution causes the death of 1.2 million people in India every year.

Fortunately, air pollution here in Amman is not nearly as bad as it is in India. But it's not good, either. The main cause is the burning of fossil fuels in vehicles. Some reports estimate that twenty per cent of air pollution is caused by exhaust fumes from petrol and diesel engines. This is not sustainable. What can we do about it? Well, we can't stop breathing, obviously. We could stay indoors as much as possible and wear masks when we go outside. Or we could get smog apps to tell us when the air quality's good enough to go for a walk. But surely the best way to protect our health and defend our quality of life is to stop polluting the air and to use renewable energies and means of transport that are good for the environment. We want your ideas on how to do that, so please try to think outside the box and call us on 0962 79 999 999 ...

**2** (S-S, S-T) Exercise 3. Put students in pairs and ask them to complete the second part of the activity. Check answers as a class. Check understanding and pronunciation of all the words.

### Answers

**2** toxic **3** diesel, pollution **4** fuels, sustainable **5** Smog

**3** (T-S, S-S, S-T) Exercise 4. Ask students to read the statements and see if they remember the answers. Play the recording for them to check their answers. Students compare answers with their partner. Check answers as a class, replaying and/or using the recording to clarify where necessary.

### Answers

**1** T **2** T **3** F (The speaker thinks the best solution is to stop polluting the air and to use renewable energies and means of transport that are good for the environment.)

## POST-LISTENING (10 minutes)

(T-S, S-S, S-T) Exercise 5. Ask students to read the highlighted words and tick the words they understand. In pairs they compare their knowledge about the words, checking in a dictionary where necessary. Then have them complete the exercise. Check as a class, checking understanding and pronunciation of all the highlighted words.

### Answer

1 bike lane 2 give way to 3 red lights 4 knocks down  
5 Carpooling 6 speed limit

## PRODUCTION (5 minutes)

(T-S, S-S) Exercise 6. Have students tick the sentences they agree with, and then find a new partner and discuss. Encourage them to give reasons for their answers. Monitor and make a note of useful language that they use. Write this on the board.

## WRAP-UP (5 minutes)

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

## HOMEWORK

Students talk to their family or friends about air pollution in their city and make a list of possible solutions to reduce pollution.

## CONTINGENCY PLAN

If your students need more support with language related to pollution: Write the words from the blue box in Exercise 2, and ask students to copy these words into their notebooks and to write a definition and one example sentence for each word.

If your students need an extra challenge: Put students in pairs. Ask them to take turns to give a definition of a word from the blue box in Exercise 2 and for their partner to guess what the word is.

There is a downloadable photocopiable resource number 18 to use.

# 04 LESSON 5B VOCABULARY (WB)

## OVERVIEW

### Objective:

- Review items that you pack for travelling.

### Pronunciation:

- Linking words with consonant (sound) + vowel

### Resources:

- SB: page 42
- WB: page 32

## WARM-UP (5 minutes)

(T-S, S-S) Ask students to imagine they're going on a trip and what they would like to take with them. In pairs, ask them to write as many items as possible in one minute. Do not give feedback at this point.

## PRACTICE (5 minutes)

- (T-S, S-S, S-T) Exercise 1. Ask students to look at the example, and then complete the exercise in pairs. Check answers as a class. Ask students if any of these items were on their list in the Warm-up.

### Answers

2 bank 3 headphones 4 penknife 5 torch 6 guidebook

- (T-S, S-S, S-T) Exercise 2. Students write five more items and then work with a new partner to explain why they need these items. When they have decided on the five most important items as a pair, they combine with another pair and agree on the five most important items.

### Answers

Students' own answers



## PRODUCTION (30 minutes)

- (T-S) Exercise 3. Tell students to read the *Active Pronunciation* box. Play the recording and have them listen to the sentences.
- (T-S, S-T) Exercise 4. Students listen again and repeat. Model the sentences slowly if necessary. Then put the students in pairs to practise linking the words.

- (T-S, S-S, S-T) Exercise 5. Read the first sentence aloud and ask students to tell you which words can be linked. Students continue with the other sentences in pairs. Then listen and check. Pause after each sentence to elicit the answer. Practise using the recording or your own pronunciation as a model, or put students in pairs to practise.

### Answers and Audioscript 4.9



- It's about 18 miles away from my home.
- We got a train earlier than we'd expected because it had been delayed.
- Tareq's dad is fed up with all the driving he does at night at the moment.
- I'm not a fan of motorbikes, but from all these magazines it looks as if Khaled is!
- You keep on making comments about my new hairstyle – please stop it!

- (T-S, S-S) Exercise 6. Do the example together, then play the recording and ask students to work alone to do this. Students check answers in pairs. Do not check answers at this point.

### Answers and Audioscript 4.10



- catch up on 2 look at it 3 not at all
- pick it up 5 for ages and ages

- (T-S, S-T) Exercise 7. Play the recording, pausing after each sentence to elicit the answers to Exercise 6.

## Audioscript 4.11



- I need to catch up on the lessons I missed last week.
- What happened to the cake in the oven? Look at it – it's gone down in the middle!
- Am I tired? Not at all – I'm full of energy!
- You shouldn't drop your empty plastic cup on the road! Pick it up!
- I've been learning English for ages and ages and I still pronounce things wrong!

## WRAP-UP (5 minutes)

(T-S, S-T) Students work with new partners and practise saying the sentences from this unit.

## HOMEWORK

Ask students to try writing and saying their own sentences with linking words.

## OVERVIEW

### Objectives:

- Recognise simple expressions of agreement and disagreement in extended discussions, if conducted in clear standard speech (GSE 45 – B1).
- Follow an everyday conversation or informal interview on common topics (GSE 51 – B1+).
- Politely interrupt during a formal conversation, using fixed expressions (GSE 55 – B1+).
- Give an opinion on practical problems, with support when necessary (GSE 56 – B1+).
- Express and comment on ideas and suggestions in informal discussions (GSE 56 – B1+).
- Express disagreement in a manner that shows they were actively listening to the other person (GSE 58 – B1+).
- Express their opinions in discussions on contemporary social issues and current affairs (GSE 61 – B2).
- Show degrees of agreement using a range of language (GSE 61 – B2).
- Discuss options and possible actions (GSE 59 – B2).

### Resources:

- SB: page 43
- TB: Culture Notes page 122

## WARM-UP (10 minutes)

(T-S, S-T) Exercise 1. Ask students to compare their homework from Lesson 5A in pairs. Ask them to make a list of their combined ideas. Then ask pairs to share their ideas with the class.

### Answer

Students' own answers

## PRESENTATION (15 minutes)

1 (T-S, S-T) Exercise 2. Explain to students they will listen to some people talking about transport. Ask students to write the transport options they hear. Play the recording. You can print a copy of the audioscript if necessary. Check answers as a class. Refer to the Culture Notes on page 122 for more information on London.

### Answer

The speakers mention buses, bikes/cycling, public bikes, cars/driving, electric cars.



### Audioscript 4.12

**O** = Omar **F** = Faisal **K** = Khalil

- O:** Sorry I'm late. The traffic was dreadful.  
**F:** You didn't drive here, did you?  
**O:** No, I took the bus.  
**F:** It's silly to take the bus. You'll never get anywhere on time. You should cycle.  
**O:** I'm sorry, but I don't agree. I take the bus a lot and it's usually pretty reliable.  
**K:** I agree with Omar. He's right. The bus service isn't bad.  
**F:** That's not how I see it. You have to wait for ages and then three come along at the same time! And buses can be expensive, but of course not as expensive as taxis.

- O:** I disagree. If you get a travel card, it's not much more expensive than cycling.  
**F:** Cycling is much cheaper.  
**K:** OK, you've got a point, but the problem with bikes is they're too easy to steal.  
**O:** You're right, Khalil. I used to have a bike but someone took it.  
**F:** I see what you mean, but you don't need to have your own bike. I borrow one of the bikes from our workplace. They're not the best bikes in the world ...  
**K:** That's for sure.  
**F:** ... but they're not bad.  
**O:** You might be right, Faisal. Maybe I'll try it. It's got to be better than sitting in a car in a traffic jam producing all those exhaust fumes.  
**F:** That's exactly how I feel. It's a crime against the environment to use a car.  
**K:** Electric cars don't cause pollution.  
**F:** What? Of course they cause pollution. Where do you think they get their electricity from?  
**O:** OK, maybe that's true, but ...  
**F:** Cars cause congestion and accidents. I think we should ban all cars from the city centre!  
**K:** I don't think that's realistic.  
**O:** I don't think so, either.  
**F:** Oh, sorry, guys. I've got to go. My uncle's picking me up.  
**K:** He's picking you up? What? On his bike?  
**F:** No, in a car. It's too hot to be outside without air conditioning.  
**O:** I hope it's an electric car at least!

2 (T-S, S-S, S-T) Exercise 3. Refer students to the Speaking box. Model the activity using the example given. Have students complete the activity in their pairs and then listen again to check their answers. Write the answers on the board while they are listening. Model the phrases and ask students to repeat after you. Give students a minute to practise the pronunciation with their partner.

### Answers

2 agree with 3 see it 4 a point 5 see what 6 might be 7 exactly how

## Audioscript 4.13



- 1 I'm sorry but I don't agree. I take the bus a lot.  
 2 I agree with Omar, He's right. The bus service isn't bad.  
 3 That's not how I see it. You have to wait for ages and then three come along at the same time!  
 4 OK, you've got a point, but the problem with bikes is they're too easy to steal.  
 5 I see what you mean, but you don't need to have your own bike.  
 6 You might be right, Faisal. Maybe I'll try it.  
 7 That's exactly how I feel. It's a crime against the environment to use a car.

# 04 LESSON 6A SPEAKING (SB)

## PRACTICE (5 minutes)

(T-S, S-S, S-T) Exercise 4. Put students into new pairs and have them complete the activity. Play the recording for them to check their answers.

### Answers

1 b 2 a 3 c



## Audioscript 4.14

K = Khalil F = Faisal O = Omar

1

**K:** It's better to walk than to take the bus.

**F:** I agree up to a point. But not when it's raining.

2

**K:** The buses on that line are old and dirty.

**O:** That's for sure. They used to be a lot cleaner.

3

**K:** Cycling is dangerous.

**F:** I'm afraid I have to disagree. It's fine as long as you wear a helmet.

## PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 5. Students close their books and in pairs remember as many of the phrases as they can. Students open their books again and check which ones they forgot. Put students into small groups and read the rubric aloud. Then read the items and ask students to suggest a few advantages of each item. Then have students do the activity. Tell them they need to choose one or two options and give a reason why. As they work, monitor from a distance, listening without getting involved. Then ask different groups to share their ideas.

## WRAP-UP (5 minutes)

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

## HOMEWORK

Students do some research about Scotland in preparation for the next lesson. They should find out three interesting facts.

## CONTINGENCY PLAN

If your students need more support with using phrases to agree and disagree: Print out the expressions from the Speaking box on page 43. Cut them up, removing the category headings. Ask students to arrange the sentences under the headings of *Agreeing*, *Partly agreeing* and *Disagreeing*. When students have correctly arranged the sentences, drill them one by one, giving appropriate intonation to convey emotion.

If your students need an extra challenge: Put students into small groups and give them a topic to discuss that is related to transport (e.g. *We should spend more money on education than on building a bigger rail network.*). The students should discuss the topic and use at least three expressions from the Speaking box on page 43.

## OVERVIEW

### Objectives:

- Understand basic types of standard letters and emails on familiar topics (e.g. enquiries, complaints) (GSE 46 – B1).
- Write a formal email/letter requesting information (GSE 54 – B1+).
- Demonstrate understanding of formality and conventions in standard letters (GSE 59 – B2).

### Resources:

- SB: page 45-46
- TB: Culture Notes page 122
- Online resources: Graphic Organiser for this unit

## WARM-UP (5 minutes)

- 1 (T-S, S-S, S-T) Put students in groups to compare what they found out about Scotland. Ask who has been to Scotland and who would like to go there.
- 2 (T-S, S-S) Exercise 1. Give students two minutes to read the website. In the same groups, they discuss which of the expeditions they would most like to participate in and why.

### Answers

Students' own answers

## PRESENTATION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Ask students to find and underline the queries in the email. Then have students work in pairs to predict the answers. Ask pairs to share their ideas with the class. Next, play the recording for students to check their answers. Discuss answers as a class. You can refer to the Culture Notes on page 122 for more information on the Scottish Highlands.

### Suggested answers

- 1 Query: He wants to know if he would be allowed to take part (because he's still 15).  
Answer: He will be allowed to take part. They're making an exception for him.
- 2 Query: He wants to know what time the expedition will end on July 8.  
Answer: It will end by 12 a.m. on 8 July.
- 3 Query: He wants to know if there are vegetarian meal options available.  
Answer: Yes, there are.
- 4 Query: He wants Mr Ross to send him more information about fundraising.  
Answer: That is not necessary because the fundraising page on the website is now available.



## Audioscript 4.15

J = Jamal H = Harvey

- J:** Hello?  
**H:** Hello, I'd like to speak to Jamal Ala'i, please.  
**J:** Speaking.  
**H:** Oh, hi, Jamal. This is Harvey Ross from AYE in Scotland. I got your email and I reckoned it would be easier to answer your queries with a quick phone call rather than writing an email.

- J:** Oh, yes, that's great, very kind of you, thanks.  
**H:** No problem. Well, the good news, Jamal, is that there is a place on the climbing expedition for you.  
**J:** Oh, fantastic. I'm so pleased.  
**H:** As you know, we don't normally accept anyone under the age of 16, but we talked about your case and decided that since your birthday is during the expedition, we can make an exception for you.  
**J:** Thank you. I really appreciate that.  
**H:** And you don't need to worry about your exam. Well, maybe you do need to worry about your exam, but you don't need to worry about getting back home in time to do it. We'll be back in Stirling by 12 o'clock on Sunday the eighth, and there are plenty of trains going south during the afternoon.  
**J:** Great.  
**H:** What else? Oh, yes, vegetarian options? Yes, definitely. That's no problem.  
**J:** Good.  
**H:** And your last query was ...  
**J:** About fundraising. I mean, I've found some ideas online but I'd like to see the fundraising ideas that you recommend.  
**H:** Yes, I'm sorry. The fundraising page was under construction. We were updating the site but that page is up and running now, so you can just visit the website and check out the advice we give.  
**J:** OK, I'll do that. Thanks.  
**H:** Have you got any other questions, Jamal?  
**J:** No, I don't think so.  
**H:** OK, well, great. We're looking forward to seeing you in Stirling on Sunday the first of July. Don't forget to bring warm clothes. It can be cold in the Highlands any time of the year.  
**J:** OK, I'll remember that. Thanks for phoning. Really.  
**H:** No problem. OK. Bye, then.  
**J:** Bye.  
 Mum! They've accepted me for the expedition in Scotland!

- 2 (T-S, S-S, S-T) Exercise 3. Refer students to the Writing box and give them a few minutes to study it. Then have them work in their pairs to complete the activity. Model the activity using the examples given. Check answers as a class.

### Answers

In his email he includes: subject, greeting, opening, being polite, signal topics, being relevant  
**2** I have a few queries **3** therefore **4** Could you let me know  
**5** I would greatly appreciate it if  
**6 & 7** With regard to / As for (any order)  
**8** I am really looking forward to **9** Best regards

## PRACTICE (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 4. Ask students to look at the email from Sami. Elicit the informal expressions used in it. Get students to underline the expressions. Then ask them to read the phrases in the exercise. Tell them to use the phrases as they rewrite the email. Give them three minutes to do this individually before comparing answers with their partners. Clarify that there is more than one correct answer. Monitor to assist and correct. Ask volunteers to share their emails with the class. If students are struggling, ask them to choose three or four sentences in the email to change to formal language. Tell them to refer to the Writing box as they work.

# 04 LESSON 7A WRITING (SB)

## Suggested answer

Dear Mr Ross,

I hope this email finds you well.

I am considering trying something different this summer, and I would like to enquire about your adventure holiday options, specifically the 'Mountain Biking from Coast to Coast' and 'Survival Skills on the Isle of Skye' experiences. I would appreciate it if you could provide some details to help me decide between them.

Concerning the mountain biking trip, I enjoy cycling. However, I am worried about my fitness level. Could you let me know how far participants are expected to cycle each day and whether the route includes a lot of steep inclines?

As for the survival skills experience, could you please tell me how many people are typically in each group?

Finally, I have a question about bringing my trumpet along. I am passionate about music and was wondering if it would be possible to bring and play it during the trip?

Please could get back to me at your earliest convenience, as I need to finalise my holiday plans soon.

I hope to hear from you soon.

Kind regards,

Sami

## PRODUCTION (15 minutes)

- 1 (S-S, S-T) Exercise 5. Put students into small groups and then refer them to the rubric. Explain that they need to think about possible adventure holidays that can be done in Jordan and then agree on the best one. Remind them to use the language in the Speaking box in Lesson 6A. Monitor and assist if necessary. If time, ask one or two volunteers to share their ideas with the class.
- 2 (T-S, S-S, S-T) Exercise 6. Go through the task to make sure students understand what they need to do. Students can either work along on this, or write the email together in pairs. If they do it in pairs they should both write it. Monitor, assisting and encouraging where necessary, and reminding students to include the features in the Writing box.

## WRAP-UP (5 minutes)

(T-S, S-S, S-T) Students work in different pairs and read each other's email, and give feedback on what they like about it as well as what can be improved. Remind students to check they have included all the features from the Writing box.

## HOMEWORK

Students rewrite their blog posts, using their partner's feedback to help them.

## CONTINGENCY PLAN

If your students need more support with writing formal emails: Find a model of a formal email and display this for students to see. Ask them what makes it a formal language and if they can find any of the language from the Writing box on page 44 in it.

Example:

Dear Mr Smith,

I hope this email finds you well.

I am writing to confirm the details of my upcoming trip, which I would greatly appreciate your assistance in finalizing. I wonder if you could confirm what time the flight is scheduled to depart on the 15<sup>th</sup> of April. Furthermore, I would be grateful if you could provide me with the exact location of the meeting point at the airport.

Concerning the accommodation, I understand that the hotel reservation has been made; however, I would like to request confirmation of the check-in time. Additionally, could you kindly let me know if any transportation will be provided from the airport to the hotel upon my arrival?

Turning to the agenda of the business meetings, I wonder if it would be possible to receive a more detailed schedule. It would help me better prepare for the trip and ensure I am fully informed.

Finally, I would appreciate it if you could confirm any specific documentation or requirements for the trip. I want to make sure I am fully prepared and that everything is in order.

I hope to hear from you soon and look forward to receiving the necessary details.

Yours sincerely,

Mike Jones

If your students need an extra challenge: Tell them to pretend to be interested in one of the other expeditions from the AYE text on page 45 and to write their own formal email to Ross Harvey.

## OVERVIEW

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

### Objectives:

- All language-related objectives from Unit 4.

### Resources:

- SB: Word List page 65; Grammar Reference page 70
- WB: pages 34–35; Self-assessment 4 page 33.
- Assessment: Unit 4 Language Test; Cumulative Review Test 2; Exam Speaking Test 2

## VOCABULARY AND GRAMMAR

Exercise 1.

### Answers

- 1 book 2 fasten 3 fold 4 through  
5 blind 6 safely

Exercise 2.

### Answers

- 1 flight 2 hired, hit 3 beaten 4 around  
5 route, escape 6 reach, congestion

Exercise 3.

### Suggested answers

- 2 Could you please tell the people next door that they should be quiet? 3 You have to wear a swimming hat. 4 I couldn't speak English well when I started this job but now I can.  
5 You can't bring cameras into the museum. 6 The hotel should change the towels every day.

Exercise 4.

### Suggested answers

- 2 People who enjoy travelling off the beaten track can get lost! 3 We stayed in a hotel last summer which/that was heated by renewable energy sources. 4 Toxic air, which is still produced by some factories, is a big contributor to global warming. 5 Wind power, which is a form of sustainable energy, is growing in popularity. 6 Cycling, which is a popular means of transport, is environmentally friendly.

## USE OF ENGLISH

Exercise 5.

### Answers

- 2 unattended 3 demonstration 4 survival 5 repellent  
6 congestion

Exercise 6.

### Answers

- 1 c 2 d 3 c 4 d 5 c

## LISTENING

Exercise 7.

### Answers

- 1 a 2 a 3 c

## Audioscript 4.16



- Welcome, everyone, to the beautiful island of Rhodes! Let me start by telling you about this amazing place. Rhodes is known for its rich history, beautiful beaches and lovely old town, which is a UNESCO World Heritage Site. As we explore, you'll see landmarks like the Palace of the Grand Master and the famous old walls. The island also offers plenty of opportunities to relax and enjoy delicious local food, so be sure to try some fresh seafood and traditional Greek dishes. If you have any questions during your visit, you can ask me at any time. Now, let's get ready to discover all that Rhodes has to offer!
- Attention, passengers. This is an announcement for those traveling on flight 285 to Paris. Please be advised that there has been a change of gate. Flight 285 will now depart from Gate 12 instead of Gate 7. We apologize for any inconvenience this may cause and ask all passengers to make their way to Gate 12 at this time. Thank you for your understanding.
- Flying has become a big part of my life because of work, and while it's convenient, I wouldn't say it's my favourite thing to do. Of course, you can get across the country or to another country in a few hours. But when I think about the impact on the environment, it's not great. It makes me question how often I need to be in the air. If there were more sustainable alternatives for long-distance travel, I'd choose them. For now, though, flying remains the quickest option for someone like me who's always on the move.

## SPEAKING

Exercise 8.

### Answers

Students' own answers

## WRITING

Exercise 9.

### Answers

Students' own answers

## OVERVIEW

### Objective:

- Develop practical skills necessary to succeed in the 21<sup>st</sup> century, and to encourage collaboration, critical thinking and creativity.

### Resources:

- SB: pages 46–47
- TB: Class Debate pages 124–125

## WARM-UP (5 minutes)

(T-S, S-S, S-T) With books closed, ask students to work with their partner and discuss what a debate is. Neither confirm or deny any of the answers as the main focus is to activate students' background knowledge about the topic at this stage.

## TIP

If you can, bring elements of the real world into the classroom. Using authentic materials exposes students to natural language and gives them confidence to use their language skills in real-life situations. This could be clips of different debates in different contexts such as an online university debate.

## PRE-LISTENING (15 minutes)

- (T-S, S-S, S-T) Exercise 1. Put students into pairs. Have students read the text and then mark the statements true or false. Then have a class discussion. Encourage students to say what they might find easy to do when participating in a debate, and what they might find more challenging.

### Answers

**1 T 2 F** (One team speaks for the debate statement and the other speaks against the debate statement.) **3 F** (Speakers must try to persuade the audience and judges of their point of view.) **4 F** (Participants speak for a specified time.) **5 T 6 T 7 F** (It means presenting a counterargument against the other team's position.)

- (T-S, S-T) Exercise 2. Ask students to read the debate statement and make a list of arguments for and against. Alternatively, have half the class focus on the 'for' statements and the other half focus on providing the 'against' statements. Have students pair up to share their statements so that all the class have a list of both side of the debate.

### Answers

Students' own answers

## WHILE-LISTENING (10 minutes)

- (T-S, S-S, S-T) Exercise 3. Tell students that they are going to listen to part of a debate. Ask students to read the questions and then play the recording. Ask students to check their answers in pairs. Elicit from the class.

### Answers

**1** in favour (for) **2** health benefits of a plant-based diet; plant-based diets are better for the environment

## Audioscript 4.17



Today I hope to persuade you to agree that eating a more plant-based diet is definitely a good idea. I, as the first speaker, will be talking about the health benefits of such a diet as well as the damage meat production causes to the environment. My teammates will later discuss animal rights and ethics. To begin with, I'd like to point out that many people now suffer from various health problems because of a poor diet full of fat, and low in fruit and vegetables. It is my belief that eating a plant-based diet is actually the best way to improve our health and live a longer life. It contains super-healthy and nutritious foods such as grains, beans, nuts, oils and fruit and vegetables that we need to feel well and be full of energy. What's more, research has shown that people who eat a plant-based diet are generally at lower risk of heart disease than people who eat a lot of meat products.

Let me come to my second argument. If we continue to produce so much meat, we will damage the environment further. Raising animals requires using a lot of resources such as large areas of land, energy and water. Also, when cows eat plants, they produce methane – a greenhouse gas that contributes to global warming. Let facts speak for themselves: no other human activity has such a harmful effect on the environment! So, to sum up, a plant-based diet is not only a healthier option. It is clearly better for the environment to eat less meat.

- (T-S, S-S, S-T) Exercise 4. Tell students they will hear the next speaker in the debate. Ask students to read the questions and then play the recording. Ask students to check their answers in pairs before confirming answers.

### Answers

**1** against **2** the dangers to our health (a plant-based diet is not balanced); the environmental impact of a plant-based diet

## Audioscript 4.18



We're going to speak against the idea that a plant-based diet is beneficial for everyone. First, I will talk about the dangers to our health. I will also argue that a plant-based diet is not always good for the environment. The next speakers in my team will explain why it is also not practical and rather unnatural. To begin with, unlike the previous speaker's claim, a plant-based diet is hardly a healthy way to eat, so it's difficult to imagine that it's an eating plan we should all follow. It is almost impossible to get all the important nutrients, especially proteins and some vitamins, on a diet that is based mostly on plants. According to some studies, people who eat a plant-based diet need to take lots of supplements. We are convinced that what we need to be healthy is a balanced diet that includes plants and animal products.

My second argument is about the environmental impact of a plant-based diet. More and more people eat a plant-based diet because they are concerned about the environment. However, what the previous speaker should ask is: 'Where do my rice and strawberries come from?'. The problem is that many of these foods need to be transported from different parts of the world, which increases CO<sub>2</sub> emissions. So, in fact, buying a burger that comes from a local farm is much better for the environment than eating an avocado that travelled from another part of the world! To conclude, let me stress that a vegan diet can not only be dangerous to human health, it also has environmental problems.

- 3** (T-S, S-S) Exercise 5. Ask students to discuss the questions in pairs.

### Answers

Students' own answers

- 4** (T-S, S-T) Exercise 6. Ask students to read the Speaking box. Tell them that they will hear both speakers again, and they should listen and tick the expressions in the Speaking box that they hear. Play both recordings and check answers as a class.

### Answers

Students tick:

We're going to speak against the idea that ... (Speaker 2)

Today I hope to persuade you to agree that ... (Speaker 1)

First, I will talk about ... (Speaker 2)

I, as the first speaker, will be talking about ... (Speaker 1)

My second argument is ... (Speaker 2)

Let me come to my second argument. (Speaker 1)

To begin with, ... (Speaker 1)

What's more, ... (Speaker 1)

We are convinced that ... (Speaker 2)

It is my/our belief that ... (Speaker 1)

Research has shown that ... (Speaker 1)

So, to sum up, ... (Speaker 1)

To conclude, let me stress that ... (Speaker 2)

## POST-LISTENING (5 minutes)

- (T-S, S-S, S-T) Exercise 7. Tell students to read the advice in the Life Skills box. Place students in pairs to discuss why the points are important in a debate.

