

Jordan High Note

Grade 8
Semester 2

Teacher's Book

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

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

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

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

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

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

Note that teachers should consider the needs of students in their class and adapt or reduce lesson content accordingly.

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 as well as real experiences and stories. All of this encourages authentic language learning.

Purposeful

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

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

Absorbing

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

Well-balanced

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

INTENSITY

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

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

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

INTERACTION

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

Grammar

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

Vocabulary

- New lexis is presented and activated in most lessons, with the main lexical set of the unit in a separate Vocabulary lesson. It is then recycled, consolidated and practised in the following lessons.
- The *Active Vocabulary* boxes provide practical tips on how to activate the students' memory when learning new words.

Skills strategies

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

Pronunciation

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

INDEPENDENCE

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

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

Clear learning goals and models for success

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

Skills strategies

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

Exam strategies

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

Project work

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

Resources for self-study

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

Self-assessment sections in the Workbook

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

Downloadable photocopiable activities

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

KEY CONCEPTS BEHIND *JORDAN HIGH NOTE*

21ST-CENTURY EDUCATION

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

21st-century students

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

21st-century teachers

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

21st-century skills and *Jordan High Note*

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

Learning and Innovation Skills (the five Cs)

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

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

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

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

Digital Literacy

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

Life and Career Skills

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

THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES

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

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

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

THE GLOBAL SCALE OF ENGLISH

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

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

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

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

ASSESSMENT FOR LEARNING

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

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

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

Student's Book

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

Workbook

The Workbook lessons are designed to be used in class: to practise and develop the previous Student's Book language and skills. Stars are given to some of the practice tasks to show how challenging they are (the easiest being one star tasks). Teachers could allocate the more challenging tasks to more able students. 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, focusing 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, Reading and Communication
 - 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

STUDENT'S BOOK

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

- 5 topic-based units
- 2 *Life Skills* sections at the end of every second unit which teach competencies indispensable to success in 21st-century society
- Flexible order of lessons apart from the first spread (Vocabulary and Grammar) and the last spread (Writing)
- Clear lesson objectives ('I can...') based on the Global Scale of English (GSE)
- Word list at the end of the book with exercises activating key vocabulary and tips on how to learn new words
- *Grammar Reference*: detailed explanations of all the grammar topics covered in the units with examples
- A *Culture Spot*
- A *Literature Spot*

WORKBOOK

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

STUDENT'S BOOK with eBOOK

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



TEACHER'S BOOK

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

Access code to:

PRESENTATION TOOL

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

DIGITAL ACTIVITIES AND RESOURCES

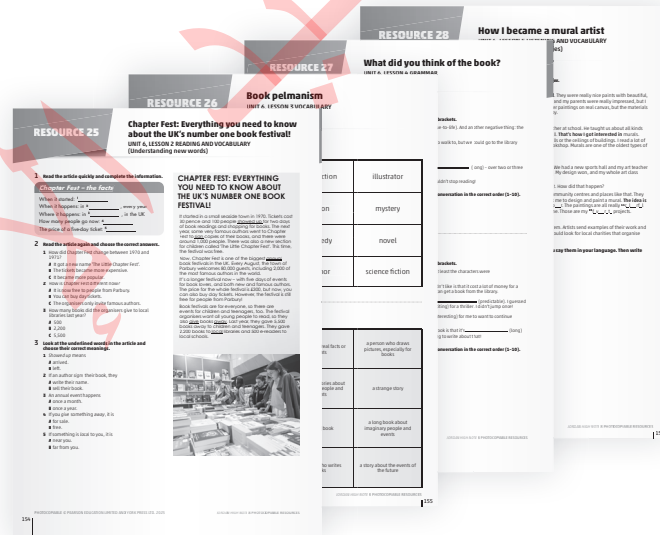
- Teacher view of digital activities

STUDENT'S eBOOK

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

TEACHER'S RESOURCES

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



JORDAN HIGH NOTE UNIT WALKTHROUGH

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

GRAMMAR

There are two grammar lessons in each unit:

- The first grammar point is introduced at the beginning of each unit and is combined with vocabulary for more integrated learning (Lesson 1: Vocabulary and Grammar). The grammar is then recycled throughout the rest of the unit.
- The second grammar lesson comes later in the unit and introduces another grammar point.