### Answer

Students' own answers

## PRODUCTION (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 8. Put students into small groups. Refer students to the debate statement and ask them to make notes. Remind students to refer to the debating language on page 47 and ensure that they include useful expressions to structure their debate effectively. Monitor while students are on task and provide input and/or prompts as necessary.

### Answers

Students' own answers

- 2** (T-S, S-S, S-T) Exercise 9. Tell students that they are going to prepare for a debate. Put students into teams of about four students each. Each team should be paired with another team (one team is going to argue for a topic, and the other team is going to argue against the topic), so there needs to be an even number of teams. Refer pairs of teams to the Life Skills box and ask them to work through the task. As students work, monitor and check that they have understood the task requirement and that they are paired with a team who will be preparing an opposing position.

### Answers

Students' own answers

## WRAP-UP (5 minutes)

(S-T, T-S) Ask students to reflect on what they have learnt. Tell them to think about what they found interesting, new, easy or challenging.

## HOMEWORK

Ask students to write a paragraph reflecting on how well they believe they did in the debate. Ask them to think about how much they contributed to the discussion, how much of the language they used from the Speaking box and how they think they could improve next time.

# 05 UNIT 5 MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
<p><b>UNIT 5</b> <b>The next step</b></p>	<p>Theme 1: Society Theme 3: Science and Technology</p>	<p><b>Listening:</b> deducing motive and viewpoint, citing supporting evidence; distinguishing literal and figurative meanings; discussing objectivity of information and speaker; using signal words to understand the sequence of and relationships between ideas; providing constructive feedback on peers' oral presentations; learning how to benefit from peers' feedback</p> <p><b>Speaking:</b> sustaining 5–7-minute conversations; maintaining meaningful dialogues of up to ten exchanges; eliciting information from other students; providing constructive feedback that helps the speaker to clarify his/her point of view</p> <p><b>Reading:</b> anticipating the topic through looking at titles, subtitles and graphics; identifying a central idea of a text and how it is conveyed; connecting what is read with personal ideas and beliefs; tracing and evaluating an argument and specific claims in a text, distinguishing those that are supported by evidence from the ones that are not</p> <p><b>Writing:</b> using writing strategies (brainstorming, outlining, drafting, revising, editing, redrafting and publishing); using appropriate organisational patterns; journalling one's writing process of a short story or a short essay; using criteria to evaluate their writings and sources</p> <p><b>Viewing and presenting:</b> analysing visual information by asking relevant questions and discussing intended meaning; explaining why certain features of the visual text have been chosen for a particular purpose and audience; deducing how certain conventions (photos with text, news reports with images, excerpts of films, websites) were used to influence the viewer's attitude and opinions; making inferences from explicit and implicit information; deducing the relationship between visual and written information; orally presenting ideas and opinions on a variety of topics; responding to open-ended questions on visual texts with examples and justification</p>	<p><b>Listening:</b> analyse main ideas and supporting details; respond to critical thinking questions before, during and after listening, citing evidence; make inferences citing evidence; guess the meaning of unknown vocabulary words and phrases from context; use resources to help construct meaning; predict content from context; ask and answer questions about what a speaker says in order to clarify comprehension, collect additional information, or deepen understanding of a topic or issue; recognise redundancies to help identify main ideas or important points; distinguish literal and figurative meaning of words and phrases; respond to conversations where speakers are expressing likes, dislikes and preferences, making assumptions, giving opinions, agreeing and disagreeing</p> <p><b>Speaking:</b> rehearse and develop informative speech; stop and restart utterances that are not clear and pause to rephrase; lead classroom discussions about topics of personal or academic interest; formally announce future events to an unknown audience</p> <p><b>Reading:</b> anticipate the topic by looking at the title, subtitles and graphics; skim and scan a text for general ideas, organisation and specific details; make use of contextual clues to infer meanings of unfamiliar words, phrases, or idiomatic expressions; identify a central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments; determine the meaning of words and phrases as they are used in a reading text; identify the author's point of view or purpose and explain how it is conveyed; connect what they read with personal ideas and beliefs; determine the referent of a pronoun used in the text; identify the word in a text whose meaning, or opposite is given; evaluate texts critically and support this with relevant textual references; demonstrate how particular elements of a story shape others</p> <p><b>Writing:</b> make a list to develop ideas for writing on a focused topic; practise brainstorming, outlining, drafting, revising, editing and publishing; write essays on various topics; revise essays with a peer to enhance precision, clarity and correctness; practise introducing and concluding an essay</p> <p><b>Viewing and presenting:</b> present and develop ideas and opinions on a variety of topics orally; respond to questions related to the visual texts with examples and justification; project voice clearly when speaking, using intonation and pauses; make connections to more than one of the six course themes; describe and interpret visual images of different types like posters and advertisements, and show how they affect the audience</p>



## OVERVIEW

### Objectives:

- Use 'will' + infinitive for predictions about the future (GSE 38 – A2+).
- Use the Present Continuous with future reference (GSE 42 – A2+).
- Use 'going to' with reference to predicted future events and situations (GSE 44 – B1).
- Use the Present Simple with future reference (GSE 46 – B1).
- Speculate about the future using 'may/might/could' + infinitive (GSE 46 – B1).
- Use 'about to' to talk about imminent events in the present and past (GSE 55 – B1+).

### Vocabulary:

- Personality adjectives: *competitive, curious, dedicated, determined, eager to learn, gifted, hard-working, inventive, mature overconfident, responsible, sensible*

### Resources:

- SB: pages 48–49; Grammar Reference page 71; Word List page 66
- Online resources: Photocopiable Resource 19
- Assessment: Grammar Quiz Unit 5 Lesson 1

## WARM-UP (10 minutes)

- 1 (T-S, S-S, S-T) With their books closed, tell students that this unit is called *The next step*. Ask them to guess what topics will be covered in this unit. Then ask them to open their books and skim through the unit quickly to check if they were right.
- 2 (T-S, S-S, S-T) Exercise 1. Refer students to the word box. Ask them to tick the words that they understand and then work in pairs to help each other, using dictionaries if necessary. Then have them answer the question in pairs. Ask pairs to share their ideas with the class.

### Answers

Students tick: *dedicated, determined, eager to learn, gifted, hard-working, inventive*

- 3 (T-S, S-S, S-T) Exercise 2. Tell the students how you felt before exams at school, or how you feel about exams now. Then refer the students to Exercise 2. Ask them to read the items and think about them in relation to themselves, and then tell their partner which sentence is most true for them. Monitor students as they work, helping as necessary. Then have a class discussion using the items in the question. You can ask students *What do you think?* or *Do you agree?* to make sure that all students have a chance to speak.

### Answers

Students' own answers



## PRESENTATION (10 minutes)

- 1 (T-S, S-T) Exercise 3. Refer students to the rubric. Play the recording for students to complete the activity. Check answers as a class.

### Answers

Ziad – 2 Sami – 3 Mazen – 1

- 2 (T-S, S-S, S-T) Exercise 4. Put students into new pairs. Ask them to look at the underlined sentences in the conversation and tell you which one means *In my opinion this won't happen*. Refer them to Exercise 4 and give them a few minutes to try the matching activity. Tell them to start with the ones they find easiest. Then stop the students and refer them to the Grammar box. Ask the students to read through it individually and ask any questions if they do not understand something. Give students a few situations and ask students which future tense would be most appropriate, e.g. *predicting rain when you see rain clouds* (going to), *an arrangement to meet for lunch at one o'clock* (Present Continuous), *the time your train leaves* (Present Simple). Have students complete the matching activity alone and then check their answers with their partners. Check answers as a class.

### Answers

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

## PRACTICE (10 minutes)

- 1 (T-S, S-T) Exercise 5. Model the activity using the example given. Students complete the activity individually. Remind students to refer to the Grammar box as they work. Then play the recording for students to check their work. Check answers as a class. If you have time, students can practise the dialogue in pairs.



### Answers

2 're going to study 3 'll fail 4 'm visiting  
5 be going shopping 6 'm not doing

## Audioscript 5.2

A = Amal R = Rola

A: Please can you help me study for the Physics exam? I'll buy you cake.

R: I can't. I'm going to my gran's. Do you want to come along?

A: I don't think we're going to study much at your gran's. And I if I don't study, I'll fail!

R: Well, on Friday I'm visiting my cousin who just had a baby.

A: How about Saturday? My sister might be going shopping with me in the morning, but I'm not doing anything in the afternoon.

- 2 (T-S, S-T) Exercise 6. Refer students to the *Watch Out!* box. Have them read the content and answer any questions if they do not understand something. Then do item 1 as a class. Write the answer on the board. Have students complete the activity individually. Check answers as a class, writing the answers on the board. Fast finishers can be asked to write their answers on the board.

### Answers

1 I don't think I'll pass 2 I probably won't start  
3 I don't think I'll go

# 05 LESSON 1A VOCABULARY AND GRAMMAR (SB)

## PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 7. In their same pairs, refer students to Student's Book pages 73 and 75 and get them to choose who wants to be Student A or B. As the students work, monitor and make notes of some sentences that the students say referring to the future – some grammatically correct sentences and some incorrect. Write the sentences on the board and ask students to work in pairs and decide which sentences are correct and which are incorrect.

## WRAP-UP (5 minutes)

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

## HOMEWORK

Ask students to think about how they prefer to study and make notes. They should think about a) the place/surroundings: where do they prefer to study? b) the time of day: do they prefer to study in the morning/afternoon/evening? and c) the environment/ conditions: do they work best in silence or with background sounds? Do they find background noise distracting? They'll do this homework for Lesson 2A.

## CONTINGENCY PLAN

If your students need more support with talking about the future: Write the following future forms on the board:

**1** *I am going to visit Paris next summer.*

**2** *My flight leaves at 8:00 AM tomorrow.*

**3** *I will help you with your luggage.*

**4** *I might go to the beach if the weather is nice.*

**5** *I am about to board my flight.*

Elicit which words in each sentence indicate future time and what type of meaning it conveys (**1** *plan/intention*; **2** *scheduled event*; **3** *offer/decision*; **4** *possibility*; **5** *immediate future*).

If your students need an extra challenge: Divide the class into small groups and give each group a travel scenario:

Scenario 1: Planning a trip to a beach destination.

Scenario 2: Preparing for a business trip.

Scenario 3: Organizing a family reunion abroad.

Scenario 4: Going on an adventure trip (e.g., hiking, camping).

In their groups, students must discuss and plan the trip, using all of the future structures (as appropriate). They will need to include things like: When they are leaving (Present Simple), What they are doing in the future (Present Continuous), What they are planning to do (Going to + Infinitive), What might happen (May/Might/Could), What they will definitely do (Will + Infinitive), Immediate actions (Be about to + Infinitive)

There is a downloadable photocopiable resource number 19 to use.

## OVERVIEW

### Objectives:

- Use 'will' + infinitive for predictions about the future (GSE 38 – A2+).
- Use the Present Continuous with future reference (GSE 42 – A2+).
- Use 'going to' with reference to predicted future events and situations (GSE 44 – B1).
- Use the Present Simple with future reference (GSE 46 – B1).
- Speculate about the future using 'may/might/could' + infinitive (GSE 46 – B1).
- Use 'about to' to talk about imminent events in the present and past (GSE 55 – B1+).

### Resources:

- SB: pages 48–49
- WB: pages 36–37

## WARM-UP (5 minutes)

(T-S, S-S) With their books closed, ask students to work in pairs to create a rough poster about the different future forms and their uses. No checking at this stage. Tell students to put the poster aside for now.

## PRACTICE (30 minutes)

- 1** (T-S, S-S, S-T) ★ Exercise 1. Ask students to open their books and read sentences 1–8 and find one that is a future prediction based on evidence (2). Ask them to complete the matching activity alone. Fast finishers can find another student who has finished and check answers, and then help students who are struggling. Check answers as a class.

### Answers

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

- 2** (T-S, S-S, S-T) ★ Exercise 2. Do the first sentence together and then allow the students to complete the exercise alone and check in pairs. Do feedback as a class and ask students to justify their answers using the language from Exercise 1 (a–h) to help.

### Answers

1 'm going 2 will get 3 will find 4 will wait 5 will plan  
6 doesn't pass 7 is going to happen

- 3** (T-S, S-S, S-T) ★ Exercise 3. Do the first one together and then put students in pairs to complete the exercise. Check answers as a class.

### Answers

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

- 4** (T-S, S-S, S-T) ★★ Exercise 4. Go through the example and then let students complete the activity in pairs. Check answers as a class. Make sure students understand that if they use the Present Continuous in some sentences (e.g. 2) it could mean that the action is happening now, so they need to use 'going to' to be clear, but if the sentence has a future time reference (e.g. 5) then they can use the Present Continuous because it's clear that the action is in the future.

### Answers

2 are going to fall off 3 is starting 4 are going to make  
5 are watching 6 is going to pass

- 5** (T-S, S-S, S-T) ★★ Exercise 5. Students look at the example and then work alone to complete the exercise. Fast finishers can compare answers with each other and then write the answers on the board. Ask the other students to check the answers on the board and put their hand up if they have a different answer.

### Answers

2 She will probably get good results.  
3 We are going to study together.  
4 The lesson is about to start.  
5 I don't think it will be difficult.  
6 I might not understand everything.  
7 Khawla is definitely coming to the dinner.  
8 Mrs Albawab probably won't give us a test.

- 6** (T-S, S-S) ★★ Exercise 6. Students look at the example and work alone to complete the exercise. Fast finishers can practise the conversations in pairs.

### Answers

1 don't think 2 does, begins 3 might know, could be  
4 is about to, might 5 doesn't think, 'll be  
6 Are you going to, Yes, I am.

- 7** (S-S, S-T) ★★ Exercise 7. Students look at the example and complete the exercise. Check answers in pairs and then as a class.

### Answers

2 Are you going to study all day?  
3 Will I understand all the questions?  
4 Is it going to rain at the weekend?  
5 Is the test about to start?  
6 Are you about to leave?

## PRODUCTION (5 minutes)

(S-S, S-T) Exercise 8. Students work in pairs to talk about their plans for next week. Then they work alone to write a paragraph about their plans. Monitor to remind students about correct future forms.

### Answers

Students' own answers

## WRAP-UP (5 minutes)

(T-S) Ask students to return to the poster they created at the beginning of the lesson. Do they need to add anything?

## HOMEWORK

Students create a second draft of their poster about the different future forms, referring to the Student's Book to check, and using colour to make it visually appealing.

# 05 LESSON 2A VOCABULARY (SB)

## OVERVIEW

### Objective:

- Phrasal verbs related to studying: *catch up on, come up, come up with, drop out, fall behind, get down to, go over, hand in, keep up with, pick up, put off, pull (my socks) up, put together*

### Resources:

- SB: page 50; Word List page 66
- Online resources: Photocopiable Resource 20
- Assessment: Vocabulary Quiz Unit 5

## WARM-UP (10 minutes)

(T-S, S-S, S-T) Put students into pairs. Refer students to the notes they made for homework about how they like to study (Lesson 1A). Ask students to compare their notes and discuss. Get feedback as a class.

## PRESENTATION (10 minutes)

- (T-S, S-T) Exercise 1. Model the exercise using the example given. Write *Are you tired of putting off your exam revision?* Elicit that *putting off* is a phrasal verb. Elicit that a phrasal verb is a verb made up of two or three parts – a verb and a preposition or particle. Explain that phrasal verbs can have different meanings depending on their situation. Elicit the meaning of *putting off* (*delaying*). Ask students to look at the word box. Explain that the words in the sentences in brackets define the phrasal verbs. Ask students to complete the exercise individually. Then listen and check.

### Answers

2 get down to 3 come up with 4 go over 5 hand in  
6 catch up on 7 drop out



## Audioscript 5.3

Fadi! Sorry! What time is it? 8.45? So I'm only 15 minutes late!

Are you tired of putting off your exam revision? Do you need to get down to work in comfortable surroundings?

At Riverside Café, we've come up with just what you need. Drop in to one of our Saturday Study Sessions in May, and enjoy a comfortable, quiet atmosphere with unlimited coffee and cake for just 3.99.

Whether you have piles of notes to go over, an important essay to hand in next week, or lots of reading to catch up on, Riverside Café's Saturday Study Session is the place to be. Don't drop out of school; drop in to Riverside Café instead!

- (T-S, S-T) Exercise 2. Have students complete the exercise individually. Check answers as a class.

### Answers

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

## PRACTICE (10 minutes)

- (T-S, S-T) Remind students that with some phrasal verbs the two words can be split up (separable) and with some the two (or three) words always stay together (inseparable). Use easy phrasal verbs to illustrate: Ask them if *turn on* is separable or inseparable. *Can we say turn [the computer] on?* (yes – so it is separable, even though we can also say *turn on the computer*). *What about look after?* (inseparable). Go through the phrasal verbs in this lesson and elicit/tell the students which are separable. They can write I (inseparable) or S (separable) next to each phrasal verb.

### Answers

All are inseparable except for *hand in, pull up* and *put together*.

- (T-S, S-S, S-T) Play a game to practise the phrasal verbs. Have students write phrasal verbs on slips of paper – one phrasal verb per slip of paper. In groups, students take turns to pick up a slip of paper. They must describe this phrasal verb to students in the group, who must try to guess what the phrasal verb is. Whoever guesses correctly wins the paper/a point. Get students to take turns until all the slips of paper have been used. Keep the papers for the next lesson.

## PRODUCTION (10 minutes)

(T-S, S-S, S-T) Have students work in pairs to write a dialogue between two or three students, using as many of the phrasal verbs as possible.

## WRAP-UP (5 minutes)

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

## HOMEWORK

Ask students to look up 'open day' online and make notes. They should answer the questions: *What is a university open day? Who it is for? What can visiting students do on open days?*

## CONTINGENCY PLAN

If your students need more support with phrasal verbs related to studying: Write the phrasal verbs from the blue box and the blue highlighted phrases on page 50. Elicit what each phrase means and ask students to use them in a sentence.

If your students need an extra challenge: Ask students to write a paragraph about life as a school student, using at least three of the phrasal verbs on page 50.

There is a downloadable photocopiable resource number 20 to use.

## OVERVIEW

### Objective:

- Phrasal verbs related to studying: *catch up on, come up, come up with, drop out, fall behind, get down to, go over, hand in, keep up with, pick up, put off, pull (my socks) up, put together*

### Resources:

- SB: page 50
- WB: page 38

## HOMework

Write a journal entry (just for yourself). Write for 10 minutes, without stopping to correct spelling or grammar. Start your journal entry like this: *I think exams...*

## WARM-UP (10 minutes)

(T-S, S-S, S-T) Give each student each five small pieces of paper. Ask them to look through the Student's Book and find five items of vocabulary (words or phrases) that they want to revise. They should write one on each paper. Then play the same vocabulary game as in the last lesson, using these vocabulary items and the phrasal verbs. Keep the papers in a bag or box.

## PRACTICE (20 minutes)

- 1 (T-S, S-S, S-T) ★ Exercise 1. Go through the example together and then students complete this alone, and check in pairs.

### Answers

2 go over 3 catch up on 4 hand in  
5 come up with something 6 get down to 7 drop out

- 2 (T-S, S-S, S-T) ★ Exercise 2. Ask students to cover Exercise 1 and try doing Exercise 2 without looking. Then they can refer to Exercise 1 to help them, and check in pairs. Get feedback as a class.

### Answers

2 come up with 3 put off 4 drop out 5 hand in 6 go over  
7 get down to

- 3 (S-T) ★★ Exercise 3. Students complete the exercise alone, referring to the Student's Book if they need to, and then check in pairs. Get feedback as a class.

### Answers

2 come 3 socks 4 down 5 hand 6 put 7 over  
8 behind

## PRODUCTION (5 minutes)

(S-S) Exercise 4. Give students time to discuss this in pairs before writing the paragraph alone. Ask them to include phrasal verbs from the lesson.

### Answers

Students' own answers

## WRAP-UP (10 minutes)

(S-S) Students discuss the following questions in pairs: *Do you like or dislike exams? Why? Are they a good way to measure a students' ability? What are the benefits of and possible problems with exams?*

## OVERVIEW

### Objectives:

- Use the Future Continuous with reference to actions in progress at a specific time in the future (GSE 60 – B2).
- Use the Future Perfect with reference to actions to be completed by a specific time in the future (GSE 66 – B2).

### Resources:

- SB: pages 50–51; Grammar Reference page 71; Word List page 66
- TB: Culture Notes page 122
- Online resources: Photocopiable Resource 21
- Assessment: Grammar Quiz Unit 5 Lesson 3

## WARM-UP (10 minutes)

- 1 (T-S, S-S, S-T) Put students into pairs. Ask them to discuss with their partners what they found out about open days for homework. Get feedback as a class.
- 2 (T-S, S-S) Exercise 1. Refer students to the text and have them read it. Allow two minutes for this task. Have students discuss in their pairs which parts of the day look the most interesting to them. You can refer to the Culture Notes on page 122 for more information about undergraduate programmes and halls of residence.

### Answers

Students' own answers

## PRESENTATION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Ask students to read Fadi's plan. In their pairs, ask students to try to guess what events could be included in the plan. Then play the recording for students to complete the activity. Ask students to compare answers. Then check answers as a class.

### Answers

9.10–9.45 Explore the campus and library  
 10.00–11.00 attend subject talks  
 11.30–12.30 see the sports facilities  
 13.00–14.00 visit the information desks / talk to a student ambassador  
 14.00–15.00 tour the halls of residence



## Audioscript 5.4

F = Fadi R = Rakan D = Dean

- R:** Fadi! Sorry! What time is it? 8.45? So I'm only 15 minutes late!
- F:** Morning. You're always 15 minutes late! I told you 8.30 on purpose.
- R:** You know me so well. Coffee? The café opens at nine o'clock.
- F:** I'm sorry to disappoint you but at nine we'll be listening to the welcome speech. It starts in five minutes.
- R:** Hmm. 9.15 then?
- F:** I'm afraid we won't be drinking coffee at 9.15, either. According to my plan, at 9.15 we'll be exploring the campus and the library. The tour starts at ten past.

**R:** After that?

**F:** I'm going to queue for the talk on Veterinary Medicine.

**R:** Wow! You've got it all planned out, haven't you? Will they be doing other subject talks at 10?

**F:** You want English Literature, right? Let's have a look. Yep, also at 10. Room 141.

**R:** Perfect. What would I do without you, Fadi?

**F:** Ha! So we'll have finished the talks by 11 and then we could go for coffee.

**R:** What a great idea! I'll have had enough of the open day by eleven o'clock anyway.

**F:** Had enough? Are you joking? It's the sports facilities at 11.30, followed by lunch. Then at one o'clock, I want to visit the information desks and talk to a student ambassador. Then, at two, we're touring the halls of residence.

**R:** What? I thought this was basically a day off!

**F:** Shh. It's starting.

**D:** Ladies and Gentlemen. Welcome to Langchester open day. For the next four years you will be studying for your undergraduate degrees. It is a time that most people remember forever. We hope that by the end of today, you will have decided to spend that time here at Langchester University. Now, I know most of you probably have a detailed plan already, but just let me go over some of the main events and times of the day.

- 2 (T-S, S-T) Exercise 3. Give students a few minutes to read the Grammar box. Take questions. Then ask students to complete the activity individually. Check answers as a class.

### Answers

**a** action in progress = 1, 3, completed action = 2  
**b** point in time = 1, 2, period of time = 3

- 3 (T-S, S-T) Exercise 4. Have students find more examples of the Future Continuous and Future Perfect in the text and match them to rules a–c in the Grammar box. Check answers as a class. As further practice, you could go through each Grammar box point and ask students to come up with sentences with the tenses.

### Answers

**Future Continuous:** Over the next few months you'll be deciding which universities to apply to. (rule b); Will you be studying at Langchester at this time next year? (rule a, question form)

**Future Perfect:** But soon you will have finished your exams. (rule c)

- 4 (T-S, S-T) Write *I'll be at home at eight. He'll be at work. They'll be out.* Draw students' attention to the pronunciation of the 'll. Model and drill the pronunciation with the different personal pronouns. Then write *I'll have eaten by eight. They'll have finished by then. She'll have left by ten.* Model the pronunciation of the sentences and elicit that the *have* is unstressed and is shortened to /həv/. Model and drill. Refer students to the Grammar Reference section on page 71 of the Student's Book for more information.

## PRACTICE (10 minutes)

- 1** (T-S, S-T) Exercise 5. Ask students to complete the activity individually. Tell students to refer to the Grammar box if they need help. Check answers as a class. Ask students if they need any further explanation.

### Answers

**1** be doing   **2** be having   **3** be studying   **4** living

- 2** (T-S, S-S, S-T) Exercise 6. Elicit the different uses of the Future Perfect and Future Continuous tenses. Refer students to Fadi's plan in Exercise 2. Put students into pairs to complete the activity. Check answers as a class.

### Answers

- 1** At 09.00 Fadi will be listening to the welcome speech.  
**2** By 09.50 he'll have explored the campus and the library.  
**3** By 12.30 he'll have seen the sports facilities.  
**4** By 13.05 Fadi and Rakan will have had lunch.  
**5** At 13.30 they'll be visiting the information desks.

## PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 7. Model the activity by telling the students what you will be doing at 9 p.m. this evening. Put students into new pairs to complete the activity. Allow five minutes for this activity. Alternatively, students can mingle and ask other students in the class a different question. As students do the activity, monitor their use of language and vocabulary and make notes for delayed feedback. Ask students to share their ideas with the class, and then write on the board some of the useful language you heard the students using.

## WRAP-UP (5 minutes)

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

## HOMEWORK

Plan an open day for students who want to study at your school. Write a schedule for the day and prepare a short welcome speech. Use the Future Continuous and the Future Perfect to give information about the day.

## CONTINGENCY PLAN

If your students need more support with using the Future Continuous and Future Perfect: Write the following examples on the board:

- Future Continuous: *At 10 am tomorrow, I will be studying for my exam.*
- Future Perfect: *By this time next year, I will have finished middle school.*

Elicit the difference in the two tenses (Future Continuous describes actions that will be happening at a specific time in the future. Future Perfect talks about actions that will be completed before a certain time in the future.).

If your students need an extra challenge: Ask students to find more time expressions that can be used with the Future Perfect and to write some sentences with these expressions.

There is a downloadable photocopiable resource number 21 to use.

# 05 LESSON 3B GRAMMAR (WB)

## OVERVIEW

### Objectives: Grammar

- Use the Future Continuous with reference to actions in progress at a specific time in the future (GSE 60 - B2).
- Use the Future Perfect with reference to actions to be completed by a specific time in the future (GSE 66 - B2).

### Resources:

- SB: pages 50-51
- WB: page 39

## WARM-UP (5 minutes)

(S-S) Students work in small groups and read the welcome speeches they had prepared for homework in Lesson 3A to each other.

## PRACTICE (25 minutes)

- 1** (T-S, S-S) ★★ Exercise 1. Students complete this alone. Then check in pairs. Ask the students to underline the key phrases that are often used with these verb forms. Write these on the board (*by the time*, *by [9 p.m.]*, *by this time next [week]*, *[3 days] from now*, *by the end of [this month]*, *in [two hours'] time*).

### Answers

**2** At **3** this **4** from **5** By **6** In

- 2** (T-S, S-S, S-T) ★★ Exercise 2. Elicit the form of the Future Continuous (*will/won't + be + -ing*). Students complete this alone and check in pairs. Get feedback from the class.

### Answers

**2** will you be doing **3** won't be visiting  
**4** Will you be meeting **5** won't be studying  
**6** will be attending

- 3** (T-S, S-S, S-T) ★★ Exercise 3. Elicit the form of the Future Perfect (*will/won't + have + past participle*). Students complete this alone and check in pairs. Get feedback from the class.

### Answers

**2** will have formed **3** will have toured **4** will have chatted  
**5** will have met **6** won't have decided

- 4** (T-S, S-S, S-T) ★★ Exercise 4. Do the first one together. Students complete this alone and check in pairs. Get feedback from the class. Ask students to justify their answers.

### Answers

**1** won't have solved **2** will have received  
**3** won't be attending **4** will you be staying  
**5** will have picked up

- 5** (S-S, S-T) ★★ Exercise 5. Do the first one together. Students complete this alone and check in pairs. Fast finishers can write the sentences on the board. Ask the other students to check whether they agree with the answers on the board.

### Answers

**2** We won't have had lunch by 1.30 p.m.  
**3** Will she have made a decision by next week?  
**4** I'll have attended three open days by next week.  
**5** What will you have done by four o'clock tomorrow?  
**6** Noura won't be studying in France next year.

## PRODUCTION (10 minutes)

(S-S, S-T) Exercise 6. Give students a few minutes to make some notes and then discuss the questions in pairs. Then ask students to each write a short paragraph about their future predictions. Monitor and support where necessary.

### Answers

Students' own answers

## WRAP-UP (5 minutes)

(T-S, S-S) Play the same vocabulary game with the vocabulary papers from the Lesson 2B Warm-up.

## HOMEWORK

Ask students to write the paragraph from Exercise 6.

## OVERVIEW

### Objectives:

- Carry out a prepared structured interview with some spontaneous follow-up questions (GSE 45 – B1).
- Carry out a prepared interview, checking and confirming information as necessary (GSE 57 – B1+).
- Briefly give reasons and explanations for opinions, plans and actions (GSE 51 – B1+).
- Describe people's personality and emotions in some detail (GSE 59 – B2).
- Give advice, including reasons (GSE 61 – B2).
- Use a range of language to express degrees of enthusiasm (GSE 45 – B1).
- Follow the main points in a linguistically complex interview, if provided with written supporting material (GSE 70 – B2+).

### Resources:

- SB: page 52

## WARM-UP (5 minutes)

- 1 (T-S, S-T) Ask students if they have ever had an interview. What was it for? How did they feel? What did they do to prepare for the interview? Did it go well?

### Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 1. Refer students to the photos. Put them into small groups and have them answer the questions. Get feedback as a class.

### Answers

Students' own answers

## PRESENTATION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Have students complete the tips with *Do* or *Don't* in pairs. Check answers as a class. Then have pairs try to add more tips. Ask volunteers to share their answers with the class.

### Answers

2 Do 3 Do 4 Don't 5 Don't 6 Do 7 Don't

- 2 (T-S, S-T) Exercise 3. Explain to students they will listen to Jack's interview. Explain that they need to check whether he follows any of the tips in Exercise 2. Play the recording for students to complete the activity. Check answers as a class.

### Answer

No



## Audioscript 5.5

J = Jack R = Rob

- R:** Richard? Do you know if Jack Smith is here yet? He was due at ... Never mind, thanks. Jack! You're ... late.
- J:** Yeah, the bus was a nightmare. Sorry.
- R:** Anyway, I'm Rob. Thanks for coming in today. As you know, we're ...

**J:** Sorry. Hello? Yeah, yeah. Look, I can't talk now. Yeah, the interview. Yeah, now. What? Yeah. Bye, Mum. ... Sorry.

**R:** Okay, so ... Once again, thanks for coming in today. As you know we're interviewing for an internship here at Fish Tank Games. Your online application was very impressive.

**J:** Thanks, Bob. My friend and I spent a long time on it.

**R:** It's Rob, not Bob.

**J:** Oh dear. Sorry, I'm not good at remembering names.

**R:** It doesn't matter. Did you ... did you just say your friend helped you with your application?

**J:** Well ... no. I mean, I wrote it. He just helped me check a few things.

**R:** Like what?

**J:** Oh, just a few things. Like ... the spelling.

**R:** The spelling. Right. It says here you enjoy working with other people. Could you tell me more about that?

**J:** Did I write that? Well, sometimes I like working with other people, but I also enjoy doing things on my own. To be honest, working with others often makes things more difficult.

**R:** Oh? That's ... interesting. So, perhaps you could tell me a bit more about yourself, Jack.

**J:** Well, I wrote it all down on my online application. So, I'm nineteen years old ...

**R:** Jack, I've read your application and I found it very interesting, but I'd like to hear more from you. For example, what are some of your strengths?

**J:** Well, I'm good at gaming. I like ... I mean, I just want to work for a company that ...

- 3 (T-S, S-T) Exercise 4. Tell students that they will now listen to Asma's interview and check what she does better than Jack. Play the recording and then check answers as a class.

### Answers

Asma follows all the tips: She is there on time. She is smartly dressed. She remembers Farah's name.

She doesn't answer her phone or check her messages during the interview. She doesn't read from her CV or application form. She adds details about her strengths, experiences, motivations, etc. She doesn't talk about irrelevant details.

## Audioscript 5.6

A = Asma F = Farah

**F:** Asma? I'm Farah.

**A:** Nice to meet you!

**F:** We're a bit behind schedule. Sorry to keep you waiting, I know you were here on time.

**A:** No problem.

**F:** I'll start by saying congratulations. I really enjoyed reading your application.

**A:** Thank you. I'm glad to be here. I was so excited when I found out I had an interview.

**F:** Enthusiasm! We love that here. So, tell me a bit about yourself.

**A:** Well, I speak Arabic and English. I sat the *Tawjihi* last month. Oh, and I'm learning to drive at the moment. I'm taking my test next month.



# 05 LESSON 4A SPEAKING (SB)

- F:** Sounds like you enjoy keeping busy. How do you find time for everything?
- A:** I manage my time carefully. I actually think I work better under pressure. I believe most things are possible if you try hard enough, and I guess I'm a fast learner.
- F:** You're also a member of a rock climbing club.
- A:** Yes, that's been a really great experience. In climbing, you have to work together to stay safe. So I've learnt that I work well in a team. I truly believe that two brains are better than one.
- F:** I agree. So, what about your weaknesses? Things that you'd like to improve?
- A:** Well, I tend to spend too much time on some tasks, but I'm trying to speed up. And I find it difficult to talk to large groups of people. Last year, I joined a drama club. I'm trying to develop my public speaking skills. I'm sure I'll have improved by the time I start work.
- F:** Great. Right, why don't you tell me what you know about Fish Tank Games?
- A:** Well, I know from your website that ...
- 4** (T-S, S-S, S-T) Exercise 5. Model the activity using the example given. Refer students to the Speaking box and ask them to read it individually. Ask students to complete the activity in their pairs. Play the recording again for students to check their answers. Check answers as a class. Elicit what Asma's strengths and weaknesses are.

## Answers

2 pressure 3 fast 4 tend 5 difficult 6 develop



## Audioscript 5.7

- 1** I manage my time carefully.
- 2** I work better under pressure.
- 3** I'm a fast learner.
- 4** I tend to spend too much time on some tasks.
- 5** I find it difficult to talk to large groups of people.
- 6** I'm trying to develop my public speaking skills.
- 5** (T-S, S-S, S-T) Exercise 6. In their same pairs, have students complete the activity. Play the recording for students to check their answers. Then have students say the words to their partners. Monitor for correct pronunciation.

## Answers

/s/ impossible, missing, progress  
/ʃ/ impression, professional, session

## PRODUCTION (5 minutes)

(T-S, S-S, S-T) Exercise 7. Put students into new pairs. Refer Student A to the questions on page 73 and Student B to page 75. Have students do the activity. Then students swap roles and find a new partner to do the role play again. As students work, monitor for correct use of language and vocabulary and make notes for delayed feedback.

## WRAP-UP (5 minutes)

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

## HOMEWORK

Students imagine they are interviewing for their dream job. They write the interview.

## CONTINGENCY PLAN

If your students need more support with using language to talk about strengths and weaknesses: Get students to write a profile for themselves. They should include sentences under the headings *Strengths* and *Weaknesses* and they should refer to the Speaking box on page 52 for ideas for sentences that they can adapt to be true for themselves.

If your students need an extra challenge: Put students into pairs and ask them to write a list of five different jobs. Then, ask them to think about personal qualities that would be considered 'strengths' and 'weaknesses' for each job. Tell them that they can look at the Speaking box on page 52 for ideas. They should justify their responses.

## OVERVIEW

### Objectives:

- Understand the key points about a radio programme on a familiar topic (GSE 53 – B1+).
- Understand most of a radio programme about a familiar topic (GSE 60 – B2).
- Understand most of a radio programme aimed at a general audience (GSE 65 – B2).
- Take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic (GSE 61 – B2).
- Express their opinions in discussions on contemporary social issues and current affairs (GSE 61 – B2).
- Justify a viewpoint on a topical issue by discussing pros and cons of various options (GSE 60 – B2).

### Vocabulary:

- Work: *commute, deadline, freelance, full-time, gig economy, low wages, part-time, overtime, permanent, self-employed, shift, temporary*

### Resources:

- SB: page 53; Word List page 66
- TB: Culture Notes page 122
- Online Resources: Photocopiable Resource 22

## WARM-UP (5 minutes)

- 1** (S-S) Students work in pairs and discuss: *What is your dream job? Why?*

### Answers

Students' own answers

- 2** (T-S, S-S, S-T) Exercise 1. Model the activity using the example provided. Put students into groups to complete the activity. Allow one minute. Then ask students to share their ideas. Write their ideas on the board in the correct categories. Alternatively, you can ask volunteers to write the jobs in the correct categories on the board. Model and drill any difficult words.

### Answers

Students' own answers

## PRE-LISTENING (5 minutes)

(T-S, S-S, S-T) Exercise 2. Put students into pairs. Refer students to the cartoon and the definition. Ask students if they would like to work in a gig economy job. Have students do the activity in their pairs. Ask students to share their answers with the class.

### Suggested answers

**Pros:** you can work at home; you can get up when you like; you are not dependent on one employer

**Cons:** no stability; not enough money

## WHILE LISTENING (10 minutes)

- 1** (T-S, S-T) Exercise 3. Ask students to read the questions. Explain that they will hear a radio show about the gig economy. Play the recording for students to complete the activity. Check answers as a class. You can refer to the Culture Notes on page 122 for more information on the Gig economy.

### Answers

**1** an economist **2** There are both negatives (e.g. people might work longer hours for low pay) and positives (a wider range of work experience, no commuting, more flexible working hours); it's not entirely clear where the guest stands, but they suggest the gig economy is going to increase and that this way of working is better than being unemployed.

## Audioscript 5.9

**A** = Amal **F** = Fatima

**A:** Today we're talking about the world of work: how it's changing and how it might change in the future. With me is Fatima Al-Zou'bi. Welcome to the show, Fatima.

**F:** Thanks, Amal.

**A:** There's a lot of talk about the gig economy. What is it, exactly?

**F:** Well, the term 'gig economy' dates from the financial crisis of 2008. It describes an economy in which it's difficult for people to find full-time jobs with permanent contracts. Many people, especially the young, have several part-time jobs or change frequently from one temporary job to another.

**A:** Many gig economy workers are self-employed, right?

**F:** Yes, employers want flexibility so they employ a lot of freelance workers who hire out their time to different companies. Employers also prefer to pay their workers only when they need them.

**A:** And of course, if you don't get any work, you don't get any money.

**F:** Right. And unpaid shifts are becoming more common, too. That's when you agree to work for a certain time, a day or a week, for no payment.

**A:** That sounds good for the employer but what's in it for the worker?

**F:** Well, you have the opportunity to show that you're the right person for the job, which is good. And you might end up getting the job, which is better. But you could end up with no money and no job at the end of your shift, and that's not so good.

**A:** The gig economy isn't all negative, is it?

**F:** Of course not. There are advantages. For a start, you get a lot of work experience in all sorts of jobs. And if you work freelance, it may not be necessary for you to commute. You may be able to work from home. Instead of a routine nine-to-five job, you are your own boss. You're free to decide when and where to work.

**A:** Great.

**F:** Yes, sometimes. Even these advantages bring disadvantages. You may have to work long hours for low wages without getting paid overtime or holiday pay, even working around the clock. And at other times you may not have enough work or earn enough money. Even so, it's probably better than being unemployed.

**A:** How many people work in the gig economy?



# 05 LESSON 5A LISTENING AND VOCABULARY (SB)

**F:** Well, I've looked at the numbers for Saudi Arabia. In the last few years, 19 percent of people in that country have worked in the gig economy – that's 13 million people. The gig economy continues to grow every year. And over 50 percent of them are young, aged from 18 to 34.

**A:** Thanks, Fatima. Now, if you work in the gig economy, call us now.

**2** (T-S, S-T) Exercise 4. Refer students to items a-h. Ask students to read them first before completing the activity. Then have students work individually to do the activity. Check answers as a class.

## Answers

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

**3** (T-S, S-S, S-T) Exercise 5. Refer students to the *Active Listening* box and give them a few minutes to read it. Then put students into new pairs to complete the activity. Check answers as a class.

## Answers

She wrote key words instead of full sentences. She used symbols and numbers. She guessed something she wasn't sure she understood (2.8 million people). She didn't use abbreviations.

**4** (T-S, S-T) Exercise 6. Ask students to read the text in Exercise 5 again. Play the recording for students to complete the activity individually. Repeat the recording if necessary. Check answers as a class. If students are having difficulty hearing a particular word or phrase in a listening, play the recording and pause it just before the word or phrase. Prepare students to listen. Then play the recording and pause it again straight afterwards. Practising listening in this way will help your students learn to match written words to the pronunciation, especially in connected speech.

## Answers

2 freelance 3 commute 4 overtime 5 4.4% 6 34

## PRODUCTION (15 minutes)

(T-S, S-S, S-T) Write the following question on the board:

*Would you rather have a permanent full-time job for an employer, or work freelance/be self-employed?*

Put students into small groups and ask them to discuss the question. Remind them to give reasons for their opinions. Ask groups to share their ideas with the class.

## WRAP-UP (5 minutes)

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

## HOMEWORK

Ask students to do an online search for jobs that have disappeared and make a list.

## CONTINGENCY PLAN

If your students need more support with understanding and using language related to jobs: Ask students to write down the words highlighted in blue in Exercises 2 and 3 in their notebooks. They should then put the words into the categories of *Adjectives*, *Verbs* and *Nouns*. Ask them to write sentences containing these words.

If your students need an extra challenge: Put students into small groups and ask them to share their ideas about which jobs are better for being self-employed versus working for an employer.

There is a downloadable photocopyable resource number 22 to use.

## OVERVIEW

### Objectives:

- Infer speakers' opinions in conversations on familiar everyday topics (GSE 51 – B1+).

### Pronunciation:

- Dark and light /l/: *eventual, eventually, feel, feeling, final, finally, gradual, gradually, impossible, impossibly, school, schooling*

### Resources:

- SB: page 53
- WB: page 40

## WARM-UP (15 minutes)

- (T-S, S-S, S-T) Ask students if they remember the work-related words and phrases from the previous lesson. Give them one minute to write down as many as they can in pairs, and then elicit them and write them on the board.
- (T-S) With books closed, tell students they are going to listen to someone talking about his job. Play the recording in Exercise 1. Ask: *Which of the words on the board does he mention?*

### Answers

Students' own answers

- (T-S, S-S, S-T) Exercise 1. Ask students to open their books and read the sentences from the recording and try to remember what the missing words were. Students work individually to complete the sentences. Play the recording again to check, and then students compare their answers in pairs. Check answers as a class.

### Answers

2 balance 3 almost 4 call 5 unemployed 6 large



## Audioscript 5.10

You know, I've been thinking a lot about work lately. I went freelance and started my own business last year. I was going to be a sports coach, but I changed my plan. Instead, I tutor students who are preparing for English exams. I give them lessons online. But, it's still hard to find the right balance between making a living and actually living.

One advantage of my job now is that I don't need to travel to work. In my old job, my commute took almost one hour each way. By the time I got home, I felt like I had no energy left – I couldn't go to the gym! My work hours are more flexible now, which is good, but I think I still do a lot of overtime and I still have deadlines. I really want to help my students pass their exams, and they send me a lot of messages late at night. I'm still very tired at the end of the day.

I guess I've joined what people call the 'gig economy'. Sure, you might get more control over your schedule, but there's no stability, no guarantees. It's all so unpredictable.

But when I find myself complaining, I think about one of my friends who's unemployed. He did badly in his exams at school, and he didn't try to catch up. He's done some shifts in a large factory, but that job was temporary. He doesn't have as many choices for jobs as me.

Anyway, I've got another student soon, so I'll need to get ready.

- (T-S, S-S, S-T) Exercise 2. Tell students to read the question and discuss it with their partner. Then listen again to check and get feedback as a class.

### Suggested answer

don't need to travel/commute to work, hours are more flexible

## PRACTICE (15 minutes)

- (T-S, S-T) Ask students to read the *Active Pronunciation* box, then model each word and ask the students to repeat after you.
- (T-S, S-S, S-T) Exercise 3. Read the first sentence aloud and ask the students to tell you whether *travel* has a dark or light /l/. Repeat it a few times, until they get the right answer (*dark*). Ask them to write D in the space. In pairs, students read the other sentences to one another and write L or D. Do not check answers at this point.
- (T-S, S-T) Exercise 4. Play the recording, stopping after each sentence to elicit the answer.



### Answers

1 travel = D 2 felt = D, like = L, left = L 3 really = L  
4 still = D 5 control = D, schedule = D, stability = L

- (T-S, S-T) Exercise 5. Students listen again and repeat the sentences. Correct the sound of the /l/ where necessary.

## PRODUCTION (10 minutes)

- (T-S, S-T) Exercise 6. Play the recording and ask students to repeat the words, paying attention to the /l/ sound. Correct the sound of the /l/ where necessary.
- (T-S, S-S, S-T) Exercise 7. Students read the sentences to each other in pairs. Monitor to check whether they are pronouncing the /l/ sound in the correct way. Then they listen to the recording and repeat. Correct where necessary.



## WRAP-UP (5 minutes)

(T-S, S-S, S-T) Play a vocabulary game using the work related vocabulary. Students work in pairs. One student describes one of the words from Lesson 5A and the other student needs to guess it.

## HOMEWORK

Ask students to make a crossword using 5–10 words/phrases from this unit. They can do it by hand or use a free online crossword maker.

# 05 LESSON 6A READING AND VOCABULARY (SB)

## OVERVIEW

### Objectives:

- Develop an argument using common fixed expressions (GSE 53 – B1).
- Identify key information in an extended text or article (GSE 57 – B1+).
- Scan a long text or a set of related texts in order to find specific information (GSE 63 – B2).
- Quickly scan long, complex texts for key information (GSE 69 – B2+).

### Vocabulary:

- Work: *at risk, blue collar job, career opportunity, generate, high salary, interact with people, poor working conditions, process, repetitive job*
- Adjectives/verbs: *determine/determination, innovate/innovative, predict/predictable, repeat/repetitive*

### Resources:

- SB: pages 54–55; Word List page 66
- TB: Culture Notes page 122

## WARM-UP (5 minutes)

(T-S, S-T) Students share the research they did for homework about jobs that no longer exist. Ask *Do you think that these jobs would still be useful/necessary? Is their disappearance a sign of progress or not?*

## PRE-READING (5 minutes)

(T-S, S-S, S-T) Exercise 1. Refer students to the photos. Put them into pairs and ask them to discuss the question. Ask students to share answers with the class.

### Answers

He could be a carpenter or a builder.  
Students' own answers.

## WHILE READING (10 minutes)



- 1** (T-S, S-T) Exercise 2. Elicit what *scan* means. Then tell students that they are going to read two texts about predictions for the future of the workplace and the workforce, but first they are going to quickly scan the text. Put

students into pairs. Give students a minute to scan to find the jobs in the text. Elicit the jobs and write them on the board. Ask students *Which jobs do you think will have disappeared by 2030? Which ones will still exist?* You can ask students *What do you think?* or *Do you agree?* to make sure all students have a chance to speak. You can refer to the Culture Notes on page 122 for more information on blue-collar and white-collar jobs.

### Answers

personal assistant, taxi driver, technical translator, machine operator, administrative assistants, bank tellers, gardeners, plumbers, construction workers, entertainers, executives, social workers, teachers, singers, graphic designers, sports stars, doctors, data detectives, personal memory managers

- 2** (T-S, S-S, S-T) Exercise 3. In their pairs, ask students to decide who is Student A and who is Student B. Tell students to read the relevant questions before reading the relevant text. Give students five minutes to complete the activity. Have students tell their partner about their questions and answers. Do not check the answers as a class yet.

### Answers

- 1** The author mentions self-service checkouts, online banking, smart technology in our homes and personal assistants inside our phones.
- 2** Because these jobs will be lost (to automation).
- 3** Gardeners, plumbers or construction workers because they are hard to program. Entertainers, executives, social workers, teachers, jobs in health care, because robots are no good at creating things or managing or interacting with people.
- 4** Because it destroyed many jobs in the 18<sup>th</sup> and 19<sup>th</sup> centuries, but it also created new areas of work.
- 5** Computers have destroyed 3.5 million jobs in the USA, but they've also created over 19 million new ones.
- 6** The writer says that millions of new jobs are likely to be created.
- 7** Creative and analytical thinking.
- 8** The workforce of tomorrow will need to be flexible, change careers and learn new skills as they go through their working life.
- 9** Because automation will have made the economy more efficient.
- 10** The author believes we'll have a shorter working week, better working conditions and more leisure time, and machines and robots will do the boring jobs.

- 3** (T-S, S-S, S-T) Exercise 4. Have students read their partner's text to check their answers. Allow five minutes for this. Afterwards, check all the answers as a class and ask students which of the texts they find more convincing. Ask them to justify their ideas.

### Answers

**Text A:** The world of work is changing and some jobs are at risk of disappearing for humans. / There will always be jobs that robots can't do. / New technologies also generate jobs.

**Text B:** The changing needs of the job market mean that there will be new job opportunities. / New skills will be needed in the future. / Automation will make jobs more efficient and we will therefore have more leisure time.

Students' own answers

## POST-READING (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 5. Model the activity using the example given. Ask students to look at the words in the word box. Explain any unknown words if necessary. Have students complete the activity individually. Check answers as a class. Get students to ask and answer the questions in their pairs. Alternatively, you can ask pairs to discuss item 1 only. After a minute, get students to change pairs and discuss item 2. Continue this until all the items have been discussed.

### Answers

- 2** risk **3** opportunities **4** unemployment, generate  
**5** interact, process **6** conditions, repetitive, salary

- 2** (T-S, S-T) Exercise 6. Ask students to look at the words in bold and review vocabulary if necessary. Go through the sentences and ask what kind of word is missing in each gap. Tell students to complete the sentences using a form of the words in bold. Model by reading the example. Check answers as a class.

### Answers

**2** predictable **3** innovation(s) **4** determination

## PRODUCTION (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 7. Ask students to discuss the quote in pairs, and then to join up with another pair to see if they agree. Remind students to give reasons for why they agree or disagree with the statement that work is fun. Get feedback as a class.

### Suggested answers

Work is fun if you love what you're doing and it feels more like a hobby than a job.

Work is fun if your colleagues are also your friends.

Work isn't fun when it's boring and you do the same thing everyday.

Work can be boring if you work on your own or do you don't see your colleagues often.

- 2** (T-S, S-T) Exercise 8. Ask students to write their paragraphs on a separate sheet and hand it in to you for correction. Invite a few students to read their paragraphs to the class.

## WRAP-UP (5 minutes)

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

## HOMework

Interview three friends or family members in English and ask them to describe their dream job and their nightmare job.

## CONTINGENCY PLAN

If your students need more support with language related to the future of work: Ask students to underline or highlight eight words in the reading text on page 55 that they don't know or are not sure about. Tell them to use a dictionary to find out the meaning of those words. They then 'teach' some of their new words to the class.

If your students need an extra challenge: Ask students to read the text on page 55 again and to underline or highlight the verb forms used in each sentence. Ask them to identify the tense of those verbs and put a tick mark if they have studied that tense in this course.

# 05 LESSON 7A WRITING (SB)

## OVERVIEW

### Objective:

- Write a letter of application with appropriate register, conventions and supporting detail (GSE 65 – B2).

### Resources:

- SB: pages 56–57
- TB: Culture Notes page 123
- Online resources: Graphic Organiser for this Unit

## WARM-UP/PRESENTATION (10 minutes)

- 1 Students work in pairs to test each other on vocabulary from this unit. For example, *What's the phrasal verb that means you give your homework to the teacher?* (hand in).
- 2 (T-S, S-S, S-T) Exercise 1. Put students into small groups and have them complete the activity. Ask groups to share their answers with the class.

### Answers

Students' own answers

## PRACTICE (10 minutes)

- 1 (T-S, S-T) Exercise 2. Ask the students to read the statements and discuss in pairs which they think are true. Tell students they are going to listen to someone talking about personal statements. Play the first part to model the activity using the example given. Then play the recording so students can listen and tick the sentences that are true. Then check answers in pairs and then as a class. You can refer to the Culture Notes on page 123 for more information on applying to a UK university and writing a personal statement.

### Answers

Students tick sentences c, d, f and g.



## Audioscript 5.15

To go on to higher education and apply for a place at a UK university, you have to write a 'personal statement' to go with your online application. In it, you've got to write about yourself, explain your interest in a particular course and say why you deserve to receive an offer. This all needs to be done in a formal but enthusiastic style. No wonder it gives some school-leavers nightmares! Your personal statement should scream 'choose me!' You should explain why you're excited about the subject you want to study. Did you read an interesting article, watch an inspiring lecture or complete a fascinating project at school? Remember, if you aren't enthusiastic about your subject, you've probably chosen the wrong course. Your personal statement should provide evidence of your knowledge, skills and achievements. Do you have relevant experience from education, work or other activities? Did this experience teach you to be a good communicator, leader or essay writer? How do these skills make you a better candidate for your chosen course? A good starting point is to write down anything and everything connected with your passion for your chosen subject and why you feel you would be good at it. Use these notes to write your first draft.

- 2 (T-S, S-T) Exercise 3. Have students work individually. Ask them to first read the notes and then answer the questions. Then check answers as a class.

### Answers

- 1 a teaching course/primary education
- 2 volunteered at a summer activity camp, musical and arts and crafts skills, work experience at a primary school, sports taught her teamwork
- 3 running a sports team at school, becoming a head teacher

- 3 (T-S, S-T) Exercise 4. Have students work individually. Give students five minutes to complete the activity. Check answers as a class.