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.

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.

2 LESSON 4A GRAMMAR

1 SPEAKING In pairs, answer the questions.
1 Who are your favourite authors?
2 What books did they write?

2 What are the most important qualities for an author? Say why. Discuss in pairs.

brave confident creative
 easy-going exciting patient
 talented

3 6.6 Listen to an interview with an author. Which adjectives from Exercise 2 does she use to describe a good author?

4 6.6 Complete the sentences with adjectives from Exercise 2. Listen again to check.

1 That was a very exciting thriller.
2 I'm sometimes not patient enough.
3 If you think you're talented enough, then just start!
4 Do it right now! Be brave!

Too, (not) enough

5 Read the sentences then match 1-3 with a-c to make rules. Study the Grammar box to check.

If a computer is too expensive, use a notebook.
 I'm sometimes not patient enough.
 That's good enough to write down your ideas.

1 We use *too* + adjective when
2 We use adjective + *enough* when
3 We use *not* + adjective + *enough* when

a something is less than you need or want.
b something is more than you need or want.
c something is suitable for what you need or want.

Now go to Workbook page 7 for the next lesson.

6 **6.7 Complete the conversations. Use *too* and *enough* with pairs of adjectives from the box. Listen and check.**

interesting / long talented / worried

A Why aren't you in the school art festival?
B I'm not talented, and I would be worried about everybody seeing my work.
A What's that book like?
B The story's interesting, but it's too long. It took me a month to read it.

7 Rewrite the sentences with *too* + adjective or *(not)* adjective + *enough*.

1 These paintings are too traditional for me.
2 The plot wasn't original enough.
3 The book was too short.

5 Grammar Reference

Unit 6, Lesson 1A, page 5 Comparative and superlative adjectives

Comparative and superlative adjectives	Adjective	Comparative	Superlative
one-syllable	high	higher	the highest
one-syllable ends in -e	large	larger	the largest
one-syllable ends with vowel + consonant	hot	hotter	the hottest
two syllables, ends in -y	scary	scarier	the scariest
two or more syllables	expensive	more expensive	the most expensive
irregular	good	better	the best
	bad	worse	the worst

We use comparative adjectives to compare two people or things:
 Games are **more exciting than** books.
 We use superlative adjectives to say that someone or something has the highest degree of a certain quality (when compared with at least two other people or things):
 Science fiction books are **the best of all**.
 We can also use (not) as + adjective + as to compare two things:
 That book **wasn't as successful as** the other one she wrote.
 His second book is **as long as** his first book.

Unit 6, Lesson 4A, page 9 Too, (not) enough

Too and (not) enough

We use *too* + adjective when something is more than you need or want:
 That book was **too short**.
 We use adjective + *enough* when something is suitable for what you need or want:
 I think that plot was **interesting enough**.
 We use *not* + adjective + *enough* when something is less than you need or want:
 That comedy was **just not funny enough**.

6 LESSON 4B GRAMMAR

Too, (not) enough

1 * Complete the answers with Yes or No.

1 Is this TV OK for you?
a No, it's too big.
b Yes, it's big enough.
c No, it isn't big enough.

2 Is this graphic novel OK?
a No, it's short enough.
b No, it isn't short enough.
c Yes, it's too short.

3 Was the book a good length?
a No, it was too long.
b No, it wasn't long enough.
c Yes, it was long enough.

2 * Complete the sentences with the correct adjectives from the pairs of words in the box.

big / small busy / free difficult / easy
 early / late funny / serious
 noisy / quiet old / young

1 I can't work when other people are talking at the same time. It's too noisy to concentrate.
2 I haven't got time to help you today. I'm too busy.
3 You can't go into the library. You're too late. It closed five minutes ago.
4 I can't understand this book. It's too difficult for me.
5 I'm not old enough to travel without my parents.
6 You can't see all the paintings in the museum in one day. It's too big.
7 It wasn't a good comedy. It wasn't funny enough.

3 * USE OF ENGLISH Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.**

1 I'm too old to climb a mountain. **YOUNG**
 I'm not young enough to climb a mountain.
2 I couldn't finish the test. I wasn't fast enough. **SLOW**
 I couldn't finish the test.
3 The laptop I wanted wasn't cheap enough. **EXPENSIVE**
 The laptop I wanted.
4 The actors are too quiet and I can't hear them. **LOUD**
 The actors aren't loud enough and I can't hear them.
5 This tablet isn't small enough for my bag. **BIG**
 This tablet isn't small enough for my bag.
6 The old museum is too cold and people don't like going there. **WARM**
 The old museum isn't warm enough and people don't like going there.

4 Write about types of literature or types of art that you don't like and say why using too or (not) enough.

6 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.
- There are extra exercises activating the word lists and tips on how to best memorise new words.

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

5 Clearly organised word lists at the back of the book include all the explicitly taught vocabulary from the unit. There is an audio recording for each entry, which facilitates pronunciation practice.

08 Smart future

1 VOCABULARY Gadgets, computers, technology
GRAMMAR Will/won't for predictions about the future, adverbs of manner
LISTENING A conversation about technology
READING Opinions
WRITING Computers and robots
VIEWING AND PRESENTING Express agreement and disagreement, talk about feelings and communication

TOMORROW'S WORLD A guide to the next thirty years

BY 2030
A What will ... be like?
By 2030, people will buy over thirty percent of things online and, in a lot of countries, drones will deliver most of them in less than half an hour. There will be some real shops too, of course, but many of them won't have checkouts anymore. You will be able to take the things that you need and you will automatically pay and get a receipt later.

BY 2040
B How will ... change?
In 2040, most countries will use digital money. There won't be any paper notes or coins and we will use smartphones or smartwatches to pay for everything. Fortunately, their batteries will be better, so we won't need to carry a charger with us all the time.

BY 2050
C Where will we ... ?
By 2050, the population of the world will be 9.4 billion and seventy-five percent of people will live in cities, often in huge smart apartment buildings, over ten kilometres tall. Virtual reality will be a big part of our everyday lives. For example, most people in cities won't need to leave their homes. Houses won't even need windows – virtual windows will look completely real.

D How will we look after ... ?
Over the next fifty years, we will use technology to analyse our health all day and every day. Our clothes will have tiny health trackers which will contact our doctor when there are any problems. 3D printers will be able to make new body parts such as skin or even a heart!

LESSON 1A VOCABULARY AND GRAMMAR
Time expressions: next year, in ten years, by 2050
Grammar Reference > page 71

1 SPEAKING Read the words in the box. In pairs, discuss the questions.
3D printer, charger, drone, health tracker, smartphone, tablet, smartwatch, virtual reality headset, wireless headphones.

1 Which of these gadgets do you use?
2 Which is your favourite? Say why.

2 Read the texts on page 26 and complete headings A–D with the words below. What do you think of the predictions?

health live money shopping

Will/won't
3 Read the sentences and choose the correct answer, a or b, in the rules.
By 2050, drones will deliver most things in less than half an hour.
By 2040, there won't be any paper notes or coins.

1 We use will/won't to talk about
a future plans.
2 We use
a will/won't + to + infinitive.
b will/won't + infinitive.

4 Study the Grammar box and check your answers to Exercise 3.

WATCH OUT!
Present: We can travel all over the world.
Future: We will be able to go on holiday without leaving our homes.

6 Complete the predictions with will/won't and a verb from the box to make them true for you. Then write four questions to ask your partner.
buy drive go live

1 In the next few weeks, I will buy a new smartphone.
2 I ... to university in the next five years.
3 In 20 years, I ... an electric car.
4 I ... at my parents' house in 2040.

7 SPEAKING In pairs, ask and answer the questions you wrote in Exercise 6. Try to add another question to find out more information.

Wh-? When will you leave home?
I can use will/won't to make predictions about the future.