### Answers

She hasn't included singing or passing her driving test because they aren't relevant to the course she wants to study.

- 4 (T-S, S-S, S-T) Exercise 5. Refer students to the Writing box and give them a few minutes to study it. Then have students work in pairs to complete the activity. Check answers as a class.

### Answers

- 1 'A grown up that cares.'
- 2 I am so excited about studying Primary Education. I want to help children create their own success stories.
- 3 Last year I volunteered at a summer activity camp for eight-to ten-year-olds. I probably enjoyed it as much as the children! I used my guitar playing skills, and my love of arts and crafts. By the end of the week, it was clear that the children liked working with me, and as a result I felt more confident. During work experience at a primary school this past spring I helped children with reading, supervised at play time and learnt about running a classroom. This taught me that working with children is not only fun and rewarding, but also requires patience, discipline and preparation.
- 4 I used my guitar playing skills, and my love of arts and crafts. ... I am quite competitive and I enjoy sport.
- 5 I play for a successful football team and, through my sporting achievements I have learnt the value of teamwork. In the future, I hope to run sports teams to help children learn that same life lesson.
- 6 I know that teaching is a challenging career choice, but I am hard-working, determined and eager to learn. I am confident that I have the patience and dedication to succeed.
- 7 Ultimately, I would like to be a head teacher.

- 5 (S-S, S-T) Exercise 6. Put students into pairs to complete the matching activity. Then check answers as a class.

### Answers

- 1 b 2 a 3 d 4 c 5 e

## PRODUCTION (20 minutes)

(T-S, S-S) Exercise 7. Brainstorm with students what things they could write about themselves in a personal letter that would make a good impression. Put students into pairs. Ask students to look at the letter on page 72 and find: how it starts, three things Lucy mentions about herself and how it ends (*Dear Sir/Madam*, where she volunteered and gained experience, what she is like as a person, why the course will help her, *Yours sincerely*). Then refer students to the Writing box. Explain that they can follow this when writing their personal statement. Have students write their letter and then check against the Writing box to make sure they have included key points.

## WRAP-UP (5 minutes)

(T-S, S-S) Ask students to swap letters with their partners, who have to check for any mistakes and assess the email. Has he/she followed the tips in the Writing box? Have students work together to improve the letter.

## HOMEWORK

Students write a second draft of their personal statements using the feedback from their partner.

## CONTINGENCY PLAN

If your students need more support with writing personal statements: Ask students what their plans for the future are (e.g. go to college, get a job). Ask them to write a shortened version of a personal statement for their college or work plan. The emphasis of this activity should be on accuracy rather than length. Have students read the Writing box on page 57 again. Then, they should write a personal statement that includes an opening greeting followed by one sentence for an introduction, one sentence to explain why you are interested in the course/job, one sentence to explain previous experience or qualifications, one sentence to express future plans and a closing phrase.

If your students need an extra challenge: Have students work individually to write a personal statement for their dream job. Remind them to review the Writing box on page 57 first.

## OVERVIEW

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

### Objectives:

- All language-related objectives from Unit 5.

### Resources:

- SB: Word List page 66; Grammar Reference page 71
- WB: pages 42–43; Self-assessment 5 page 41
- Assessment: Unit 5 Language Test

## VOCABULARY AND GRAMMAR

Exercise 1.

### Answers

2 hand 3 keep up 4 determined 5 pull 6 down to  
7 put 8 drop out 9 salary 10 unemployed

Exercise 2.

### Answers

2 will be doing 3 won't have landed 4 Will, have come  
5 will be sitting 6 will be playing

Exercise 3.

### Answers

1 does 2 is going to be 3 are going 4 are you meeting

## USE OF ENGLISH

Exercise 4.

### Answers

2 their 3 be 4 However 5 such 6 than 7 under

## READING

Exercise 5.

### Answers

1 F 2 C 3 A 4 D 5 B

## SPEAKING

Exercise 6.

### Answers

Students' own answers

## WRITING

Exercise 7.

### Answers

Students' own answers



## MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
<b>CULTURE</b> Tea culture around the world	Theme 1: Society Theme 2: Culture	<b>Speaking:</b> expressing opinion and point of view; summarising main ideas; sustaining 5–7-minute conversations; maintaining meaningful dialogues of up to ten exchanges; eliciting information from other students  <b>Reading:</b> using note-taking strategies to record key ideas and specific details; connecting what is read with personal ideas and beliefs	<b>Speaking:</b> voice an opinion or point of view in meaningful, connected sentences  <b>Reading:</b> summarise the main ideas of a reading text; explain what the text says or conveys explicitly by quoting accurately from the text; determine two or more main ideas of a text and explain how they are supported by key details

### OVERVIEW

#### Objective:

- Develop students' awareness of a specific aspect of culture and sensitivity to intercultural differences.

#### Resource:

- SB: pages 58–59

### WARM-UP (5 minutes)

(T-S, S-T) With their books closed, ask students to say what the first thing is that comes to their mind when they hear the word *tea*.

#### Answers

Students' own answers

### PRE-READING (5 minutes)

(T-S, S-S, S-T) Exercise 1. Refer students to the questions. Tell students to choose the answer that best represents their knowledge about tea. Have students work individually, but allow them to compare answers in pairs. Get some feedback from the class. You could also add the fact that Arab nations are the world's largest importers of tea.

#### Answers

1 B 2 B 3 A

### WHILE READING (10 minutes)



- 1 (T-S, S-T) Exercise 2. Ask students to scan the text to find how many countries it mentions. Give them some time to read and check. Correct the exercise as a class.

#### Answers

6 (Japan, India, Jordan, Morocco, Taiwan, Argentina); 'Chinese' but not specifically 'China' is mentioned)

- 2 (T-S, S-S, S-T) Exercise 3. Tell students to read the sentences and write *T* for True or *F* for False after reading the text. Allow them to work individually. If they can't understand all the words in the text, encourage them to guess the meaning from context or let them use a dictionary. Play the recording as students complete the exercise. Students compare answers in pairs. Check answers as a class. Ask students to correct the false sentences.

#### Answers

- 1 T 2 F (Hot water is used to whisk the tea.) 3 T  
4 F (They like to add sugar and milk.)  
5 F (Boba contains nitrogen.)  
6 F (They drink it with a metal straw.)

### POST-READING (10 minutes)

(T-S, S-S, S-T) Exercise 4. Model the activity by reading the first statement and asking students to match with the correct dialogue. Get students to complete the activity individually but allow them to compare answers in pairs. Check answers as a class.

#### Answers

2 c 3 a 4 b 5 d

### PRODUCTION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 5. Ask students to read the instructions and then have them work individually to rank the different teas in order of preference. Have students work in pairs to compare their ideas. Ask students to discuss and negotiate the top two teas with their partner. Elicit answers from the class about each situation. Monitor for the correct use of vocabulary and grammar. Correct where necessary. Get feedback from the class.

#### Answers

Students' own answers

# CULTURE SPOT

**2** (T-S, S-S) Exercise 6. Read the three questions to the class and check understanding. Then put students into groups and ask them to discuss the questions. If you have less time, or think your students may struggle, give each group one question to discuss. Fast finishers can then answer another question if they have time.

## WRAP-UP (5 minutes)

(S-T, T-S) Ask students to say what they've learnt from the lesson and what they are most likely to remember in the future.

## HOMEWORK

Ask students if they noticed any similarities between the tea drinking customs mentioned in the reading text (for example, in China and Morocco, there are three servings of tea). Then, ask if any of the tea drinking customs they read about are similar to tea drinking in Jordan. Have them write a few things about drinking tea in Jordan that they would like people in other countries to know about. They can add pictures if they wish. Have them present their work to the class in the next lesson. This could also be turned into a wall display.

## CONTINGENCY PLAN

Start a discussion about how students make tea, when they drink tea, how often they drink tea. Alternatively, have students come up with questions related to tea. Get students to mingle and ask each other the questions. Then ask some students to report back to the class.

# LITERATURE SPOT

## MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
Literature The Time Machine	Theme 1: Society  Theme 2: Culture	<p><b>Speaking:</b> expressing personal opinions and experiences connected to the main ideas of a literary text; sustaining 5–7-minute conversations; maintaining meaningful dialogues of up to ten exchanges; eliciting information from other students</p> <p><b>Reading:</b> identifying a central idea of a text and how it is conveyed; connecting what is read with personal ideas and beliefs; tracing and evaluating an argument and specific claims in a text, distinguishing those that are supported by evidence from the ones that are not; reading literary texts representing a variety of genres, cultures and perspectives, and exhibiting level-appropriate interpretation; analysing and critically evaluating ideas in literary texts</p> <p><b>Writing:</b> using writing strategies (brainstorming, outlining, drafting, revising, editing, redrafting and publishing); using appropriate organisational patterns to the text type</p>	<p><b>Speaking:</b> voice an opinion or point of view connected to the main idea of a literary text in meaningful, connected sentences maintain conversations of up to seven minutes; interact in meaningful communicative dialogues of up to ten exchanges; stay on the topic and maintain relevance; respond to questions from other speakers</p> <p><b>Reading:</b> use note-taking strategies to record key ideas and specific details in abridged literary classics summarise literary texts of classics; analyse literary texts and connect their ideas with personal ideas and beliefs</p> <p><b>Writing:</b> practise brainstorming, outlining, drafting, revising, editing and publishing</p>

### OVERVIEW

#### Objectives:

- Identify key information in an extended text or article (GSE 57 – B1+).
- Give their personal interpretation of the development of a plot, the characters and themes in a story, novel, film or play (GSE 62 – B2).
- Make inferences about the attitudes and feelings of characters based on evidence in the text (GSE 63 – B2).
- Summarise, comment on and discuss a wide range of factual and imaginative texts (GSE 66 – B2).

#### Resource:

- SB: pages 60–61

### WARM-UP (5 minutes)

(T-S, S-S, S-T) With their books closed, put students into groups. Write or display on the board: *What are you reading at the moment? What's it about? What kind of books do you usually read? Do you have a favourite author?* Have students discuss the questions in their groups. Get feedback as a class.

### PRE-READING (5 minutes)

(T-S, S-S, S-T) Exercise 1. Refer to the rubric. Then, as a class, brainstorm words or ideas that have to do with time travel. Put students into pairs and have students complete the activity. Ask students to share their answers with the class.

#### Answers

Students' own answers

### WHILE READING (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Tell students to scan the text to find the answer. Have students compare answers with their partners. Check answers with the class.

#### Answer

to witness an experiment with a model time machine

# LITERATURE SPOT



**2** (T-S, S-T) Exercise 3. Tell students to read the text first and then decide which item fits into each gap in the text. Play the recording, then give students some time to complete the exercise individually. If they can't understand all the words in the text, encourage them to guess the meaning from context or let them use a dictionary. Check answers as a class.

## Answers

1 E 2 F 3 D 4 C 5 A

## TIP

For Exercise 3, remind students to read the sentences before and after the gaps to help them find the answer. Tell them to focus on the context of each sentence and the overall theme of the paragraph.

**3** (T-S, S-S, S-T) Exercise 4. Read the model. Have students complete the activity individually. Ask students to compare answers with their partners. Have students read the text again to check their answers. Check answers as a class.

## Answers

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

## POST-READING (10 minutes)

**1** (T-S, S-S, S-T) Exercise 5. Ask students to look at the question and think about it for a minute. Have students discuss the question in pairs. Remind students to justify their answers. Then ask students to share their answers.

## Answers

Students' own answers

**2** (T-S, S-T) Exercise 6. Model the activity using the example given. Refer students to the highlighted words. Explain any words they have difficulties with if necessary. Get students to complete the activity individually. Check answers as a class.

## Answers

2 swung 3 peered 4 presumed 5 extended  
6 indicated 7 pressed 8 recovered

**3** (T-S, S-T) Exercise 7. Have students work individually to complete the activity. Check answers as a class. Draw students' attention to the silent *b* in *subtle*. Check their pronunciation.

## Answers

1 absolutely 2 tiny 3 delicately 4 genuinely 5 subtle

## PRODUCTION (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 8. Put students into groups and ask them to discuss the question. Monitor for correct use of language and vocabulary as students work. Correct where necessary. Then have a volunteer from each group to present their ideas to the class.
- 2** (T-S, S-T) Exercise 9. If time allows, have a class discussion focusing on how students think life is different now compared to life in 1895. Explain the task, making sure they understand that they are from 1895 and have travelled in time to the present day. Ask them to plan a diary entry for a day. Encourage them to think about how they would feel arriving in the 21<sup>st</sup> century in a time machine. What would be different? What would be frightening? What surprises them most?

## WRAP-UP (5 minutes)

(S-T, T-S) Ask students to say what they've learnt from the lesson and what they are most likely to remember in the future.

## HOMEWORK

Have students turn their plans from Exercise 9 into a diary entry. Explain that they will present their work to the class in the next lesson.

## CONTINGENCY PLAN

Explain to students the concept of a time capsule – a container into which you put items which you think best represent the time you live in. The time capsule is buried and only opened in 100 years' time. Have students discuss what they should put in the time capsule. Groups present their ideas to the class.

# CULTURE NOTES

## Unit 1

### LESSON 1A VOCABULARY AND GRAMMAR

**End of academic year celebrations** The end of each academic year is celebrated around the world and expresses the excitement of achievement and life's future chapters.

The traditions are different, for example, some Scandinavian countries have parades when students are graduating from school. These parades are followed by traditional ceremonies, where graduates thank their teachers and mentors for their help over their learning journeys. In Japan, the graduation ceremony involves the reading aloud of graduation certificates and speeches. Traditional clothes are worn by the students, and the ceremony is accompanied by traditional music played by the student's music club.

### LESSON 4A READING AND VOCABULARY

**Psychology of appearance** Cultural attitudes towards appearance vary widely but are often shaped by stereotypes and societal norms. It can be useful to think about where our ideas about appearance come from. For example, in some cultures, grey hair and balding are associated with wisdom, maturity and authority, while in others, they may be stigmatised as a sign of aging and loss of strength. However, there is one generally universal common perception around appearance, and that is that most of us tend to regard someone wearing a suit or a white coat as a person of good status, projecting professionalism and authority. In a similar vein, the reading text refers to a study that was conducted by Hajo Adam and Adam Galinsky, which found that people wearing professional clothing – namely wearing a doctor's white coat – took tasks more seriously. The researchers introduced the term *encllothed cognition* to mean that the clothes we wear can influence the way we act. This underpins that there is a mind-body connection when we think about appearance.

### LESSON 5A GRAMMAR

**Clothing trends** Jeans are one of the world's most enduring articles of clothing. Originally created in the USA in the 1870s by Jacob Davis and Levi Strauss as durable workwear for miners and labourers, jeans evolved into a global fashion staple. These days, nearly everyone owns a pair of jeans. In the 1960s and 1970s, flared jeans – wide at the bottom – became a symbol of modern culture. By the 1980s, the focus shifted to bleached jeans, with acid-wash techniques creating light, distressed patterns that aligned with the bold and experimental aesthetics of the decade. The 1990s introduced ripped jeans, with strategically torn or worn patches. The early 2000s marked the dominance of skinny jeans, tight jeans that emphasise body-fitting silhouettes. Today, jeans continue to evolve, often blending elements from various eras. High-waisted, wide-leg and ripped styles coexist, demonstrating how jeans remain a versatile canvas.

### LESSON 7A WRITING

**Garden dinners** are social events that are held outdoors, often in a garden or a park, where guests can socialise, eat and drink in a beautiful landscape. The location is chosen because of the natural beauty of the location, and can be decorated with lights, beautiful table settings and other decorative items to enhance the ambience. Some garden dinners have interactive games for all the guests to participate in and have fun.

**Wood-fired ovens** are ancient and date back to the early days of civilisation. These were basic structures used to roast and bake over an open fire, but by around 5,000 years ago, more sophisticated clay ovens were used in Egypt. It was the Romans who made wood-fired ovens popular and they were used daily. The design of these ovens was genius: the domed structure was made from stone or brick and this was insulated with a layer of clay to retain heat. More recently, wood-fired ovens have become popular again, with people installing them in indoor and outdoor kitchens.

## Unit 2

### LESSON 1A VOCABULARY AND GRAMMAR

**Voyager** refers to either of two probes launched into outer space by the US in August (*Voyager 2*) and September (*Voyager 1*) of 1977. Due to a fortunate alignment of the outer planets, the probes were able to travel quickly. In August 2012, *Voyager 1* entered interstellar space, and *Voyager 2* followed in November 2018. Both carry a greeting should they be found by extra-terrestrial life forms.

**Ophiuchus** is a large constellation. Its name, recorded by Ptolemy in the second century CE, is Greek and means 'serpent bearer'. The constellation is rather large in size and due to its proximity to the elliptic (the Sun's apparent path through the sky), it is often called the thirteenth constellation in the Zodiac calendar. The best time to see Ophiuchus is in July, around sunset. It can be found by identifying the Milky Way and then looking northwest of the centre; it can also be found by locating its neighbouring constellations, Aquilla, Serpens and Hercules. Bernard's Star, our closest star after the Sun, is part of Ophiuchus and just six light years away.

### LESSON 2A READING AND VOCABULARY

**Artificial intelligence (AI)** is a wide range of technologies that perform different tasks in everyday services and items that people use. For example, AI is embedded in translating text into a different language, powering self-driving cars, identifying fraud and even performing surgery. The many applications of AI are quickly changing the world and how people work and live.

### LESSON 4A GRAMMAR

**The brain** has three types of memory; sensory memory, short-term and long-term memory. This process of being able to store experiences in the brain and recall them causes chemical changes in the nerve cells in the brain which create memory paths. These paths can last for a few seconds or for a lifetime. Studies have shown that the brain needs exercise and using mental activities can help boost brain cell activity. Doing crosswords, reading, playing games and playing a musical instrument are 'brain healthy' activities. Eating a variety of fruits and vegetables and keeping the brain active by learning a new skill or activity can also have brain benefits. Making sure that daily exercise is a lifestyle choice can also help the brain with better sleeping routines and a reduction in stress, too.

## LESSON 5A LISTENING AND VOCABULARY

**Drones** are essentially flying robots that are unmanned and can be remotely controlled due to their sensors and GPS. They have cameras and AI allows them to follow objects. There are many different categories of drones which can be used for photography, racing, search and rescue, agriculture and military purposes.

Over the last decade, there has been an increase in the amount of personal drones as prices have dropped and drone capabilities have developed.

## LESSON 7A WRITING AND VOCABULARY

**Screen time** can have a detrimental effect on our health such as reduced sleep, eye strain and higher risks of obesity. By reducing the amount of screen time, positive changes in sleep routines and eye health can happen. By spending less time in front of a screen, and more time actively moving and exercising, this, too, can affect mental and physical health.

## Unit 3

### LESSON 1A GRAMMAR AND VOCABULARY

**Aaron Fotheringham** (1991-) is an American extreme wheelchair athlete. He has never been able to use his legs due to spina bifida (a birth defect of the spinal cord). He was an exceptionally mobile toddler, and at the age of eight, he tried using his wheelchair at the BMX track where his brother rode. He fell at first, but got up and pressed on; soon he was addicted. In 2006 he completed the first ever backflip in a wheelchair and posted the video online. Since then he has become an international phenomenon. He is now a member of Nitro Circus (see below), has performed at numerous events and has spoken and coached at camps for disabled children. Aaron's passion lies not only in the pleasure he gets from the sport, but also in the chance to show people that challenges are opportunities.

**Nitro Circus**, which began as a small group of friends producing videos of their stunts in a garage, is a group of American extreme sportsmen who compete and perform internationally. The list of sports they have taken to extremes include FMX, BMX, skating and scootering. They are a diverse group united by their love for taking risks and perform their live events all over the world.

**The Paralympics** (Greek *para* = beside or alongside) is the third largest sporting event in the world (as of 2019). The games enable athletes with impairments to compete. The first Paralympic Games took place in 1960 in Rome, with 400 athletes from twenty-three countries. Sixteen years later, the first Paralympic Winter Games were held in Sweden. Both Summer and Winter Games are held every four years, and since the 1988 Summer Games and 1992 Winter Games, they have been held at the same location as the regular Olympic Games. Although sport activities for those with impairments have existed for over 125 years, they did not become popular until after World War II, when athletic competitions were used as a form of rehabilitation and relevance for injured veterans and civilians. The four values of the Paralympics are courage, determination, inspiration and equality.

**BMX** is short for bicycle/bike motocross. It can be traced back to the early 1970s in southern California, where children raced their bikes on dirt tracks. The sport took off, and by the mid-1970s bikes were manufactured especially for the sport. BMX hit the UK in the early 1980s, but declined in popularity by the end of the decade as the mountain bike became more popular. Riders not only race, but also do a number of tricks and stunts. The International BMX Federation was founded in 1981 with the first world championships taking place the following year. BMX became a fully recognised Olympic sport for the 2008 Summer Games in Beijing.

## LESSON 3A LISTENING AND VOCABULARY

**An emergency number system** is actually only a relatively recent phenomenon. In the days when operators were responsible for connecting calls, they also serviced emergency issues. In fact, when dialling became more automated, there was concern that this lack of personal touch would actually slow response time. The first locality to adopt a one-number system was London in 1937. The number chosen was 999 because it was deemed difficult to dial accidentally. This was later extended to cover the country. In the USA, citizens are taught from a young age to dial 911 in case of emergency. However, although it was introduced in the late 1960s, it only became standardised at the beginning of the 1980s. Europe was the last to follow suit when it adopted 112 as a standard number for its states in 1991.

## LESSON 6A READING AND VOCABULARY

**The Italian Ministry of Health** works with the law to create a nutritional framework that promotes well-being and focuses on fresh, seasonal ingredients for school lunches. The focus on a variety and balance includes a high proportion on plant-based foods and limited red meat, as well as moderate consumption of dairy, fish and chicken. No sugary drinks are available and students are educated in how food is grown, sourced and prepared.

Schools must offer a variety of balanced foods and menus are rotated weekly to ensure that there is a diverse range of meals. Certified organic ingredients are prioritised and using seasonal produce also supports local agriculture.

## Unit 4

### LESSON 1A VOCABULARY AND GRAMMAR

**Flight attendants** have to go through extensive training, much more than is apparent to the public. They are highly-trained professionals who have skills in customer service, safety procedures and flight regulations. Many flight attendants are fluent in several languages, and have to be able to manage any passenger conflicts that develop as well. Flight attendants have an important role in ensuring safe and comfortable flights for their passengers.

## CULTURE NOTES

### LESSON 4A GRAMMAR

**The state of Oregon** is located on the Western Coast of the USA, between California and Washington. It covers 254,806 km<sup>2</sup> of diverse landscape, including larger cities such as Portland and Salem, college towns, mountain resorts, beach hideaways and farm and wine country. Like Washington, the state is divided by the Cascade Range, with greener landscapes and a more temperate climate on the western half and a more extreme climate on the eastern half. The state contains 195 parks and recreational areas.

**Siuslaw National Forest** is located in the middle of the Oregon Coast and covers over 2,500 km. It extends over the Oregon Coast Range in places and includes the range's highest peak, Mary's Peak. There are plenty of activities to do in the park, from fishing and beachcombing to hiking, camping and mountain biking.

### LESSON 5A LISTENING AND VOCABULARY

**Air pollution in Delhi**, India, is a long-running problem. According to the World Health Organisation (see below), India's capital has the worst air quality of any major world city. It is so bad that an estimated 1.5 million people die annually from smog-related illnesses. Approximately 40% of the air pollution is caused by cars, 20% by dust and just a bit less by industries. The worst time is between October and December, due to the firecrackers set off during Diwali and the cold weather. During the Great Smog of Delhi in November 2017, the air pollution reached and exceeded the limits of what is considered safe.

**The World Health Organisation (WHO)** employs over 7,000 people from more than 150 countries in offices around the globe. They work with the United Nations to direct and coordinate issues of health care. This organisation works to reduce disparities in health care between nations. When emergencies occur, WHO leads and coordinates international response to provide health care, and works with nations to reduce future risks.

### LESSON 6A SPEAKING

**London** is the capital of England. It is located in the south-east of the country. The city is working towards making walking and cycling easier for its population. The cycle network has quadrupled the size in the last decade, and the number of zero-emissions buses has increased by 1,500.

### LESSON 7A WRITING

**The Scottish Highlands** are a historic region of Scotland and one of the least densely populated areas in Europe. This is due to the many mountain ranges, including Ben Nevis, the highest peak in the UK. The Cairngorms are a well-known mountain range in the eastern Highlands. They officially became part of the Cairngorms National Park in September 2003. Although there are no glaciers, snowfall is not uncommon throughout the year and patches can even be found in the summer. The mountains are popular for a number of winter and summer sports, including ice climbing, skiing, ski touring and hill walking. A funicular railway has serviced the Cairngorm Mountain area since late 2001.

## Unit 5

### LESSON 3A GRAMMAR

**Undergraduate/Bachelor of Arts programmes** in the UK generally last three years. Most students who take up an undergraduate course are 18 years old and have completed their university entrance exams. Upon applying, students can choose between a regular degree and a degree with honours. Most choose a degree with honours as it gives a grade rather than simply a pass-fail, as is the case with a regular degree.

**Halls of residence** in the UK provide students with housing during their studies. Usually, the rooms are single-occupant with a shared kitchen. Halls of residences can be on- or off-campus, and they can cost more than renting other places, but the rent includes services such as repairs, cleaning and Wi-Fi.

### LESSON 5A LISTENING AND VOCABULARY

**'Gig economy'** is a term that was first used during the 2009 economic crisis. At that time, many of those who could not find a steady job made money by taking on several part-time jobs, similar to what a musician or an actor does. Although the economy has improved, this way of earning a living caught on and has become popular with employers and employees alike. While it is convenient in terms of scheduling, it causes some to worry when it comes to the effect this type of work will have on an individual's health care and retirement options.

### LESSON 6A READING AND VOCABULARY

**'Blue-collar' and 'white-collar'** are terms used to distinguish between manual labourers and office workers. Use of the term 'blue collar' to refer to trade jobs can be traced back to an article in a lowan newspaper in 1924. It provided a metonymic link between the types of job workers perform and the colour of clothing they usually wore, e.g. denim and different shades of blue that hid dirt or grease stains. On the contrary, office workers have historically worn white dress shirts. For a long time, there was a stigma associated with blue-collar jobs, which tended to require less education and offer lower salaries. However, this is changing as the demand for skilled labour increases along with a rise in lower-paid white-collar jobs.

## LESSON 7A WRITING

**Applying to a UK university** is done through the Universities and Colleges Admissions Service (UCAS) website. Deadlines for applications are strictly observed, while the following five-step process is usually followed: **1** Candidates register with UCAS. **2** They choose which course they want to study. **3** They create a shortlist of universities which they like and which offer their course. **4** They fill in an application, which includes a personal statement (see below). **5** They wait for the universities to respond.

**A personal statement** is a formal piece of writing which is crucial to a successful university application in the UK. Personal statements can be no more than 4,000 characters long and represent the candidate's opportunity to explain the reason why they want to attend a particular university and choose to pursue a particular line of courses. The statement also explains why the university should choose this particular candidate. Good things to include are volunteer or paid work experience, skills and hobbies. The candidate should relate them back to the course they want to study and to their future career plans. When writing a personal statement, candidates are advised to proofread their work, sound excited and ask a trusted adult for advice and feedback. Also, they should make sure that they give themselves plenty of time and stick to the truth; there is no need to stretch the facts as that could cause more harm than good in the long run.

# CLASS DEBATES

## TEACHER'S NOTES

**Time:** 15 minutes

There are five simple steps to take in order to run a successful class debate:

**1 Propose a motion or controversial statement.**

Write the topic of the debate on the board. Ask students to work in pairs or groups of three and to discuss it for 2–3 minutes. They should think of some arguments for or against the statement and decide which side of the argument they want to take. Alternatively, you can assign this task as homework and allow students to research the topic and think of their arguments at home.

**2 Make teams: proposers and opposers.**

Divide the class into groups of no more than six. Half the groups should be 'the proposers', arguing for the statement. The other half should be 'the opposers', arguing against it. If most students hold similar views, you may assign them to teams randomly. For variety or an extra challenge, you may also ask them to argue for the view opposite to their own.

**3 Prepare for the debate.**

Give groups five minutes to prepare. They should make a list of arguments in support of their view. They may also try to anticipate the counterarguments the opposing team may present and think of how to refute them. Finally, they should plan a strategy for their team, i.e. decide who is going to present which argument and in what order. Tell them that during the debate, each member of the team needs to speak at least once.

**4 Hold the debate.**

The debate structure has five simple steps:

Step	Instructions	Timing
1	Each team has a turn to present their arguments.	2 minutes per team (4 minutes in total)
2	Both teams have 2 minutes to prepare the rebuttal of their opponents' arguments.	2 minutes
3	Each team present their rebuttal for 2 minutes.	2 minutes per team (4 minutes in total)
4	Both teams have 2 minutes to prepare a summary of their position.	2 minutes
5	Each team summarises their view and makes final comments for 1 minute.	1 minute per team (2 minutes in total)

- Ask students to remain silent while their opponents are speaking and take notes of the points they make.
- If you have more than two teams, tell students which teams are going to argue against each other.
- For the sake of fairness, you may want to alternate the order in which the teams make their presentations, with the team arguing for the statement speaking first in step 1 and second in step 3.
- If pressed for time, you may combine steps 3 and 5 so that students present both the rebuttal and summary in one stage.

**5 Provide feedback.**

- After the debate, ask students whether they have been convinced by the opposing team's arguments and who, in their opinion, won the debate and why.
- You could ask students to raise their hands to vote on which side they really stand in the debate. Count the show of hands for each side and declare the winning argument.
- Provide feedback on how well the teams argued their case and suggest things they could improve in the future.
- As a follow-up activity, you could ask groups to switch sides so that students get to argue both sides of the same discussion. You could also ask students to write a 'for and against' essay using the arguments from the debate.

### USEFUL LANGUAGE

Photocopy and provide students the useful language for debating on the next page, for them to refer to during the school year.

### DEBATE TOPICS

- Unit 1** Parents are the most important role models for young people.
- Unit 2** There is no value to humanity in space tourism.
- Unit 3** Family businesses contribute more to communities than global companies.
- Unit 4** Traditional farming produces better food than modern farming.
- Unit 5** Students are too dependent on technology.

## Presenting the topic

We are going to speak in favour of/against the statement/idea/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 ...  
 [Nala] will elaborate on, ...  
 [Rola] will then talk about ...  
 The next speakers will explain why ...  
 [Fatima] will conclude by ...

## Presenting the most important point

The main thing/point is ...  
 The (single) most important thing/point is ...  
 Most importantly, ...  
 Primarily, ...  
 Central to this debate is (the fact that), ...

## Presenting a list of arguments

First of all, ...	What's more, ...
Firstly, ...	Also, ...
To begin with, ...	We also need to think about ...
Secondly, ...	Something else to think about is ...
My first/second argument is ...	Another important point is ...
Let me come to my first/second/next argument.	Furthermore, ...
Perhaps I should also mention that ...	In addition to that, ...
In addition, ...	Moreover, ...

## Giving your opinion

In my view/opinion, ...	It goes without saying that ...
My view is that ...	It seems to me that ...
I am of the opinion that ...	I firmly believe that ...
I hold the view that ...	(Personally,) I feel/believe that ...
The way I see it, ...	We are convinced that ...
If you ask me, ...	It is our belief that ...
As far as I'm concerned, ...	

## Expressing certainty

Clearly/Obviously, ...  
 There is no doubt that ...  
 Let the facts speak for themselves.  
 In fact, ...  
 Without a shadow of a doubt, ...  
 Frankly, I think it's obvious that ...  
 It cannot be denied that ...

## Clarifying/Reiterating

I'm talking about ...	Put simply, ...
What I'm trying to say is ...	Essentially, ...
What I mean (by that) is ...	To clarify, ...
I'm saying that ...	To reiterate, ...
In other words, ...	To elaborate, ...
The whole point of this is that ...	

## Supporting your view with examples/evidence

For example, ...	Look no further than ...
For instance, ...	To illustrate ...
Let me give you an example: ...	Recent research has shown that ...
Take, for example, ...	New studies confirm that ...
An example of this is ...	

## Discussing advantages and disadvantages

On the one hand, ... On the other hand, ...  
 Some people believe that ... while others say that ...  
 While ... , we should not forget that ...  
 An argument for/in favour of/against ...

## Concluding/Summarising

So, finally, ...	All in all, ...
So, in short, ...	In summary, ...
To sum up, ...	In a nutshell, ...

Let me summarise our position in this debate.  
 To conclude, let me stress that ...  
 So, as we have seen ... Therefore, we must conclude that ...  
 This clearly reinforces everything I have said up until this point.  
 In light of what was said earlier, we can see that ...



**Jordan**

**High  
Note**

**Grade 10**

Semester 1

**PHOTOCOPIABLE RESOURCES**



# PHOTOCOPIABLE RESOURCES

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# PHOTOCOPIABLE RESOURCES

## TEACHER'S NOTES

### Unit 1

#### 1 A family party

##### (Lesson 1 Vocabulary and Grammar)

**Aim:** to practise the Present Simple and Present Continuous

**Interaction:** pairs

**Type of activity:** gap-fill, ordering

**Time:** 15 minutes

**Materials:** one worksheet per pair, cut in half (A and B)

**In class: (1)** Put students in pairs and give each student their half of the worksheet (A or B). Tell them that they should not show their worksheet to their partner. **(2)** Individually, students complete the sentences in Exercise 1. Remind them to use short forms where possible. **(3)** Check answers with the class. **(4)** Students work in pairs to complete Exercise 2. **(5)** Check answers with the class by asking a pair of students to read out the conversation in the correct order.

**Answers:**

**Students A and B**

- 1** a has, 's happening b goes d really love, really enjoy  
e think, 're planning f sounds, 're really enjoying  
g are becoming h 's eating, Do you know  
i 'm standing, Do you remember j want  
k make, 're doing l meet n 're preparing
- 2** 3 a 4 h 5 e 6 k 7 g 8 i 9 b 10 l 11 d 12 n  
13 f 14 j

#### 2 Sketch artists

##### (Lesson 2 Vocabulary)

**Aim:** to practise vocabulary related to physical appearance and clothes

**Interaction:** pairs

**Type of activity:** information gap

**Time:** 15 minutes

**Materials:** one worksheet per pair (2 pages, 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)** Ask students to label the spidergrams with the headings in the box, then check answers with the class. **(3)** Students take turns to describe the people on their worksheet for their partner to draw. Point out that they can also ask each other additional questions. Revise questions they could ask for each category, e.g. *What are his trousers made of? Does he look stylish?* Remind students that they can choose from the vocabulary in Exercise 1 to help them describe the people. **(4)** When they have finished, ask them to compare their drawings to the originals. Elicit descriptions from different students around the class.

**Optional follow-up:** Ask students to make guesses about where the people are going or what they are doing based on their clothes.

**Answers:**

**Student A**

- 1** 1 Clothes 2 Footwear 3 Accessories 4 Adjectives to describe clothes 5 Materials 6 Overall appearance

**Student B**

- 1** 1 Accessories 2 Overall appearance 3 Clothes  
4 Footwear 5 Materials 6 Adjectives to describe clothes

#### 3 Backstage

##### (Lesson 3 Listening and Vocabulary)

**Aim:** to practise useful language from the main listening of the unit

**Interaction:** individual, pairs

**Type of activity:** gap-fill

**Time:** 15 minutes

**Materials:** one worksheet per student

**In class: (1)** Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 1.3 for them to check/complete their answers. Alternatively, check answers by going through the interview 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** 2 'm reporting 3 're spending 4 're doing  
5 are you doing 6 are filming 7 has 8 're preparing  
9 's getting 10 're also getting 11 has 12 're making  
13 's just trying 14 Do you enjoy 15 love 16 enjoy  
17 spend 18 you see

#### 4 Put on your thinking cap!

##### (Lesson 5 Grammar)

**Aim:** to practise articles (*a/an, the* or no article)

**Interaction:** pairs

**Type of activity:** gap-fill, quiz

**Time:** 15 minutes

**Materials:** one worksheet per pair, cut in half (A and B)

**In class: (1)** Put students in pairs and give each student their half of the worksheet (A or B). Explain that A and B have two parts of the same quiz called *Put on your thinking cap!* **(2)** Students do Exercise 1 individually by completing their quiz questions with Ø (no article), *a/an* or *the*. **(3)** For Exercise 2, students take turns to read out their quiz questions. Their partner listens and checks the questions against the key. **(4)** Students now do the quiz in their pairs. They circle the answers they think are correct on their worksheet. Point out that they don't have to agree and can choose different answers for each question. In that case, they should either note down their answers on a separate piece of paper or use a different colour pen to circle their answers on their worksheet (e.g. blue for Student A and red for Student B). **(5)** Explain that students get two points for each correct answer. Read out the answers and ask students to total their scores. Feed in some interesting facts from the answer key. **(6)** Students check the scoring key to see if they are *a style expert*. Ask for a show of hands for each category.

## Answers:

### Students A and B

- 1–2** See worksheet, Exercise 2.
- 3 1** a; 'Flares' were a fashionable style of trousers and jeans in the 1970s.
- 2** b; The majority of cotton grown in China and India is genetically modified. Cotton farmers are paid practically nothing to farm cotton. It is highly unsustainable as it uses a massive amount of water and pesticides.
- 3** c; China's clothing exports accounted for 31.6 of the world's clothing exports in 2023. Exports totalled \$164 billion.
- 4** a; Other names around the world for flip flops or thongs around the world include 'Flip-lop' or 'Tongs' in Cambodia, 'Jandals' in New Zealand, 'Slipper' or 'Slippah' in Hawaii, and 'Slider' or 'Slides' for various other countries.
- 5** a; The Paris Fashion Week began in 1973. New York, London, Paris and Milan are the fashion capitals of the world.
- 6** a; One of the first modern waterproof raincoats was created after Scottish chemist Charles Macintosh invented a new tarpaulin fabric in 1824.
- 7** a; The fashion industry is typically concentrated in locations with relatively low labour costs.
- 8** b; The trainers replicate the shoes worn by Marty McFly in the film *Back to the Future Part II*.
- 9** c; In the 1980s, the percentage of women in the workforce rose to over 50% and a new look for women in business was born.
- 10** a; Tailors started working in Savile Row in 1803. It is still known today as the ultimate destination for shoppers looking for top-quality tailored suits.

## Unit 2

### 5 Space convention

#### (Lesson 1 Vocabulary and Grammar)

**Aim:** to practise the Present Perfect Simple and Continuous

**Interaction:** pairs

**Type of activity:** multiple choice, matching role play

**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). Explain the context: they are at the Young Astronomers' and Space Scientists' Convention. During a break, they are talking about the convention, space science and astronomy. **(2)** Individually, students choose the correct verbs to complete the questions in Exercise 1. Explain that in some cases both tenses are possible. **(3)** In their pairs, Students A read out their questions and Students B answer by choosing the correct responses in Exercise 2. They then swap roles and Students B ask their questions for Students A to respond. **(4)** Check answers with the class. **(5)** Ask students to fold their worksheet in half and repeat the role play without looking at the responses.

**Optional follow-up:** Elicit what other types of questions students could ask when they meet people at a convention, e.g. *Have you seen anything interesting so far? What time is the session on Smart Technology?*

## Answers:

### Student A

- 1 1** been coming (PPC. Emphasis on the activity. We often mention how long the activity has been going on.)
- 2** been doing (PPC. The convention hasn't finished yet.)
- 3** been studying (PPC or PPS. Both are possible but the PPC is more natural here, to ask about a recent activity that explains something in the present.)
- 4** been working (PPC. Emphasis on the activity. We often use 'how long' to ask about the duration of an activity.)
- 5** found (PPS. The speaker is asking about result and the emphasis is on a finished activity in the past.)
- 6** been having (PPC or PPS. Both are possible but the PPC is more natural here, to ask about an unfinished activity.)
- 7** tried (PPS. The speaker is asking about a finished activity in the past.)
- 8** got (PPS. The speaker is asking about result and the emphasis is on a finished activity in the past.)
- 9** told (PPS. The emphasis is on a finished activity in the past.)
- 10** heard (PPS. The emphasis is on a finished activity in the past.)

### Student B

**1 1–8** See answer key for Student A.

**9** been (PPS. The emphasis is on a finished activity in the past.)

**10** found (PPS. The emphasis is on a finished activity in the past.)

### 2 Students A and B

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

## 6 Back to the moon

### (Lesson 2 Reading and Vocabulary)

**Aim:** to practise the skills of skimming and scanning

**Interaction:** individual, pairs

**Type of activity:** reading text and activities

**Time:** 20 minutes

**Materials:** one worksheet per student

**In class: (1)** Refer students to the title of the text, the photo and the paragraph headings. Then give them about 2 minutes to skim the text. Make it clear that there is a time limit and therefore they shouldn't stop and ask questions about vocabulary. After 2 minutes, stop them and nominate a student to answer the question in Exercise 1.

**(2)** In pairs, students work on Exercise 2 to find what the numbers refer to and write down their answers on their worksheets. Check answers with the class. **(3)** Students work individually on Exercise 3. They scan the text again to help them complete the sentences with suitable words (one word for each sentence).

**Optional follow-up:** Ask students to discuss the following question in pairs: *Would you like to be a space tourist? Why/Why not?* Elicit answers around the class. To extend the activity further, ask students to prepare and present an advert for a trip to the moon, including details about cost, accommodation and activities.

### Answers:

- 1** a  
**2** **2** the year of the last landing on the moon  
**3** the year SpaceX launched Falcon Heavy  
**4** the value of NASA's contract for BEAM  
**5** the lowest amount a room on the moon may cost in the future  
**3** **2** private **3** packages **4** fly/transport/send **5** Ice  
**6** regulate

## 7 A survey on museums

### (Lesson 3 Vocabulary)

**Aim:** to practise phrases with *think* and *mind* and vocabulary related to science

**Interaction:** individual, pairs, whole class

**Type of activity:** gap-fill, matching

**Time:** 10–15 minutes

**Materials:** one worksheet per pair, cut in half (A and B)

**In class: (1)** Put students in pairs and give each student their half of the worksheet (A or B). Tell them that they should not show their worksheet to their partner. **(2)** Explain to students that Exercise 1 shows answers to different questions from a survey on museums. Ask them to work individually and complete their answers with phrases from the box.

**(3)** In pairs, students take turns to ask each other the questions from Exercises 2 (Student A) and 3 (Student B) and choose appropriate sentences from Exercise 1 to answer their partner's questions. **(4)** Check answers by asking different pairs around the class to read out the questions and answers.

### Answers:

#### Students A and B

- 1** **b** haven't made up my mind **c** think seriously  
**d** think outside the box **e** think ahead  
**g** broaden your mind **h** didn't think much of it  
**i** Do you mind **j** changed my mind  
**2-3** **1** g **2** i **3** j **4** h **5** f **6** e **7** c **8** b **9** d **10** a

## 8 Verb pattern battleships

### (Lesson 4 Grammar)

**Aim:** to practise verb patterns

**Interaction:** pairs

**Type of activity:** game

**Time:** 15 minutes

**Materials:** one worksheet per pair, cut in half (A and B)

**In class: (1)** Put students in pairs and give each student their half of the worksheet (A or B). Write the following key words on the board for students to refer to: *Miss, Hit, Damage, Battleship sunk*. **(2)** Students work in pairs facing each other, without looking at each other's boards. Tell Students A to ask Students B a question to find verbs on Bs' board, e.g. *'Is there anything in A6?'* If there is nothing in the square, Student B says *'Miss'* and then it's his/her turn. If there are verbs in the square, B reads them out for A, and A has to invent a correct sentence that uses both verbs. **(3)** Student B can consult the Verb pattern box to check if A has used the correct verb pattern. If A's sentence is correct, Student B says *'Hit'*, and Student B gets two points and another turn. If the sentence is incorrect, Student B says *'Damage'*, Student A gets one point, and Student B takes a turn. If students cannot agree, they should ask you. **(4)** Tell students

that they can map where they have bombed their opponent by crossing out a square in their marking grid. **(5)** When a whole battleship is destroyed, students say *'Battleship sunk!'* The first student to find five battleships – two two-square battleships, two three-square battleships and one four-square battleship – ends the game. Students then total up their scores because, with the scoring system, it is possible to win the game even if all your ships have been sunk by your opponent.

**Optional follow-up:** Write these verbs from Lesson 4A on the board: *like, practise, love, enjoy, allow, appear, decide, expect, need, learn, refuse, want, must, might, will, can, prefer*. Ask students to work in pairs and make their own battleship grid. They then play Battleships with another pair. Students can refer to the Grammar box on page 17 to check their partners' sentences.

## 9 Drone Boy

### (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 2.6 for them to check/complete their answers. Alternatively, check answers by going through the interview 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** **2** insect **3** founder **4** mind **5** first-person view  
**6** goggles **7** at high speed **8** drone racing  
**9** the way **10** uses **11** aerial filming  
**12** shot **13** map making **14** eye-in-the-sky  
**15** search and rescue **16** survivors  
**17** commercial deliveries **18** legal requirements  
**19** medical supplies **20** developments  
**21** Privacy **22** conferences

## Unit 3

### 10 Ali – a football genius

#### (Lesson 1 Grammar and Vocabulary)

**Aim:** to practise the Past Simple, Past Continuous and Past Perfect

**Interaction:** pairs

**Type of activity:** ordering

**Time:** 15 minutes

**Materials:** one worksheet per pair, cut in half (A and B)

**In class: (1)** Put students in pairs and give each student their half of the worksheet (A or B). **(2)** Explain to students that they are going to order the story of Ali's childhood. Elicit what students know about him. **(3)** Give students 2 minutes to familiarise themselves with the parts of the text they have.

(4) In pairs, students take turns to listen to their partner and read out the section of the text they think comes next. Highlight that Student A has the first section and should begin the activity. Point out to students that they should listen carefully to the tenses and time expressions to help them order the sections. (5) When students have finished, ask them to look at their worksheets together and make sure they have ordered the text correctly. (6) Check answers by asking different students around the class to read out the sections in the correct order.

**Answers:**

3 a 4 h 5 e 6 j 7 b 8 l 9 d 10 g 11 f 12 i

## 11 What happened to you?

### (Lesson 2 Vocabulary)

**Aim:** to practise vocabulary related to sports, activities, fitness and exercise

**Interaction:** pairs

**Type of activity:** information gap

**Time:** 10 minutes

**Materials:** one worksheet per pair (2 pages, 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)** Ask students to look at the picture and explain or elicit that it shows injured patients in a waiting room. Elicit a description of the patients to revise vocabulary such as *wheelchair, crutches, injured*. Elicit where the accidents might have happened.

**(3)** In pairs, students take turns to ask questions to find out what the injury is, where it happened, while doing what and for what reason. They complete the gaps in their worksheet with the information. **(4)** In a less confident class, you could model the activity with a stronger pair of students. Write the questions on the board for students to refer to, e.g. *What happened to Farid? What was he doing when he sprained his wrist? Where was he? Why did it happen?* **(5)** Check answers by asking different students around the class to read out the completed information. You could then ask students to match the people in the picture with the names in the sentences.

**Optional follow-up:** Ask students to role-play conversations between a doctor and the patients in the picture. Pairs can choose a patient and invent a dialogue or you could do this together as a class activity, e.g.

*Doctor: Good morning. What seems to be the problem?*

*Patient: My back hurts.*

*Doctor: Are you in a lot of pain?*

**Answers:**

- 2 Hussein broke his leg while he was snowboarding in the Swiss Alps. He crashed into a tree.
- 3 Kareem pulled a muscle in his leg while he was running on the basketball court. He hadn't been training much and was out of shape.
- 4 Jawad dislocated his shoulder when he was scoring a goal on the school football pitch. He collided with another player.
- 5 Mazen injured his back when he was riding his bike at a motocross event. He fell off his bike in the middle of a double back flip.
- 6 Salem twisted his ankle when he was running on the athletics track. Another runner stepped on his foot.

## 12 There's been an accident!

### (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 3.3 for them to check/complete their answers. Alternatively, check answers by going through the dialogues 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 2 fell 3 's broken 4 fallen 5 hurt 6 happened  
7 fell 8 hurt 9 called 10 broken

## 13 Eating habits – past and present

### (Lesson 4 Grammar)

**Aim:** to practise *used to* and *would* to describe past habits, states and routines

**Interaction:** individual, pairs

**Type of activity:** gap-fill, matching

**Time:** 15 minutes

**Materials:** one worksheet per pair, cut in half (A and B)

**In class: (1)** Put students in pairs and give each student their half of the worksheet (A or B). **(2)** Explain to students that they are going to talk about the eating habits older generations used to have and then compare them to those of modern-day families. **(3)** For Exercise 1, ask students to complete sentences 1–7 with the correct form of *used to* or *would*. Monitor and help students as necessary. **(4)** Check answers with the class. Ask students to explain why and when only *used to* or both *used to* and *would* are possible. **(5)** For Exercise 2, ask students to take turns to read out their sentences 1–7 for their partner to match to a modern-day equivalent in sentences a–g. **(6)** Check answers with the class.

**Answers:**

**Students A and B**

- 1 1 didn't use to (Remind students that in the negative we cannot use *would* without a change in meaning. *We wouldn't* would mean 'we refused'.)
  - 2 didn't use to
  - 3 used to/would
  - 4 didn't use to
  - 5 didn't use to
  - 6 used to/would
  - 7 didn't use to (We cannot use *would* because we are referring to a state, not a routine.)
- 2 1 e 2 d 3 f 4 c 5 g 6 a 7 b

## Unit 4

### 14 Vietnam: know before you go

#### (Lesson 1 Vocabulary and Grammar)

**Aim:** to practise the use of modal and related verbs

**Interaction:** individual, pairs

**Type of activity:** multiple-choice, guessing

**Time:** 15 minutes

**Materials:** one worksheet per student

**In class: (1)** Hand out the worksheet, refer students to the quiz and explain that these are statements about Vietnam. Some of them are true and some are false. **(2)** Ask students to work individually and choose the correct options to complete the statements. Reassure them that they don't need to worry about which sentences are true/false for now – they will do the quiz in the next exercise. Before they begin, point out that both options are possible in some items. **(3)** Check answers with the class. **(4)** Put students in pairs and ask them to do the quiz. They should discuss the statements with their partner, decide whether they are true or false and mark their answers on their worksheet. Point out that they don't have to agree with their partner – they can each choose a different option for each statement. **(5)** Give students the answers from the key below. For each statement, you could ask for a show of hands for 'True' and 'False' before confirming the answer, and invite students to share their ideas with the class. **(6)** To turn this into a game, you could ask students to swap worksheets with their partner/another pair and check each other's answers, awarding one point for each correct answer. The student/pair with the most points wins.

**Optional follow-up:** You could ask students to write a similar quiz about their country or a country they know well. They could do this individually or in pairs, in class or as homework. In the next class, they could give their quiz to another student/pair to complete.

**Answers:**

- 1** 1 ought to **2** don't have to **3** both **4** won't be able to  
**5** both **6** mustn't **7** shouldn't **8** can **9** must **10** can  
**11** may not **12** both **13** mustn't **14** don't have to  
**15** both
- 2** **1** T **2** F (You don't need a stamped visa if you stay for up to *thirty* days.) **3** T **4** F (Street food is very popular in Vietnam.) **5** T **6** T **7** F (The opposite is true: tickets are cheaper at train stations.) **8** F (There can be up to two people on a motorbike.) **9** T **10** F (The medical emergency number is 115; 113 is the number for the police.) **11** F (It's allowed.) **12** T **13** T **14** F (Traffic is actually a big problem in big cities as most people travel on motorbikes.) **15** F (The opposite is true: you should not open the gift in front of the giver as this is considered impolite.)

### 15 What a hotel!

#### (Lesson 2 Reading and Vocabulary)

**Aim:** to practise the skill of identifying author's attitudes

**Interaction:** individual, pairs

**Type of activity:** reading text and activities

**Time:** 10–15 minutes (if students read the text at home and then do the activities in class) or 25 minutes (if students read the text and do the activities in class)

**Materials:** one worksheet per student

**In class: (1)** Elicit where students would expect to see this type of text (on the Internet) and ask if they trust this type of review for choosing a restaurant or a place to stay. **(2)** Students do Exercise 1 individually. Remind them there is one heading they do not need. Set a time limit of 2 minutes to encourage them to skim-read. Check answers with the class. **(3)** Students read the reviews again and answer the questions in Exercise 2. Check answers with the class. **(4)** Get students to do Exercise 3 in pairs. Check answers with the class.

**Optional follow-up:** Write different aspects of staying in a hotel on the board, e.g. *great service, large room, modern decoration, cleanliness, lots of facilities, entertainment, comfortable beds, noise, good food*. In pairs, students rank the aspects from most to least important. Elicit answers from students around the class and try to broaden into a class discussion.

**Answers:**

- 1** 1 d **2** a **3** c  
**2** **2** we were made to feel like movie stars  
**3** pleasantly surprised, fairly reasonable  
**4** highly praised, really high hopes  
**5** the waiters were as slow as snails  
**3** 2- **3** 0 **4** + **5** + **6** + **7** -

### 16 Define and guess!

#### (Lesson 3 Vocabulary)

**Aim:** to practise vocabulary related to travel essentials and phrases

**Interaction:** whole class

**Type of activity:** game

**Time:** 15 minutes

**Materials:** one worksheet for the whole class, cut into individual cards

**In class: (1)** Copy the worksheet and cut out the cards as indicated. Divide the class into two teams, A and B. Put the cut-up cards on the desk at the front of the class upside down in a pile. In a bigger class, you could divide the class into four or five groups and divide up the cards between them so that each group has a different set. Be aware that this can be a noisy activity. **(2)** Tell students that they will have to give a definition of the mystery word on their card for the other students in their team to guess. On the card, they will see certain 'taboo' words which they are not allowed to use in their definition. **(3)** Take one card from the pile and do an example: write the mystery word and the taboo words on the board. Explain that students have to define, e.g. *suitcase* without using the words *clothes, pack* and *travel*. Elicit suggestions from students around the class, e.g. *It's something you use to put your T-shirts, socks and trousers in when you go on holiday*. Tell students that they cannot use mime, draw or mention any brand names in their definitions. **(4)** Explain how the game is played. A player from Team A takes a card from the pile and shows it to Team B. Team B notes down the mystery word and the taboo words. The player has 1 minute to define the word for Team A to guess. Team B keeps time and monitors to make sure the player does not use the taboo words, mime or gesture. If Team A guesses the word, they score a point, pick up another card and have another turn. If Team A fails to guess the word or

uses one of the taboo words, mime or gesture, Team B scores a point and takes a turn. Teams take turns until all the cards have been used. The team with the highest score are the winners.

**Optional follow-up:** Students check if they can remember the mystery words. Players from each team take turns to say the 'taboo' words on their cards for the other team to remember the mystery word. Give the teams a point for each correct answer. The team with the highest score are the winners.

## 17 Match and combine

### (Lesson 4 Grammar)

**Aim:** to practise relative clauses

**Interaction:** pairs, groups of four

**Type of activity:** matching activity, quiz

**Time:** 15 minutes

**Materials:** one set of cards per group of four

**In class: (1)** Divide the class into groups of four. Then put the students in each group in two pairs, A-B and C-D, and give one card to each student. If your class does not divide up into groups of four, two students can be either A, B, C or D.

**(2)** Ask students to work in their pairs. For Exercise 1, they have 2 minutes to take turns to read out their sentences for their partner to find the matching sentence. Check answers with the class. **(3)** For Exercise 2, pairs combine each matching pair into a single sentence using non-defining relative clauses. Point out that they should use the words in bold to start each sentence and that they should not change the order of the sentences. Monitor and check that students are using commas and the relative pronouns correctly. **(4)** Now ask pairs to return to their original groups of four and do the quiz in Exercise 3. They give one-sentence clues using defining relative clauses, for the other pair to guess the word in bold. Remind them that they must not use the word in bold. In a less confident class, elicit how students should start each sentence, e.g. *It's a city/country/thing that/which ...*, *It's a person who ...* Point out that pairs score 2 points for guessing the sentence on the first clue and 1 point for guessing it on the second clue. Students can choose from the numbered or lettered sentences, but point out that they should try to choose the sentence which gives away the least information as the first clue, as in the example on their worksheets. **(5)** When students have finished, ask them to count up their scores to find the winning pair in each group.

**Optional follow-up:** Students read out their words in bold for the other pair to try to remember the clues.

**Answers:**

**Both pairs**

**1** 2 e **3** c **4** d **5** b

**2 A-B pair**

- 2** Luggage, which is loaded on a plane about forty-five minutes before a flight, first goes to a sorting station at the airport.
- 3** Spain, which is the fourth biggest country in Europe, is famous for its flamenco dancing and cuisine.
- 4** Pilots, who are usually allowed to fly nine hours during the day, usually fly with a supporting first officer.
- 5** Dubai, which is a city in the UAE, is the location of the world's tallest building: Burj Khalifa.

**C-D pair**

- 2** Indonesia, which is a country in South-East Asia, includes the islands of Java, Sulawesi and Bali.
- 3** Police officers, who maintain law and order, also prevent criminal activity.
- 4** A travel pillow, which supports your neck during flights, is usually shaped like a horseshoe.
- 5** Hiking, which is a long-distance walking activity, can take you to beautiful places in nature.

## 18 The air we breathe

### (Lesson 5 Listening and Vocabulary)

**Aim:** to practise useful language from the main listening of the unit

**Interaction:** individual, pairs

**Type of activity:** gap-fill

**Time:** 15 minutes

**Materials:** one worksheet per student

**In class: (1)** Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 4.7 for them to check/complete their answers. Alternatively, check answers by going through the interviews 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** **2** air pollution **3** building work **4** fireworks  
**5** road accidents **6** smog **7** air quality **8** toxic air  
**9** fossil fuels **10** exhaust fumes **11** sustainable  
**12** quality of life **13** renewable energies  
**14** environment

## Unit 5

### 19 Future choices

#### (Lesson 1 Vocabulary and Grammar)

**Aim:** to practise future forms

**Interaction:** pairs

**Type of activity:** matching

**Time:** 15 minutes

**Materials:** one worksheet per pair, cut in half (A and B)

**In class: (1)** Put students in pairs and give each student their half of the worksheet (A or B). Tell them that they should not show their worksheet to their partner. **(2)** Give them time to read the situations in Exercise 1, then explain the activity. Student A asks the questions to Student B, who must choose the correct response, a or b. **(3)** In Exercise 2, Student B asks questions, and Student A chooses the correct responses. **(4)** Check answers with the class by asking different pairs to read out their mini-dialogues.

**Answers:**

**Students A and B**

- 1** 1 b **2** a **3** a **4** b **5** b  
**2** a 1 **b** 2 **c** 1 **d** 1 **e** 2

## 20 Study phrasal verbs!

### (Lesson 2 Vocabulary)

**Aim:** to practise phrasal verbs related to studying

**Interaction:** pairs

**Type of activity:** gap-fill, interview

**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)** Ask students to complete the questions in Exercise 1 with the correct forms of the phrasal verbs from the box. Check answers with the class. **(3)** For Exercise 2, students take turns to ask and answer their questions from Exercise 1. Ask them to note down their partner's answers. **(4)** Ask students to look at their notes and choose one or two interesting answers to share with the class.

**Optional follow-up:** Individually, students write two true sentences and one false sentence using the phrasal verbs from Exercise 1. In pairs or in small groups, they take turns to read out their sentences for their partner/group to guess if they are true or false.

**Answers:**

**Students A and B**

- 1** **2** come up with **3** drop in to **4** pull your socks up  
**5** put off **6** get down to **7** keep up with **9** drop out of  
**10** hand in **11** fall behind **12** pick up **13** catch up on  
**14** put together

## 21 Order and match

### (Lesson 3 Grammar)

**Aim:** to practise the Future Continuous and Future Perfect

**Interaction:** pairs

**Type of activity:** jumbled sentences, matching

**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). If you have an odd number of students, two students can be either A or B.

**(2)** Students put the words in Exercise 1 in the correct order to make sentences. Check answers with the class. **(3)** For Exercise 2, students read out their sentences in the correct order without saying the words in bold. Their partner must try to complete the sentence logically with one of the time expressions or phrases in the box. Students get one point for each correct answer.

**Optional follow-up:** In pairs, students take turns to ask and answer the first three questions from Exercise 1. Elicit answers around the class.

**Answers:**

- 1** **2** Will you have earned a lot of money by the time you've finished your first job?  
**3** Will you be travelling at 20:00 tomorrow evening?

- 4** Don't call him at 21:00 because he'll be watching football at that time.  
**5** I won't have had dinner by the time you arrive.  
**6** It won't be snowing when the skiers arrive at the resort.  
**7** She won't have decided what she wants to study by the end of the summer.  
**8** I won't be waiting for you when your train arrives tomorrow.  
**9** The football fans will be celebrating the victory all night long.  
**10** He'll have started work by the time he's twenty-one.  
**12** Will you have moved house by the end of next year?  
**13** Will you be eating lunch with your friends tomorrow?  
**14** Next month, I will have been living in the same house for almost forty years.  
**15** I'll have been feeling ill for a week as of Thursday.  
**16** I won't have passed my driving test before I get my new car.  
**17** I will have visited at least ten countries before I turn forty.  
**18** He'll be living in rented accommodation for the next three years.  
**19** On 25 March, she'll have been a US resident for over five years.  
**20** I won't be sleeping when you get home.

## 22 The changing world of work

### (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 5.9 for them to check/complete their answers. Alternatively, check answers by going through the interview 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** might **2** dates **3** full-time **4** part-time **5** temporary  
**6** self-employed **7** employers **8** freelance **9** unpaid  
**10** employer **11** getting **12** could **13** advantages  
**14** experience **15** freelance **16** may **17** boss **18** long  
**19** around the clock **20** unemployed

## A family celebration

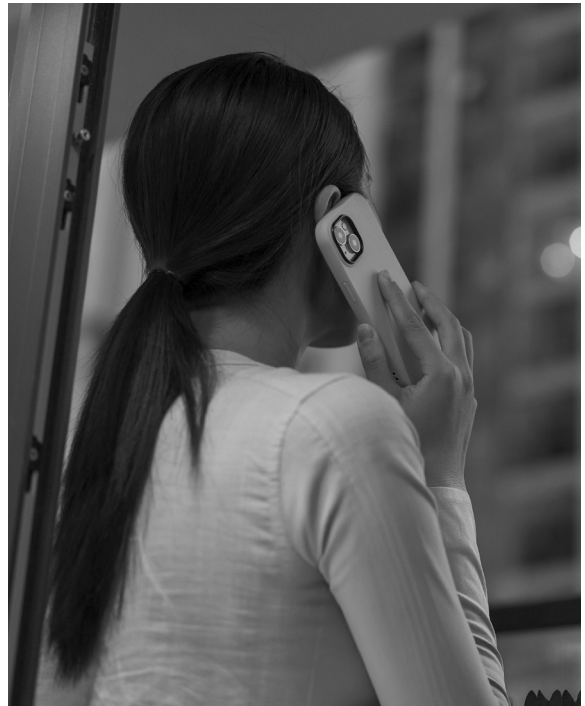
### UNIT 1, LESSON 1 VOCABULARY AND GRAMMAR (Present Simple and Present Continuous)

#### Celebration time | Student A

**1** You are phoning Student B, who is at a friend's family celebration. Complete the sentences from your conversation with the correct Present Simple or Present Continuous forms of the verbs in brackets.

- a  I'm sad, too. Dalia's family always \_\_\_\_\_ (have) great celebrations. What \_\_\_\_\_ (happen) at the moment?
- b  Sure I do. She \_\_\_\_\_ (go) to the same swimming club as you, doesn't she?
- c  Hi there. So, tell me, how *is the celebrations going* (the celebrations/go)?
- d  Maybe I will! I \_\_\_\_\_ (really/love) the water and I \_\_\_\_\_ (really/enjoy) swimming.
- e  I \_\_\_\_\_ (think) so. You \_\_\_\_\_ (plan) to surprise her with a special cake, aren't you?
- f  OK. Let's catch up tomorrow. It \_\_\_\_\_ (sound) like you (really/enjoy) \_\_\_\_\_ yourself.
- g  A banana cake! What a great gift! Chocolate cakes \_\_\_\_\_ (be) really popular at celebrations, but your idea is really original.

**2** Work with Student B. Put sentences a-n in the correct order to make a conversation.



#### Celebration time | Student B

**1** You are at a friend's family celebration. Student A is phoning you. Complete the sentences from your conversation with the correct Present Simple or Present Continuous forms of the verbs in brackets.

- h  Right now, Dalia \_\_\_\_\_ (eat) her dinner. \_\_\_\_\_ (you/know) about Dalia's surprise?
- i  Original and a lot of work! Hey, can you guess who I \_\_\_\_\_ (stand) next to right now? Muna, Muna from our school. \_\_\_\_\_ (you/remember) her?
- j  Yes, I am! I \_\_\_\_\_ (want) to have a celebration like this too! Speak to you tomorrow. Bye!
- k  Yes, that's right. We usually \_\_\_\_\_ (make) a chocolate cake, but we \_\_\_\_\_ (do) something a bit different this year.
- l  Yes, she does. We \_\_\_\_\_ (meet) every Thursday. You should join!
- m  We *'re having* (have) a great time. We're sad you can't come.
- n  Hey, I need to go. We \_\_\_\_\_ (prepare) to bring out Dalia's cake.

**2** Work with Student A. Put sentences a-n in the correct order to make a conversation.



#### Sketch artists | Student A

1 Label the spidergrams with the headings from the box.

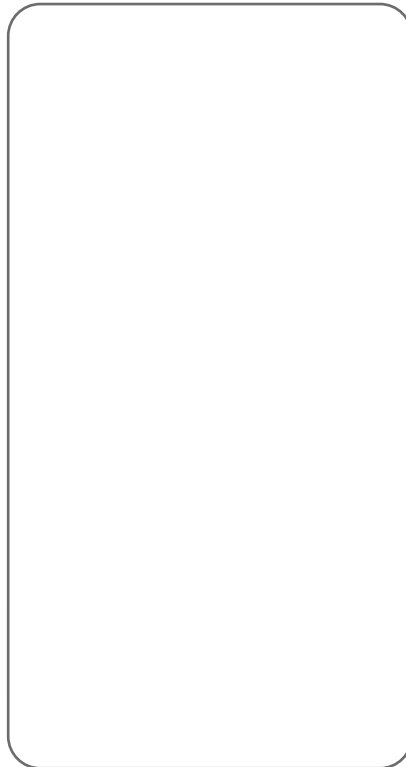
Accessories   Adjectives to describe clothes   Clothes   Footwear   Materials   Overall appearance

2 Describe Ali and Manal for Student B to draw. Then listen to Student B's description and draw Hamed and Faten. While you are drawing, you can ask Student B additional questions about Hamed's and Faten's appearance, e.g. *What is he/she wearing? What are his/her clothes made of?*

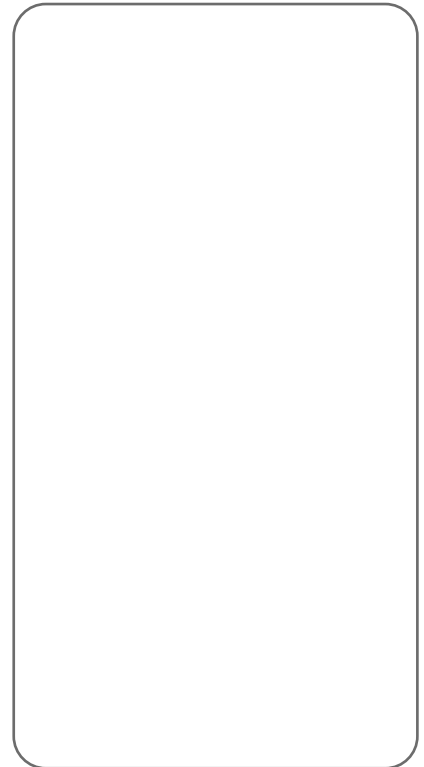


Ali

Manal



Hamed

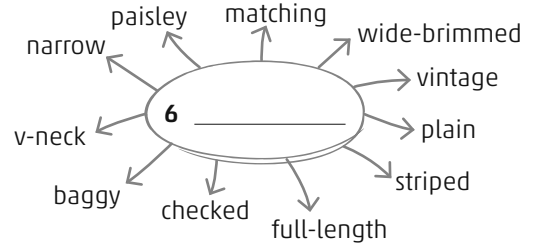
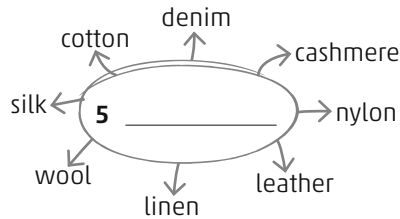
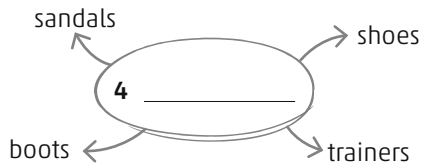
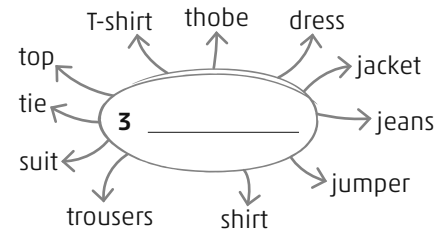
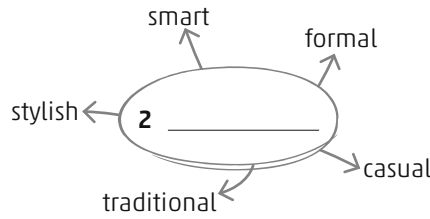
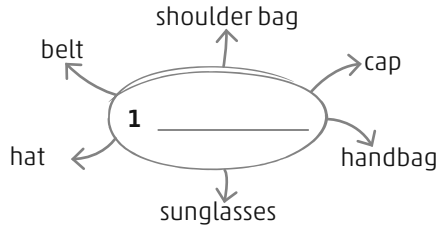


Faten

#### Sketch artists | Student B

**1** Label the spidergrams with the headings from the box.

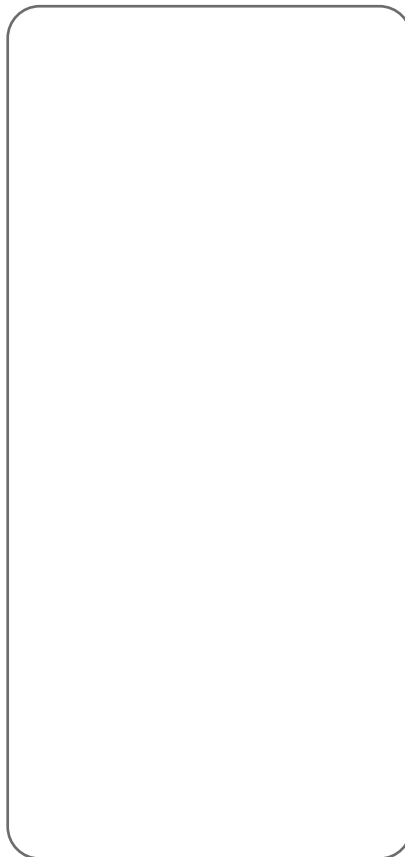
Accessories   Adjectives to describe clothes   Clothes   Footwear   Materials   Overall appearance



**2** Listen to Student A's description and draw Ali and Manal. While you are drawing, you can ask Student A additional questions about Ali's and Manal's appearance, e.g. *What is he/she wearing? What are his/her clothes made of?* Then describe Hamed and Faten for Student A to draw.



Ali



Manal



Hamed



Faten

#### 1 1.3 Complete the interview with the correct forms of the verbs in brackets.

**Rola:** Welcome to *Backstage*, the podcast where we <sup>1</sup> *tell* (tell) you the truth about working in the entertainment industry. I'm Rola, and today I <sup>2</sup> \_\_\_\_\_ (report) from Channel 7 Studios, where we <sup>3</sup> \_\_\_\_\_ (spend) the day with costume designer Lama. Thanks for letting us follow you today, Lama.

**Lama:** **You're welcome.**

**Rola:** You <sup>4</sup> \_\_\_\_\_ (do) someone's make-up and clothes **as we speak**. Tell us, who's this and what <sup>5</sup> \_\_\_\_\_ (you/do)?

**Lama:** Well, Rola, Channel 7 <sup>6</sup> \_\_\_\_\_ (film) a new series at the moment and ...

**Malak:** Shh!

**Lama:** Ahem! I can't tell you any more – the details are secret – but this is Malak, one of the stars.

**Malak:** Hi.

**Lama:** Malak <sup>7</sup> \_\_\_\_\_ (have) lovely, smooth skin.

**Malak:** Why, thank you, darling!

**Lama:** But today we <sup>8</sup> \_\_\_\_\_ (prepare) her for a scene where we see her character as a much older woman. So, I've asked the make-up artist to make her twenty-five-year-old face look seventy! And then we're going to try on some vintage clothes.

**Rola:** Mmm, OK ... Wow, not that easy!

**Lama:** No. So, first, she <sup>9</sup> \_\_\_\_\_ (get) some wrinkles and bags under the eyes. And I'm afraid, Malak, you <sup>10</sup> \_\_\_\_\_ (also/get) a double chin.

**Malak:** Oh. Do you have to?

**Lama:** At least you can wash it all off! One day you'll look like this all the time!

**Malak:** **Thanks a lot**, Lama.

**Lama:** You're welcome! Malak also <sup>11</sup> \_\_\_\_\_ (have) soft lips, and we <sup>12</sup> \_\_\_\_\_ (make) those look thinner and drier. We also need to do something about these shaped eyebrows and long eyelashes, but of course we'll let her keep her lovely brown eyes!

**Malak:** **You see?** Now she <sup>13</sup> \_\_\_\_\_ (just/try) to make me feel better.

**Rola:** So, Lama, you are clearly very good at what you do. <sup>14</sup> \_\_\_\_\_ (you/enjoy) it?

**Lama:** Well ... I mean ... I <sup>15</sup> \_\_\_\_\_ (love) it. You know, **most of the time**. The best part is the creative side of it. Yeah, and I really <sup>16</sup> \_\_\_\_\_ (enjoy) choosing and organising all the clothes and accessories. I <sup>17</sup> \_\_\_\_\_ (spend) several thousand dollars a year on the stuff.

**Rola:** Mmm. And where do <sup>18</sup> \_\_\_\_\_ (you/see) yourself in the future?

**Lama:** Well, I've done a lot of TV, but not many films, so I'd like to work on a historical film. I like doing research about what kind of materials were used in clothes in the past. I'd also like to work with old-fashioned hairstyles and wigs.

#### 2 Look at the expressions in bold in the interview. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

#### Put on your thinking cap! | Student A

1 Complete the quiz questions with  $\emptyset$  (no article), *a/an* or *the*.

#### Put on your thinking cap!

- |  |  |
|--|--|
| <p>1 'Flares' were _____ style of which piece of clothing in the 1970s?<br/>a trousers    b socks    c gloves</p> <p>2 How many litres of water does it take to make _____ T-shirt and _____ pair of jeans?<br/>a 200    b 2,700    c 5,000</p> <p>3 Which country is _____ biggest exporter of _____ cloth?<br/>a India    b the USA    c China</p> | <p>4 What type of _____ clothing is known as 'thongs' in _____ Australia?<br/>a flip flops    b glasses    c shorts</p> <p>5 Which is _____ most famous fashion week in _____ world?<br/>a Paris Fashion Week<br/>b Madrid Fashion Week<br/>c Abu Dhabi Fashion Week</p> |
|--|--|

2 Read your questions to Student B. They check the articles against the key. Then listen to Student B and check the articles in their quiz questions using the key below.

6 the    7  $\emptyset$ ,  $\emptyset$ , the    8 the, a    9 the    10  $\emptyset$ , the

3 Do the quiz. Circle the answers you think are correct. Then listen to the teacher, check your score and read your results.

8–10 points:

You are a style expert! Keep it up.  
You could be the next Chief Editor of *The Style Guide!*

5–7 points:

Not bad. Keep learning. Knowledge is always in style!

1–4 points:

Never mind! What's important is on the inside!



#### Put on your thinking cap! | Student B

1 Complete the quiz questions with  $\emptyset$  (no article), *a/an* or *the*.

#### Put on your thinking cap!

- |   |  |
|---|--|
| <p>6 Where was _____ modern waterproof raincoat invented?<br/>a Scotland    b Ireland    c Wales</p> <p>7 Where do _____ India, _____ China and _____ US often send materials to make clothes?<br/>a Bangladesh and Vietnam<br/>b Spain and Italy<br/>c Turkey and Cyprus</p> | <p>8 Which film in _____ 1980s featured _____ pair of trainers which you can now buy?<br/>a Top Gun    b Back to the Future    c The Karate Kid</p> <p>9 Which decade saw the arrival of _____ 'power suit'?<br/>a the 1930s    b the 1960s    c the 1980s</p> <p>10 Savile Row in _____ London is _____ most famous place to buy which kind of clothing?<br/>a suits    b sportswear    c shoes</p> |
|---|--|

2 Listen to Student A and check the articles in their quiz questions using the key below. Then read your questions to Student A. They check the articles against the key.

1 a    2 a, a    3 the,  $\emptyset$     4  $\emptyset$ ,  $\emptyset$     5 the, the

3 Work with Student A. Do the quiz. Circle the answers you think are correct. Then listen to the teacher, check your score and read your results.

8–10 points:

You are a style expert! Keep it up.  
You could be the next Chief Editor of *The Style Guide!*

5–7 points:

Not bad. Keep learning. Knowledge is always in style!

1–4 points:

Never mind! What's important is on the inside!

## Space convention

### UNIT 2, LESSON 1 VOCABULARY AND GRAMMAR (Present Perfect Simple and Continuous)

#### Space convention | Student A

You and Student B are space scientists at the Young Astronomers' and Space Scientists' Convention. You are talking during a break.

**1 Choose the correct verb forms to complete the questions. Then ask Student B the questions.**

- 1 How long have you *come / been coming* to the convention?
- 2 What have you *done / been doing* at the convention?
- 3 What area have you *studied / been studying*?
- 4 How long have you *worked / been working* on this area?
- 5 Have you *found / been finding* any evidence yet?
- 6 What difficulties have you *had / been having*?
- 7 How have they *tried / been trying* to solve this problem?
- 8 Have things *been getting / got* any better?
- 9 What space jokes have you *told / been telling* them?
- 10 I think I've *heard / been hearing* these jokes. Are the answers 'launch time' and 'a coco-naut'?

**2 Answer the questions Student B asks you. Choose from the responses below.**

- a  I've been to a restaurant called The Milky Way but I'm not sure you'll like it.
- b  They haven't got much better. Spaceship voyages are quite risky. It's a fact.
- c  I've been coming for the last four years. It's really cool.
- d  It hasn't got much atmosphere!
- e  I've been working on it for two years now.
- f  I've been studying how to launch an express trans-planetary service to Mars. It's the most tourist-friendly destination in our Solar System, you know.
- g  I have, but I haven't solved it yet. Everybody seems to be afraid of getting lost in space.
- h  What have I been doing? I've been talking to people who might want to volunteer to go to Mars.
- i  It's been difficult to find volunteers to try out the prototype.
- j  Yes, and I've even built a prototype!



#### Space convention | Student B

You and Student A are space scientists at the Young Astronomers' and Space Scientists' Convention. You are talking during a break.

**1 Choose the correct verb forms to complete the questions. Then ask Student A the questions.**

- 1 How long have you *come / been coming* to the convention?
- 2 What have you *done / been doing* at the convention?
- 3 What area have you *studied / been studying*?
- 4 How long have you *worked / been working* on it?
- 5 Have you *found / been finding* a way to launch it yet?
- 6 What difficulties have you *had / been having*?
- 7 Have you *tried / been trying* to solve this problem?
- 8 Have things *been getting / got* any better? Any progress?
- 9 Maybe we can talk about it over lunch. Have you *been / been going* to a restaurant in the area that you could recommend?
- 10 Why not? What have you *found / been finding* that's wrong with it?

**2 Answer the questions Student A asks you. Choose from the responses below.**

- a  Oh, you know. Typical jokes like 'What time do astronauts eat?' 'What do you call a fruit that goes into space?'
- b  I have been making some progress. Until recently, that is, when I've started telling space jokes at the table again.
- c  I've never been before. It looks really interesting.
- d  Yes, well done! I Apollo-gise for my bad jokes!
- e  I've been working on it for ten months.
- f  I've been searching for evidence for extra-terrestrial life.
- g  They've stopped me talking about the solar systems, constellations and galaxies at lunch and dinner time.
- h  What have I been doing? I've been exchanging ideas with other young astronomers.
- i  My biggest difficulty is my parents. They think I've been working too hard.
- j  No, I haven't found any yet, but I feel I'm getting close.

#### 1 Skim the article. What is it about?

- a private companies interested in space exploration
- b the history of deep space exploration
- c moon exploration and why it is important for humanity

#### 2 Scan the text. What do these numbers refer to?

- 1 1969  
*the year when the first astronaut stepped on the moon*
- 2 1972
- 3 2018
- 4 \$17.8 million
- 5 \$1 million

#### 3 Read the article. In pairs, complete the sentences with one word in each gap.

- 1 Since the last moon landing, NASA hasn't *focused* on deep space exploration.
- 2 Now the US government is working with \_\_\_\_\_ companies to send astronauts to the moon.
- 3 Blue Origin's intention is to transport \_\_\_\_\_ to the moon.
- 4 SpaceX wants to \_\_\_\_\_ visitors into space.
- 5 \_\_\_\_\_ on the moon can provide water that visitors can drink.
- 6 It is not clear yet how states can \_\_\_\_\_ their space businesses.

# Back to the moon

## 'One giant leap for mankind'

On 21 July 1969 astronaut Neil Armstrong stepped out of his Apollo 11 lunar module onto the moon and a new age of deep space exploration began. Since the last Apollo mission in 1972, however, nobody has been back to the moon. A change in priorities and the high cost of space exploration has meant that NASA has focused on low-Earth orbit exploration with the space shuttle and the International Space Station (ISS), and on unmanned missions to Mars.

## The business of space travel

The private sector has been supporting NASA, but it also has its own ideas for future space exploration. Blue Origin intends to deliver packages to the moon with reusable rockets. SpaceX plans to fly tourists into space, and in 2018 the Falcon Heavy rocket was successfully launched – the first launch by a totally private entity. The experimental Bigelow Expandable Activity Module (BEAM), built under the terms of a 17.8 million-dollar contract with NASA, already provides a comfortable living space for ISS astronauts. The next plan is to send an inflatable space hotel to the moon, with accommodation for both astronauts and space tourists – but at a price. The costs for a moon room may start at 1 million dollars per night!

## Lunar benefits

Why is everybody so interested in getting back to the moon? There are a few reasons. Robots can extract rare minerals, such as Helium-3, from moon rocks. This could generate electrical power and solve the world's energy crisis. Ice deposits on the moon might become drinking water for future visitors and the components of water, hydrogen and oxygen, could be used to make rocket fuel. Last but not least, the moon could be a base for future exploration of Mars.

## Law and order

A new space age has begun, but many people are worried that space exploration and tourism is only for rich people and private corporations. Therefore, many important questions need to be discussed, such as: Who owns the moon? How are countries going to regulate these new businesses? Watch this space!



## A survey on museums

UNIT 2, LESSON 3 VOCABULARY  
(Science, phrases with *think* and *mind*)

### A survey on museums | Student A

**1 Complete the answers from a survey on museums with the phrases from the box.**

haven't made up my mind   ~~my mind went blank~~   think ahead   think outside the box   think seriously

- a Hmm ... Sorry, my mind went blank for a second! Did you say the most interesting one? Let me think ... probably the Metropolitan in New York.
- b I \_\_\_\_\_ yet – I might visit the Science Museum or the Modern Arts Museum. I'm not sure.
- c There isn't enough to do. Museum designers need to \_\_\_\_\_ about people's expectations.
- d I'd like to see really creative, interactive exhibitions which force you to \_\_\_\_\_.
- e You could subscribe to the newsletter of a museum you like. That helps you \_\_\_\_\_ about when you can schedule a visit.

**2 Ask Student B these survey questions and listen to their answers.**

- |   |   |
|---|---|
| 1 Why do we need museums?                           | 4 Did you enjoy your last museum visit?                                 |
| 2 What kind of questions could you ask in a museum? | 5 Did you learn an incredible scientific fact on your last museum trip? |
| 3 Have you ever been really impressed by a museum?  |   |

**3 Match the survey questions Student B asks you with answers a–e in Exercise 1.**



### A survey on museums | Student B

**1 Complete the answers from a survey on museums with the phrases from the box.**

~~blew my mind~~   broaden your mind   changed my mind   didn't think much of it   do you mind

- f Yes, I did. Our body produces 72 million red blood cells every thirty seconds. That really blew my mind !
- g Well, they really \_\_\_\_\_, and help you think critically about art, world regions and science.
- h I \_\_\_\_\_, really. I expected it to be a lot more interesting.
- i \_\_\_\_\_ if I take a picture? It's for personal use and I won't use flash lighting.
- j Yes. The Science Museum was so good that it's \_\_\_\_\_ about robotics. I used to think it was a boring subject but now I'm thinking of studying Robotic Engineering.

**2 Match the survey questions Student A asks you with answers f–j in Exercise 1.**

**3 Ask Student A these survey questions and listen to their answers.**

- |  |  |
|--|--|
| 6 How can you find out more about interesting exhibitions? | 9 What would make museums more exciting for you?           |
| 7 Why do some people think museums are boring?             | 10 What's the most interesting museum you've ever visited? |
| 8 Which museum would you like to visit next?               |  |

#### Verb pattern battleships | Student A

HIT = 2 POINTS

DAMAGE = 1 POINT

MISS = 0 POINTS

Marking grid

	1	2	3	4	5	6
A	admit, do	agree, go	seem, have			
B			begin, enjoy		miss, visit	continue, learn
C			avoid, sit			
D	stop, have	don't mind, go	try, speak	decide, use	can't stand, work	forget, close
E			make, brush			

	1	2	3	4	5	6
A						
B						
C						
D						
E						

#### Verb pattern box

-ing form	infinitive			-ing form or infinitive with to	
	with to		without to	with no difference in meaning	with difference in meaning
fancy hate imagine keep	hope manage need	offer would like	let should	start	regret remember



#### Verb pattern battleships | Student B

HIT = 2 POINTS

DAMAGE = 1 POINT

MISS = 0 POINTS

Marking grid

	1	2	3	4	5	6
A					would like, do	let, have
B	fancy, go	need, revise	regret, leave			
C		should, take				
D		offer, help	hope, pass	imagine, live	keep, study	remember, switch off
E	hate, study	start, learn	manage, close			

	1	2	3	4	5	6
A						
B						
C						
D						
E						

#### Verb pattern box

-ing form	infinitive			-ing form or infinitive with to	
	with to		without to	with no difference in meaning	with difference in meaning
admit avoid can't stand continue don't mind miss	agree decide seem		make	begin	forget stop try

## Drone Boy

### UNIT 2, LESSON 5 LISTENING AND VOCABULARY (Audio script: extra activities)

#### 1 2.6 Complete the interview with the words and phrases from the box.

aerial filming at high speed commercial deliveries conferences developments drone racing first-person view founder goggles insect eye-in-the-sky legal requirements map making medical supplies mind the way privacy search and rescue shot ~~spaceship~~ survivors uses

**Presenter:** Welcome to *Upload*, the weekly science and technology podcast. I have in front of me what looks like a small <sup>1</sup>*spaceship*, or a large <sup>2</sup>\_\_\_\_\_. It is **actually** a drone, and it was designed and built by drone expert, Yousuf Al-Amri. Yousuf, you're only nineteen, but you are the <sup>3</sup>\_\_\_\_\_ of a drone club, and have been flying drones for many years.

**Yousuf:** **That's right.** I started when I was fourteen and it blew my <sup>4</sup>\_\_\_\_\_. I knew straightaway it was the hobby for me. I fly using <sup>5</sup>\_\_\_\_\_, so I put on these <sup>6</sup>\_\_\_\_\_ and I can see what the drone camera is seeing. Flying low <sup>7</sup>\_\_\_\_\_, or up into the clouds feels – and looks – amazing.

**Presenter:** **I'm sure.** I'd love to try it. And, you also race drones.

**Yousuf:** Yes, **in fact,** <sup>8</sup>\_\_\_\_\_ is one of the areas where young people are leading <sup>9</sup>\_\_\_\_\_. Teenagers like myself are winning major competitions!

**Presenter:** **Amazing!** And, of course, drones have many other <sup>10</sup>\_\_\_\_\_, **right?**

**Yousuf:** Oh yes. There's <sup>11</sup>\_\_\_\_\_ and photography. Switch on the TV these days and you don't have to wait long to see a <sup>12</sup>\_\_\_\_\_ taken with a drone. Drones with cameras are also used for <sup>13</sup>\_\_\_\_\_. And then there's weather forecasting. And farmers can watch animals and plants on their land; an <sup>14</sup>\_\_\_\_\_ kind of thing. They are also useful for <sup>15</sup>\_\_\_\_\_, looking for <sup>16</sup>\_\_\_\_\_ during floods or after earthquakes.

**Presenter:** And what about <sup>17</sup>\_\_\_\_\_? Can we get falafels delivered by drone yet?

**Yousuf:** Not yet, **I'm afraid!** There are a lot of <sup>18</sup>\_\_\_\_\_ to sort out before commercial drone deliveries become a part of everyday life. However, we do already use drones to deliver blood and <sup>19</sup>\_\_\_\_\_ to communities far from hospitals.

**Presenter:** Impressive. And I've been reading that the drone industry is dominated by men. What about women in the industry?

**Yousuf:** Well, it is mostly men, that's true, but there are young women like Abeer Asmar. She runs a popular website where she writes about <sup>20</sup>\_\_\_\_\_ in the drone industry and drone law. <sup>21</sup>\_\_\_\_\_ and safety are big concerns with drone use. Abeer's a regular speaker at industry <sup>22</sup>\_\_\_\_\_ on this and other drone-related topics.

**Presenter:** **Good to know** it's not all men, then. Now over to ...

#### 2 Look at the expressions in bold in the interview. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

# Ali – a football genius

## UNIT 3, LESSON 1 VOCABULARY AND GRAMMAR (Past Simple, Past Continuous and Past Perfect)

### Ali – a football genius | Student A

In pairs, read the sentences and put the story of Ali Albanna's childhood in the correct order. Take turns to listen to your partner and read out the section of the text you think comes next.

- a  decided to transfer him to a more prestigious club, Amman FC, because he was so good. The team was very successful – they only
- b  afford to pay 1,000 JOD a month for his injections. So, Ali's father started looking for other options. In September 2011, he
- c  Ali Albanna is one of the greatest football players of all time. He was born on 24 June 1997 in Zarqa, Jordan, to a working-class family. Ali was passionate about football from an early age and he
- d  he wrote a contract on a paper napkin. Ali was fourteen when he signed for the club and moved to England. After some time, he started feeling homesick because his mum and siblings
- e  but his family's insurance only paid for two years. Despite the fact that the young Ali was so talented, local clubs
- f  he had stopped in 2011, and completed the remaining thirty percent. At the age of seventeen, he made his league debut and became the third youngest player ever to play for United. At that time,



### Ali – a football genius | Student B

In pairs, read the sentences and put the story of Ali Albanna's childhood in the correct order. Take turns to listen to your partner and read out the section of the text you think comes next.

- g  had decided to go back to Jordan. However, that couldn't stop his stunning career. While he was playing for the United youth academy, he restarted the hormone treatment
- h  lost a single match in four years. When Ali was ten, he was diagnosed with a growth hormone deficiency. The treatment of this condition is very long and expensive. Ali had to receive nightly injections for four years,
- i  he was also the youngest player to score for United. At the end of 2022, he turned down a very lucrative offer to play for a German team. Instead, he signed a contract with United until the end of 2027.
- j  were not willing to pay for the treatment. The Albanna family became desperate because over thirty percent of Ali's treatment was still incomplete, and they could not
- k  spent his childhood playing football with his brothers. When he turned seven and he had already played for a local team coached by his father for almost three years, his family
- l  arranged a trial with FC United. They were so impressed with Ali's football skills that the club's sporting director offered to pay his medical bills and move the family to England. The meeting with the Albanna family was taking place in a restaurant, and as the director hadn't brought any writing paper with him,

## What happened to you?

UNIT 3, LESSON 2 VOCABULARY  
(Sports, activities, fitness and exercise)

### What happened to you? | Student A

Ask Student B questions to find the missing information in your sentences. Look at your sentences and answer Student B's questions.

- 1 Farid sprained his wrist while he was climbing on the rock-climbing wall (activity?) in the school gym. He didn't warm up properly before doing exercise (reason?).

What was Farid doing when he sprained his wrist?

He was climbing on the rock-climbing wall.

Why did it happen?

Because he didn't warm up properly before doing exercise.

- 2 Hussein \_\_\_\_\_ (injury?) while he was snowboarding \_\_\_\_\_ (location?).  
He crashed into a tree.
- 3 Kareem pulled a muscle in his leg \_\_\_\_\_ (activity?) on the basketball court.  
He \_\_\_\_\_ (reason?).
- 4 Jawad \_\_\_\_\_ (injury?) when he was scoring a goal \_\_\_\_\_ (location?).  
He collided with another player.
- 5 Mazen injured his back \_\_\_\_\_ (activity?) at a motocross event.  
He \_\_\_\_\_ (reason?).
- 6 Salem \_\_\_\_\_ (injury?) when he was running \_\_\_\_\_ (location?).  
Another runner stepped on his foot.



## What happened to you?

UNIT 3, LESSON 2 VOCABULARY  
(Sports, activities, fitness and exercise)

### What happened to you? | Student B

Ask Student A questions to find the missing information in your sentences. Look at your sentences and answer Student A's questions.

- 1 Farid *sprained his wrist* (injury?) while he was climbing on the rock-climbing wall *in the school gym* (location?). He didn't warm up properly before doing exercise.

What happened to Farid?

He sprained his wrist.

Where did it happen?

In the school gym.

- 2 Hussein broke his leg \_\_\_\_\_ (activity?) in the Swiss Alps.  
He \_\_\_\_\_ (reason?).
- 3 Kareem \_\_\_\_\_ (injury?) while he was running \_\_\_\_\_ (location?).  
He hadn't been training much and was out of shape.
- 4 Jawad dislocated his shoulder \_\_\_\_\_ (activity?) on the school football pitch.  
He \_\_\_\_\_ (reason?).
- 5 Mazen \_\_\_\_\_ (injury?) when he was riding his bike \_\_\_\_\_ (location?).  
He fell off his bike in the middle of a double back flip.
- 6 Salem twisted his ankle \_\_\_\_\_ (activity?) on the athletics track.  
Another \_\_\_\_\_ (reason?).



## There's been an accident!

### UNIT 3, LESSON 3 LISTENING AND VOCABULARY (Audio script: extra activities)

#### 1 3.3 Complete the conversations with the correct forms of the verbs from the box.

happen break (x2) call fall (x3) hurt (x2) slip

1

- Abbas:** Mr Almohsen! Can you ...?
- Mr Almohsen:** Abbas! **What's wrong?**
- Abbas:** Omar's had an accident. He was running along the valley and he <sup>1</sup>*slipped* and <sup>2</sup> \_\_\_\_\_ over a big rock. He's badly hurt. He's bleeding. I think he <sup>3</sup> \_\_\_\_\_ his leg and ...
- Mr Almohsen:** Can he walk?
- Abbas:** No. And nobody had a phone, so I offered to run back and find you. Can you ring for an ambulance, please?
- Mr Almohsen:** Yes, of course. Now **calm down** and tell me exactly where he is.

2

- Operator 1:** Emergency services. Which service do you require – ambulance, fire or police?
- Mr Almohsen:** Ambulance.
- Operator 1:** **Hold on.** I'll put you through.
- Operator 2:** Ambulance service.
- Mr Almohsen:** Hello, I need an ambulance. A boy at the High School has <sup>4</sup> \_\_\_\_\_ and <sup>5</sup> \_\_\_\_\_ himself. He's bleeding and he can't walk.
- Operator 2:** Where exactly is the boy?
- Mr Almohsen:** He's in the valley with his classmates. They are next to some big, white rocks and a large olive tree. It's about three kilometres from the school, between Valley Farm and the mosque.
- Operator 2:** OK, the ambulance will be there as soon as possible.

3

- Mrs Al-Haq:** Hello?
- Secretary:** Hello, is that Mrs Al-Haq?
- Mrs Al-Haq:** Yes, it is.
- Secretary:** I'm calling from Omar's school. I'm afraid he had an accident.
- Mrs Al-Haq:** **Oh no!** What <sup>6</sup> \_\_\_\_\_?
- Secretary:** He was running during P.E. class, and he <sup>7</sup> \_\_\_\_\_ and <sup>8</sup> \_\_\_\_\_ himself.
- Mrs Al-Haq:** **Oh dear!** Is he OK?
- Secretary:** Well, we <sup>9</sup> \_\_\_\_\_ for an ambulance and Mr Almohsen went with him to the hospital. He couldn't walk, so ...
- Mrs Al-halaq:** Oh, my poor Omar. I need to get to the hospital ...
- Secretary:** But, **please don't worry**, Mrs Al-Haq. He hasn't <sup>10</sup> \_\_\_\_\_ any bones and he's doing OK. He's ready to go home.
- Mrs Al-halaq:** Oh! Thank goodness. Thanks for telling me! I'll go and pick him up.

#### 2 Look at the expressions in bold in the conversation. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

#### Eating habits – past and present | Student A

**1** Read what some older people said about eating habits in their family when they were young. Then use your general knowledge to complete the sentences with the correct form of *used to* or *would*. Tick the sentences where both *used to* and *would* are possible.

- 1  We *didn't use to* eat burgers and chips.
- 2  We \_\_\_\_\_ have a freezer.
- 3  We \_\_\_\_\_ eat locally-grown food.
- 4  We \_\_\_\_\_ have food delivered to us at home.
- 5  Men \_\_\_\_\_ do the cooking.
- 6  We \_\_\_\_\_ sit at the table to eat for every meal.
- 7  We \_\_\_\_\_ know anybody who didn't eat meat.



**2** In pairs, take turns to read out your sentences from Exercise 1 (1–7). Match the sentences Student B reads out with these sentences about the modern-day family (a–g).

- a  Today we eat a wide variety of food every week.
- b  Today some people in my family are allergic to different kinds of food.
- c  Today we watch cookery programmes and find recipes on websites.
- d  Today we throw away lots of food and drink every week.
- e  Today we eat out on a weekly basis.
- f  Today we eat at a different time every day.
- g  Today we eat a lot of convenience foods and microwave meals.

#### Eating habits – past and present | Student B

**1** Read what some older people said about eating habits in their family when they were young. Then use your general knowledge to complete the sentences with the correct form of *used to* or *would*. Tick the sentences where both *used to* and *would* are possible.

- 1  We *didn't use to* eat out except on special occasions.
- 2  We \_\_\_\_\_ waste food because it was limited.
- 3  We \_\_\_\_\_ have three meals every day, always at the same time.
- 4  We \_\_\_\_\_ know a lot about different cooking techniques in those days.
- 5  We \_\_\_\_\_ eat ready-made food.
- 6  We \_\_\_\_\_ have fish and chips every Monday night.
- 7  We \_\_\_\_\_ have as many food allergies as people have nowadays.

**2** In pairs, take turns to read out your sentences from Exercise 1 (1–7). Match the sentences Student A reads out with these sentences about the modern-day family (a–g).

- a  Today people in my house sit anywhere they want to have a meal.
- b  Today some people in my family are vegetarians and vegans.
- c  Today we have takeaways and food deliveries to our house.
- d  Today we have lots of electrical appliances in our kitchen.
- e  Today we eat a lot of American-influenced food.
- f  Today we eat a lot of food from around the globe.
- g  Today we all prepare meals in my house.

# Vietnam: know before you go

## UNIT 4, LESSON 1 VOCABULARY AND GRAMMAR (Modal and related verbs)

1 Choose the correct verbs to complete the statements in the quiz. Sometimes both options are possible.

✈️



DESTINATIONS | HOTELS | FLIGHTS |

SEARCH
🔍

## Vietnam: know before you go i

**So, you're planning that trip to Vietnam, but are you ready for it? How much do you know about it? Do this quiz and find out: are these statements about Vietnam True or False?**

<p>1 You <i>have to / ought to</i> exchange money at jewellery shops because it's cheaper. <span style="float: right;">T <input type="radio"/></span> F <input type="radio"/></p> <p>2 You <i>mustn't / don't have to</i> get a stamped visa if you stay for up to sixty days. <span style="float: right;">T <input type="radio"/></span> F <input type="radio"/></p> <p>3 You <i>can / could</i> apply for an e-visa online if you stay for up to thirty days. <span style="float: right;">T <input type="radio"/></span> F <input type="radio"/></p> <p>4 You <i>won't be able to / don't have to</i> try street food – food is only sold in restaurants in Vietnam. <span style="float: right;">T <input type="radio"/></span> F <input type="radio"/></p> <p>5 You <i>ought to / should</i> arrange private medical insurance because there is no free medical treatment. <span style="float: right;">T <input type="radio"/></span> F <input type="radio"/></p> <p>6 You <i>mustn't / shouldn't</i> wear shorts when visiting religious sites – it's not allowed. <span style="float: right;">T <input type="radio"/></span> F <input type="radio"/></p> <p>7 You <i>shouldn't / don't have to</i> buy train tickets at train stations because they're more expensive there. <span style="float: right;">T <input type="radio"/></span> F <input type="radio"/></p>	<p>8 There <i>can / could</i> only be one person on a motorbike. <span style="float: right;">T <input type="radio"/></span> F <input type="radio"/></p> <p>9 You <i>must / may</i> have an accommodation address to show at Arrivals at the airport. <span style="float: right;">T <input type="radio"/></span> F <input type="radio"/></p> <p>10 In case of a medical emergency, you <i>ought / can</i> call 113. <span style="float: right;">T <input type="radio"/></span> F <input type="radio"/></p> <p>11 You <i>may not / don't have to</i> take photographs at museums – it's not allowed. <span style="float: right;">T <input type="radio"/></span> F <input type="radio"/></p> <p>12 You <i>must / ought to</i> carry identification with you at all times – you may need it in an emergency. <span style="float: right;">T <input type="radio"/></span> F <input type="radio"/></p> <p>13 You <i>don't have to / mustn't</i> take photographs of military installations – it's illegal. <span style="float: right;">T <input type="radio"/></span> F <input type="radio"/></p> <p>14 You <i>can't / don't have to</i> worry about traffic in big cities – most people walk or take the bus. <span style="float: right;">T <input type="radio"/></span> F <input type="radio"/></p> <p>15 If you receive a gift by someone in Vietnam, you <i>should / ought to</i> open it in front of the giver – they will think you're rude if you don't. <span style="float: right;">T <input type="radio"/></span> F <input type="radio"/></p>
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2 In pairs, do the quiz in Exercise 1. Discuss your answers and mark them on your worksheet. Then listen to your teacher and check your answers. How many did you guess correctly? How many did you already know?

# What a hotel!

## UNIT 4, LESSON 2 READING AND VOCABULARY (Identifying author's attitudes)

**1 Read the reviews on hotels in Europe and match them with the headings.**  
**There is one extra heading.**

- |   |                          |                             |                          |
|---|--------------------------|-----------------------------|--------------------------|
| a The holiday of a lifetime                 | <input type="checkbox"/> | c A bit of a disappointment | <input type="checkbox"/> |
| b A green hotel – good for the environment! | <input type="checkbox"/> | d The worst hotel ever      | <input type="checkbox"/> |

**2 Read the reviews again and answer the questions.**

- 1 What negative comparisons show Raed's opinion of the hotel facilities?  
*the bed was as hard as a rock, the bathroom smelled like ten-day-old rubbish*
- 2 What exaggeration in Khawla's review shows the hotel's positive attitudes to guests?
- 3 Which adverbs does Ghada use to talk positively about the hotel facilities?
- 4 What positive adverbs and phrases show Raed's expectations before arriving at the hotel?
- 5 What comparison in Ghada's review compares the restaurant service to an animal?

**3 Do the following extracts express a positive (+), negative (-) or neutral (0) attitude?**

- 1  I can't say enough about my stay.
- 2  ... it wasn't nearly as enjoyable as we had hoped.
- 3  The swimming pool was alright but nothing to write home about.
- 4  There was nowhere in the world we'd rather have been.
- 5  The room was standard and the food was reasonable.
- 6  Your website doesn't really do you justice.
- 7  It certainly was the most eco-friendly hotel we've ever stayed in!

## What a hotel!

**1** ★☆☆☆☆

We felt very confident when we chose this hotel. It was highly praised in the online reviews and we had high hopes. We asked for a quiet room, and we were told our room was newly-decorated. Our supposed trip of a lifetime changed, however, from the moment we checked in. There was noise all night long, the bed was as hard as a rock and the bathroom smelled like ten-day-old rubbish! We complained, but there were no other rooms available. The air-conditioning and the lift didn't work – we used the stairs every day. It certainly was the most eco-friendly hotel we've ever stayed in! An experience not to be repeated.

*Raed, Amman*



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**2** ★★★★★

I can't say enough about our stay. No detail was overlooked and from the moment we arrived, we were made to feel like movie stars. Your website doesn't really do you justice. The rooms are extremely comfortable and incredibly well-designed. We wanted to get away from everything, and your hotel is really off the beaten track. We had the beach all to ourselves! There was nowhere in the world we'd rather have been and we didn't want to leave.

*Khawla, Texas*

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**3** ★★★☆☆

We were really looking forward to our trip, even though your hotel was pricey. We were pleasantly surprised with the room and the food was fairly reasonable, but the waiters were as slow as snails! The swimming pool was alright but nothing to write home about. It's certainly not the worst hotel we've ever stayed in, but to be perfectly honest, it wasn't nearly as enjoyable as we had hoped.

*Ghada, Glasgow*



## Define and guess!

UNIT 4, LESSON 3 VOCABULARY (Travel essentials, travel phrases)

<p><b>suitcase</b></p> <ul style="list-style-type: none"> <li>• clothes</li> <li>• pack</li> <li>• travel</li> </ul>	<p><b>hotel</b></p> <ul style="list-style-type: none"> <li>• stay</li> <li>• guest</li> <li>• tourist</li> </ul>	<p><b>castle</b></p> <ul style="list-style-type: none"> <li>• building</li> <li>• king</li> <li>• medieval</li> </ul>	<p><b>first aid kit</b></p> <ul style="list-style-type: none"> <li>• box</li> <li>• sick</li> <li>• doctor</li> </ul>	<p><b>holiday</b></p> <ul style="list-style-type: none"> <li>• leisure</li> <li>• travel</li> <li>• break</li> </ul>
<p><b>penknife</b></p> <ul style="list-style-type: none"> <li>• travel</li> <li>• cut</li> <li>• small</li> </ul>	<p><b>towel</b></p> <ul style="list-style-type: none"> <li>• swim</li> <li>• gym</li> <li>• beach</li> </ul>	<p><b>guide book</b></p> <ul style="list-style-type: none"> <li>• tourist</li> <li>• visit</li> <li>• read</li> </ul>	<p><b>sunblock</b></p> <ul style="list-style-type: none"> <li>• protect</li> <li>• skin</li> <li>• cream</li> </ul>	<p><b>passport</b></p> <ul style="list-style-type: none"> <li>• ID</li> <li>• personal</li> <li>• name</li> </ul>
<p><b>power bank</b></p> <ul style="list-style-type: none"> <li>• battery</li> <li>• portable</li> <li>• charge</li> </ul>	<p><b>charger</b></p> <ul style="list-style-type: none"> <li>• mobile</li> <li>• electricity</li> <li>• plug</li> </ul>	<p><b>T-shirt</b></p> <ul style="list-style-type: none"> <li>• clothes</li> <li>• casual</li> <li>• jeans</li> </ul>	<p><b>plug in</b></p> <ul style="list-style-type: none"> <li>• electricity</li> <li>• equipment</li> <li>• connect</li> </ul>	<p><b>train</b></p> <ul style="list-style-type: none"> <li>• station</li> <li>• transport</li> <li>• track</li> </ul>
<p><b>boat</b></p> <ul style="list-style-type: none"> <li>• water</li> <li>• sail</li> <li>• travel</li> </ul>	<p><b>travel adapter</b></p> <ul style="list-style-type: none"> <li>• plug</li> <li>• electricity</li> <li>• country</li> </ul>	<p><b>campsite</b></p> <ul style="list-style-type: none"> <li>• tent</li> <li>• caravan</li> <li>• stay</li> </ul>	<p><b>headphones</b></p> <ul style="list-style-type: none"> <li>• ear</li> <li>• listen</li> <li>• music</li> </ul>	<p><b>ear plugs</b></p> <ul style="list-style-type: none"> <li>• protect</li> <li>• sleep</li> <li>• swimming</li> </ul>
<p><b>flight</b></p> <ul style="list-style-type: none"> <li>• plane</li> <li>• pilot</li> <li>• fly</li> </ul>	<p><b>beach</b></p> <ul style="list-style-type: none"> <li>• towel</li> <li>• sea</li> <li>• sand</li> </ul>	<p><b>insect repellent</b></p> <ul style="list-style-type: none"> <li>• mosquito</li> <li>• lotion</li> <li>• skin</li> </ul>	<p><b>backpack</b></p> <ul style="list-style-type: none"> <li>• bag</li> <li>• travel</li> <li>• hike</li> </ul>	<p><b>journey</b></p> <ul style="list-style-type: none"> <li>• trip</li> <li>• travel</li> <li>• transport</li> </ul>
<p><b>torch</b></p> <ul style="list-style-type: none"> <li>• light</li> <li>• camping</li> <li>• electric</li> </ul>	<p><b>packing list</b></p> <ul style="list-style-type: none"> <li>• list</li> <li>• pack</li> <li>• tick off</li> </ul>	<p><b>travel pillow</b></p> <ul style="list-style-type: none"> <li>• rest</li> <li>• neck</li> <li>• sleep</li> </ul>	<p><b>route</b></p> <ul style="list-style-type: none"> <li>• way</li> <li>• start</li> <li>• destination</li> </ul>	<p><b>seatbelt</b></p> <ul style="list-style-type: none"> <li>• plane</li> <li>• car</li> <li>• protect</li> </ul>

#### Match and combine | Student A

- 1 Work with Student B. Take turns to read out your sentences to find matching pairs.**
  - Cycling** can help you appreciate nature.  
A: *Cycling can help appreciate nature.*  
B: *It provides an aerobic workout as you push the pedals.*
  - It first goes to a sorting station at the airport.
  - Spain** is the fourth biggest country in Europe.
  - Pilots** are usually allowed to fly nine hours during the day.
  - It is the location of the world's tallest building: Burj Khalifa.
- 2 Work with Student B. Join the matching pairs from Exercise 1. Use non-defining relative clauses.**
  - Cycling**, which can help you appreciate nature, provides an aerobic workout as you push the pedals.
- 3 Work with Students C and D. Give two clues about the words in bold from Exercise 1 for them to guess. Use defining relative clauses. Give the other pair two points for guessing the word in bold correctly on the first clue, and one point for guessing it on the second clue.**  
A&B: *It's a sport which can help you appreciate nature.*  
C&D: *No idea.*  
A&B: *It also provides an aerobic workout as you push the pedals.*  
C&D: *Cycling!*

#### Match and combine | Student B

- 1 Work with Student A. Take turns to read out your sentences to find matching pairs.**
  - It provides an aerobic workout as you push the pedals.  
A: *Cycling can help you appreciate nature.*  
B: *It provides an aerobic workout as you push the pedals.*
  - Dubai** is a city in the UAE.
  - It's famous for its flamenco dancing and cuisine.
  - They usually fly with a supporting first officer.
  - Luggage** is loaded on a plane about forty-five minutes before a flight.
- 2 Work with Student A. Join the matching pairs from Exercise 1. Use non-defining relative clauses.**
  - Cycling**, which can help you appreciate nature, provides an aerobic workout as you push the pedals.
- 3 Work with Students C and D. Give two clues about the words in bold from Exercise 1 for them to guess. Use defining relative clauses. Give the other pair two points for guessing the word in bold correctly on the first clue, and one point for guessing it on the second clue.**  
A&B: *It's a sport which can help you appreciate nature.*  
C&D: *No idea.*  
A&B: *It also provides an aerobic workout as you push the pedals.*  
C&D: *Cycling!*

#### Match and combine | Student C

- 1 Work with Student D. Take turns to read out your sentences to find matching pairs.**
  - Venice** is also known as 'the City of Canals.'  
C: *Venice is also known as 'the City of Canals.'*  
D: *It's made up of 118 islands.*
  - It includes the islands of Java, Sulawesi and Bali.
  - Police officers** maintain law and order.
  - It is usually shaped like a horseshoe.
  - Hiking** is a long-distance walking activity.
- 2 Work with Student D. Join the matching pairs from Exercise 1. Use non-defining relative clauses.**
  - Venice**, which is also known as the 'City of Canals,' is made up of 118 islands.
- 3 Work with Students A and B. Give two clues about the words in bold from Exercise 1 for them to guess. Use defining relative clauses. Give the other pair two points for guessing the word in bold correctly on the first clue, and one point for guessing it on the second clue.**  
C&D: *It's a city which is made up of 118 islands.*  
A&B: *No idea.*  
C&D: *It is also known as the 'City of Canals.'*  
A&B: *Venice!*

#### Match and combine | Student D

- 1 Work with Student C. Take turns to read out your sentences to find matching pairs.**
  - It's made up of 118 islands.  
C: *Venice is also known as 'the City of Canals.'*  
D: *It's made up of 118 islands.*
  - It can take you to beautiful places in nature.
  - They also prevent criminal activity.
  - A **travel pillow** supports your neck during flights.
  - Indonesia** is a country in South-East Asia.
- 2 Work with Student C. Join the matching pairs from Exercise 1. Use non-defining relative clauses.**
  - Venice**, which is also known as the 'City of Canals,' is made up of 118 islands.
- 3 Work with Students A and B. Give two clues about the words in bold from Exercise 1 for them to guess. Use defining relative clauses. Give the other pair two points for guessing the word in bold correctly on the first clue, and one point for guessing it on the second clue.**  
C&D: *It's a city which is made up of 118 islands.*  
A&B: *No idea.*  
C&D: *It is also known as the 'City of Canals.'*  
A&B: *Venice!*

## The air we breathe

UNIT 4, LESSON 5 LISTENING AND VOCABULARY  
(Audio script: extra activities)

### 1 4.7 Complete the interviews with the words and phrases from the box.

OK, so now, the air we breathe in Amman is not always as <sup>1</sup>*fresh* as it should be, but it's even worse in other places. The <sup>2</sup> \_\_\_\_\_ was so bad in Delhi, India, recently that they closed schools and offices and recommended that people stay indoors. They cancelled buses and flights, they stopped all <sup>3</sup> \_\_\_\_\_ and the government even banned the sale of <sup>4</sup> \_\_\_\_\_. They had to cancel a cricket match because the players couldn't breathe. There were many <sup>5</sup> \_\_\_\_\_ because the <sup>6</sup> \_\_\_\_\_ was so thick drivers couldn't see the vehicles in front of them. Doctors declared a public health emergency. The air pollution levels were ten times **above the recommended limit**. This is not unusual. **According to** the World Health Organisation, the <sup>7</sup> \_\_\_\_\_ in Delhi is worse than in any other major city in the world. Breathing such <sup>8</sup> \_\_\_\_\_ is dangerous. **A recent study claimed** that air pollution causes the death of 1.2 million people in India every year.



Fortunately, air pollution here in Amman is not nearly as bad as it is in India. But it's not good, either. **The main cause is** the burning of <sup>9</sup> \_\_\_\_\_ in vehicles. Some reports estimate that twenty per cent of air pollution is caused by <sup>10</sup> \_\_\_\_\_ from petrol and diesel engines. This is not <sup>11</sup> \_\_\_\_\_. **What can we do about it?** Well, we can't stop breathing, obviously. We could stay indoors as much as possible and wear masks when we go outside. Or we could get smog apps to tell us when the air quality's good enough to go for a walk. But surely the best way to protect our health and defend our <sup>12</sup> \_\_\_\_\_ is to stop polluting the air and to use <sup>13</sup> \_\_\_\_\_ and means of transport that are good for the <sup>14</sup> \_\_\_\_\_. We want your ideas on how to do that so please **try to think outside the box** and call us on 0962 79 999 999 ...

### 2 Look at the expressions in bold in the interviews. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

#### Future choices | Student A

##### 1 Read the situations below. Then ask the questions to Student B and listen to their answers.

- 1 You and Student B are college students.  
Ask them: 'What are your plans after the exams?'
- 2 Student B is a good friend of yours.  
Ask them: 'Hey, what have you been up to?'
- 3 You are a waiter/waitress and Student B is your customer.  
Ask them: 'Are you ready to order, Sir/Madam?'
- 4 You are Student B's mother/father. You've just returned home.  
Ask them: 'Have you made lunch?'
- 5 You are a journalist. Student B is famous professor.  
Ask them: 'Professor Alsarraj, what are your plans for the next two years?'

##### 2 Read the situations below. Then listen to Student B's questions and choose the best answers.

- a You live in Paris. Student B is your cousin. They call you and give you some news. You answer:
  - 1 'This is great! I'll show Auntie the Eiffel Tower!'
  - 2 'This is great! I'm showing Auntie the Eiffel Tower!'
- b You are Student B's son/daughter. They say something to you in the morning. You answer:
  - 1 'Thanks, I'm going to pass.'
  - 2 'Thanks, I think I'll pass.'
- c Student B is your cousin. They call you and give you some news. You answer:
  - 1 'I'll help her.'
  - 2 'I'm helping her.'
- d Student B is your good friend. They call you with an invitation. You answer:
  - 1 'I can't come. Aunt Laila is moving flat on Saturday and I'm helping her.'
  - 2 'I can't come. Aunt Laila is moving flat on Saturday and I'll help her.'
- e You are on the phone in your room. Student B is your flatmate. They knock on your door and say something to you. You answer:
  - 1 'I'm about to go to the supermarket. What do we need?'
  - 2 'I'll go to the supermarket. What do we need?'



#### Future choices | Student B

##### 1 Read the situations below. Then listen to Student A's questions and choose the best answers.

- 1 You and Student A are college students.  
They ask you a question. You answer:
  - a 'I'm about to apply to university.'
  - b 'I will probably apply to university.'
- 2 Student A is a good friend of yours. They ask you a question. You answer:
  - a 'I'm about to apply to university.'
  - b 'I will apply to university.'
- 3 Student A is a waiter/waitress and you are their customer. They ask you a question. You answer:
  - a 'Yes, we'll have the tuna salad.'
  - b 'Yes, we're having the tuna salad.'
- 4 You are Student A's son/daughter. They come home and ask you a question. You answer:
  - a 'Yes, we'll have tuna salad.'
  - b 'Yes, we're having tuna salad.'
- 5 You are a famous professor. Student A is a journalist.  
They ask you a question. You answer:
  - a 'I'm visiting the South Pacific.'
  - b 'I'm going to visit the South Pacific.'

##### 2 Read the situations below. Then ask the questions to Student A and listen to their answers.

- a Student A is your cousin from Paris. You call them to give them some news.  
Say to your cousin: 'Aunt Laila is coming to Paris this weekend, did you know?'
- b You are Student A's mother/father.  
Say to them: 'Good luck on your English test today!'
- c Student A is your cousin. You call them to give them some news.  
Tell your cousin: 'Aunt Laila has just decided she's is moving flat on Saturday.'
- d Student A is your good friend.  
Say to them: 'We're having a barbecue on Saturday. Would you like to come?'
- e Student A is your flatmate. They are on the phone in their room.  
Knock at their door and say to them: 'It seems we have nothing to eat in the fridge.'

## Study phrasal verbs!

### UNIT 5, LESSON 2 VOCABULARY (Phrasal verbs related to studying)

#### Study phrasal verbs! | Student A

##### 1 Complete the questions with the phrasal verbs from the box.

come up with   drop in to   get down to   ~~go over~~   keep up with   pull your socks up   put off

- 1 Have you ever failed a test because you didn't go over your notes?
- 2 Have you \_\_\_\_\_ an inventive way of revising for exams?
- 3 Would you like to \_\_\_\_\_ the Riverside Café study session?
- 4 Have you ever been told to \_\_\_\_\_ and be more responsible?
- 5 Are you going to \_\_\_\_\_ going to university and travel the world for a year?
- 6 What kind of surroundings help you \_\_\_\_\_ hard work?
- 7 Do you try to \_\_\_\_\_ the latest scientific developments?

##### 2 Work with Student B. Take turns to ask and answer your questions from Exercise 1.



#### Study phrasal verbs! | Student B

##### 1 Complete the questions with the phrasal verbs from the box.

catch up on   ~~come up~~   drop out of   fall behind   hand in   pick up   put together

- 8 What do you think will come up in your next English test?
- 9 In your opinion, why do some students \_\_\_\_\_ school before the final exams?
- 10 Are you going to \_\_\_\_\_ any homework late this week?
- 11 What can you do if you fall ill and \_\_\_\_\_ at school?
- 12 Do you think you have to be gifted to \_\_\_\_\_ languages easily?
- 13 Are you going to \_\_\_\_\_ your schoolwork this weekend?
- 14 Will you have to \_\_\_\_\_ a presentation this term?

##### 2 Work with Student A. Take turns to ask and answer your questions from Exercise 1.



## Order and match

### UNIT 5, LESSON 3 GRAMMAR (Future Continuous and Future Perfect)

#### Order and match | Student A

##### 1 Put the words in the correct order to make sentences.

1 **by the year 2050** / you / think / have / you / changed / will / do / what?

*What do you think you will have changed by the year 2050?*

2 will / of / earned / you / a / money / **by the time you've finished your first job** / have / lot?

3 will / **at 20:00 tomorrow evening** / be / travelling / you?

4 at / because / he'll / don't / be / football / 21:00 / him / watching / **at that time** / call

5 had / won't / I / **by the time you arrive** / dinner / have

6 snowing / be / it / **when the skiers arrive at the resort** / won't

7 what / decided / wants / **by the end of the summer** / she / have / she / study / won't / to

8 I / for / won't / you / when / train / **tomorrow** / arrives / waiting / be / your

9 celebrating / **all night long** / will / the / fans / will / be / the / football / victory

10 work / started / have / **by the time he's twenty-one** / he'll

##### 2 Work with Student B. Read out your sentences without saying the words in bold. Student B completes them with an appropriate time expression. Give them one point for each correct answer. Then swap roles and do the same for Student B's sentences. Use the phrases from the box.

as of Thursday   before I get my new car   before I turn forty   by the end of next year   ~~by the end of today~~  
for almost forty years   for over five years   for the next three years   tomorrow   when you get home

What do you think will have changed ...

... by the year 2050?



#### Order and match | Student B

##### 1 Put the words in the correct order to make sentences.

11 have / what / you / **by the end of the day** / will / done?  
*What will you have done by the end of the day?*

12 moved / have / you / will / **by the end of next year** / house?

13 lunch / your / will / eating / friends / with / be / you / **tomorrow**?

14 same / house / I / will / **for almost forty years** / the / have / living / in / been / next month,

15 been / **as of Thursday** / feeling / I'll / ill / have / for a week

16 driving / I / passed / **before I get my new car** / my / won't / test / have

17 ten / at / have / least / **before I turn forty** / I / visited / countries / will

18 in / rented / he'll / **for the next three years** / accommodation / living / be

19 she'll / **for over five years** / resident / on / a / have / 25 March, / US / been

20 won't / **when you get home** / sleeping / I / be

##### 2 Work with Student A. Listen to their sentences and complete them with a phrase from the box. Then swap roles. Read your sentences to Student A without saying the words in bold. They complete them with an appropriate time expression. Give them one point for each correct answer.

all night long   at that time   at 20:00 tomorrow evening   by the end of the summer   by the time he's twenty-one  
by the time you arrive   by the time you've finished your first job   ~~by the year 2050~~   tomorrow  
when the skiers arrive at the resort

What will you have done ...

... by the end of today?

## The changing world of work

### UNIT 5, LESSON 5 LISTENING AND VOCABULARY (Audio script: extra activities)

#### 1 5.9 Choose the correct words to complete the interview.

**Amal:** Today we're talking about the world of work: how it's changing and how it <sup>1</sup>*might / must* in the future. With me is Fatima Al-Zou'bi. **Welcome to the show**, Fatima.

**Fatima:** Thanks, Amal.

**Amal:** **There's a lot of talk about** the gig economy. **What is it, exactly?**

**Fatima:** Well the term 'gig economy' <sup>2</sup>*dates / comes* from the financial crisis of 2009. It describes an economy in which it's difficult for people to find <sup>3</sup>*full-time / temporary* jobs with permanent contracts. Many people, especially the young, have several <sup>4</sup>*full-time / part-time* jobs or change frequently from one <sup>5</sup>*temporary / permanent* job to another.

**Amal:** Many gig economy workers are <sup>6</sup>*self-employed / unemployed*, **right?**

**Fatima:** Yes, <sup>7</sup>*employees / employers* want flexibility so they employ a lot of <sup>8</sup>*unpaid / freelance* workers who hire out their time to different companies. Employers also prefer to pay their workers only when they need them.

**Amal:** And of course, if you don't get any work, you don't get any money.

**Fatima:** Right. And <sup>9</sup>*paid / unpaid* shifts are becoming more common, too. That's when you agree to work for a certain time, a day or a week, for no payment.

**Amal:** **That sounds good** for the <sup>10</sup>*employee / employer*, but what's in it for the worker?

**Fatima:** Well, you have the opportunity to show that you're the right person for the job, which is good. And you might end up <sup>11</sup>*losing / getting* the job, which is better. But you <sup>12</sup>*could / couldn't* end up with no money and no job at the end of your shift, and that's not so good.

**Amal:** The gig economy isn't all negative, is it?

**Fatima:** Of course not. There are <sup>13</sup>*advantages / disadvantages*. **For a start**, you get a lot of work <sup>14</sup>*variety / experience* in all sorts of jobs. And if you work <sup>15</sup>*shifts / freelance*, it <sup>16</sup>*may / must* not be necessary for you to commute, you may be able to work from home. Instead of a routine nine-to-five job, you are your own <sup>17</sup>*boss / client*. You're free to decide when and where to work.

**Amal:** Great.

**Fatima:** Yes, sometimes. Even these advantages bring disadvantages. You may have to work <sup>18</sup>*long / zero* hours for low wages without getting paid overtime or holiday pay, even working <sup>19</sup>*freelance / around the clock*. And at other times you may not have enough work or earn enough money. Even so, it's probably better than being <sup>20</sup>*self-employed / unemployed*.

**Amal:** How many people work in the gig economy?

**Fatima:** Well, I've looked at the numbers for Saudi Arabia. In the last few years, 19 percent of people in that country have worked in the gig economy, that's 13 million people. The gig economy continues to grow every year. And over 50 percent of them are young, aged from 18 to 34.

**Amal:** Thanks, Fatima. Now, if you work in the gig economy, call us now.



#### 2 Look at the expressions in bold in the interview. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.



**Jordan**

**High  
Note**

**Grade 10**

Semester 1

**GRAPHIC ORGANISERS**



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# GRAPHIC ORGANISERS

## TEACHER'S NOTES

### Unit 1

#### 1 An informal email

(Lesson 7 Writing)

**Aim:** to plan an informal email

**Interaction:** individual, pairs

**Type of activity:** pre-writing task

**Time:** 15 minutes

**Materials:** one worksheet per student

**In class:** (1) Tell students that they are now going to prepare for doing the Exercise 8 Writing Task on page 13 of the Student's Book. (2) Hand out the worksheet and tell students they are going to reply to Huda's email. Ask them to look at the template and tell them that the prompts will help them plan their email. (3) Refer them to the informal phrases provided in the box and tell them that they should include examples in their emails. Remind them they can also look at the tips in the Writing box on page 13 to help them. (4) Give students time to make notes individually. (5) Put students in pairs and tell them to share their notes. Ask them to make one suggestion to their partner about how to improve their plan. (6) Students then complete the Writing Task individually, in class or as homework.

### Unit 2

#### 2 A blog post

(Lesson 7 Writing)

**Aim:** to plan a blog post

**Interaction:** individual, pairs

**Type of activity:** pre-writing task

**Time:** 15 minutes

**Materials:** one worksheet per student

**In class:** (1) Tell students that they are now going to prepare for doing the Exercise 7 Writing Task on page 23 of the Student's Book. (2) Hand out the worksheet and tell students that they are going to write a blog post about how mobile phones, computers and the internet have helped people and made their lives easier. Tell them that they should use the boxes in the Graphic Organiser to plan their post. They can also refer to the tips in Exercise 5 and the Writing box on page 23 to help them. (3) Give them time to make notes individually. (4) Put students in pairs and tell them to share their notes. Ask them if their arguments were the same or different and whether they learnt anything new. (5) 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 3

#### 3 A short story

(Lesson 7 Writing)

**Aim:** to plan a short story

**Interaction:** individual, pairs

**Type of activity:** pre-writing task

**Time:** 15 minutes

**Materials:** one worksheet per student

**In class:** (1) Tell students that they are now going to prepare for doing the Exercise 7 Writing Task on page 35 of the Student's Book. (2) Hand out the worksheet and tell them they're going to write a short story. (3) Tell them to look at the Graphic Organiser template and Writing box on page 35 of their Student's Book. (4) Give them time to make notes individually. (5) Put students in pairs and tell them to share their notes. Ask them to make one suggestion to their partner about how to improve their plan. (6) Students then complete the Writing Task individually, in class or as homework.

### Unit 4

#### 4 A formal email

(Lesson 7 Writing)

**Aim:** to plan a formal email of enquiry

**Interaction:** individual, pairs

**Type of activity:** pre-writing task

**Time:** 15 minutes

**Materials:** one worksheet per student

**In class:** (1) Tell students that they are going to prepare a draft for the Exercise 6 Writing Task on page 44 of the Student's Book. (2) Hand out the worksheet and tell them they're going to write a formal email of enquiry. (3) Ask them to decide what kind of expedition they would like to go on, and what they would like to know about it before they go. (4) Tell them that the boxes provided will help them plan their email step by step. They can also refer to the Writing box on page 44 of their Student's Book to help them. (5) Give them time to make notes individually. (6) Put students in pairs and tell them to share their notes. Ask them to make one suggestion to their partner about how to improve their plan. (7) Students then complete the Writing Task individually, in class or as homework.

### Unit 5

#### 5 Personal statement

(Lesson 7 Writing)

**Aim:** to plan a personal statement

**Interaction:** individual, pairs

**Type of activity:** pre-writing task

**Time:** 15 minutes

**Materials:** one worksheet per student

**In class:** (1) Students should have already thought about what course they would like to do when they leave school and why. (2) Tell them to read the Exercise 7 Writing task on page 57 of their Student's Book. (3) Ask them to read the text in the boxes and give them time to make notes. (4) Put students in pairs and tell them to share their notes. Then ask students 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.

**An informal email**  
1.7A WRITING (An informal email)

**1** Make notes for your informal email in the template provided. Use some of the informal phrases from the box. Use the tips in the Writing box on page 13 of your Student's Book to help you.

---

CU soon	Do you fancy ... ... sort something out	Can't wait for ... Hi there	How's it going? Hoping you can help	I'm off to ... Great to see you
---------	--	--------------------------------	--	------------------------------------

---

**New message** — ↗ ✕

---

**To:** Cc Bcc

---

**Subject:**

---

**Greeting:**  
(Start with a friendly greeting.)

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**Main body:**  
(Tell Huda about your outfit for the dinner.)

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**Sign off:**  
(Give a reason for ending your email.)

---

---

---

**2** In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?

**1** Make notes in the boxes for each section of your blog post. Use the tips from Exercise 5 and the information in the Writing box on page 23 of your Student's Book to help you.

**Introduction**  
Mention the key point you want to make in your post: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Idea 1**  
\_\_\_\_\_  
\_\_\_\_\_

**Details/Evidence**  
Provide your first argument to support your point: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Idea 2**  
\_\_\_\_\_  
\_\_\_\_\_

**Details/Evidence**  
Provide your second argument to support your point: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Idea 3**  
\_\_\_\_\_  
\_\_\_\_\_

**Details/Evidence**  
Mention any arguments that don't support your point: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Conclusion**  
Summarise the points for and against and state your position again: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2** In pairs, share your notes. Were your arguments the same or different? Did you learn anything new from your partner's notes?

**3** Can you give your partner one suggestion on how to improve their plan?

**1** Make notes in the boxes for each section of your personal statement. Use the information from the Writing box on page 35 of your Student's Book to help you.

Title _____
Author _____

<b>Main characters</b> Who are the people in your story? _____ _____
---

<b>Setting</b> Where does your story take place? _____ _____
---

<b>Beginning</b> Say where and/or when the story happened: _____ _____
---



<b>Middle</b> Describe the action: _____ _____
---



<b>End</b> Describe how you or the characters felt at the end and what you/they learnt: _____ _____
--

**2** In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?

**1** Make notes in the boxes for each section of your email. Use the information in the Writing box on page 44 of your Student's Book to help you.

New message — ↗ ✕

---

**To:** \_\_\_\_\_

---

**Subject:** \_\_\_\_\_  
Give your reason for writing.

---

**Greeting:** \_\_\_\_\_  
Remember to keep it formal.

---

**Opening:**  
State clearly why you are writing.  
\_\_\_\_\_  
\_\_\_\_\_

---

**Main body:**  
Provide details of the information you need. Remember to:

- be polite and keep language neutral.
- signal topics.
- be relevant.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

**Ending:**  
Conclude your email in a formal way.  
\_\_\_\_\_  
\_\_\_\_\_

**2** In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?

**1** Make notes in the boxes for each section of your personal statement. Use the information in the Writing box on page 57 of your Student's Book to help you.

<b>Opening paragraph(s)</b>	Catch your reader's attention and say why you are interested in the course. <hr/> <hr/> <hr/> <hr/>
-----------------------------	--

<b>Main body</b>	Describe any relevant experience, hobbies, training or achievements. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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<b>Conclusion</b>	Say why you deserve a place on the course and mention any ambitions. <hr/> <hr/> <hr/> <hr/>
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**2** In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?

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ليسهل تحميلها

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ان شاء الله

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يسدد خطانا

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