Word List

Unit 6

LESSON 1A VOCABULARY AND GRAMMAR
W16.1
actor (n) /'æktə/
actress (n) /'æktɪs/
author (n) /'ɔːtə/
choreographer (n) /ˌkɒrɪə'ɡræfə/
composer (n) /kəm'pəʊzə/
create (v) /kri'eɪt/
director (n) /dɪ'rektə/
fast (adj) /fɑːst/
film (n) /fɪlm/
folk dance (n) /'fɒk dɑːns/
folk dancer (n) /'fɒk dɑːnsə/
literature (n) /lɪ'terətʃə/
museum (n) /mjuː'ziəm/
music (n) /'mjuːzɪk/
musician (n) /mjuː'ziʃən/
painter (n) /'peɪntə/
painting (n) /'peɪntɪŋ/
photographer (n) /fə'tɒɡrəfə/
photography (n) /fə'tɒɡrəfi/
poet (n) /'pɔɪt/
scriptwriter (n) /skɪpt'raɪtə/
sculptor (n) /'skʌlptə/
sculpture (n) /'skʌlpʃə/
seat (n) /siːt/
talented (adj) /'tæləntɪd/
theatre (n) /'θiətə/
visitor (n) /'vɪzɪtə/
writer (n) /'raɪtə/
book festival (n) /bʊk 'festɪvəl/
boring (adj) /'bɔːrɪŋ/
brief (adj) /brɪ'f/
brilliant (adj) /brɪ'ljənt/
earn (v) /ɜːn/
guide to sth (n) /'ɡaɪd tə sth/
talented (adj) /'tæləntɪd/
volunteer (n, v) /vɒlən'tiə/
W16.2
LESSON 2A VOCABULARY
W16.2
author (n) /'ɔːtə/
biography (n) /baɪ'ɒɡrəfi/
chapter (n) /'tʃæptə/
character (n) /'kærɪktə/
comedy (n) /kə'medɪ/
detective (n) /dɪ'tektɪv/
disappointing (adj) /ˌdɪsə'pɔɪntɪŋ/
documentary (n) /ˌdɒkjʊ'men'təri/
ending (n) /'endɪŋ/
exciting (adj) /ɪk'saɪtɪŋ/
fiction (n) /'fɪkʃən/
graphic novel (n) /'ɡræfɪk 'nɒvəl/
illustrator (n) /ɪ'lʌstreɪtə/
magazine (n) /mægə'ziːn/
main character (n) /maɪn 'kærəktə/
mystery (n) /'mɪstəri/
non-fiction (n) /nɒn 'fɪkʃən/
novel (n) /'nɒvəl/
original (adj) /ə'reɪdʒənəl/
plot (n) /plɒt/
predictable (adj) /prɪ'dɪkəbəl/
reader (n) /'riːdə/
scary (adj) /'skeəri/
science fiction (n) /saɪəns 'fɪkʃən/
setting (n) /'setɪŋ/
thriller (n) /'θrɪlə/
W16.3
LESSON 3A VOCABULARY
W16.3
author (n) /'ɔːtə/
chapter (n) /'tʃæptə/
novel (n) /'nɒvəl/
thriller (n) /'θrɪlə/
W16.4
LESSON 4A VOCABULARY
W16.4
artist (n) /'ɑːtɪst/
get a good grade / get a 'ɡʊd 'ɡreɪd/
get involved / get 'ɪnvəlvɪd/
get home / to school / get 'həʊm / tə 'skuːl/
mural (n) /'mjuərəl/
W16.5
LESSON 5A LISTENING AND VOCABULARY
W16.5
get a good grade / get a 'ɡʊd 'ɡreɪd/
get involved / get 'ɪnvəlvɪd/
get home / to school / get 'həʊm / tə 'skuːl/
mural (n) /'mjuərəl/
W16.6
LESSON 6A SPEAKING
W16.6
go to an exhibition / go to ən 'eksɪ'bɪʃən/
watch a documentary / wətʃ ə dɒkjʊ'men'təri/
W16.7
LESSON 7A WRITING
W16.7
publish (v) /'pʌblɪʃ/
recommend (v) /re'kɒmɛnd/
W16.8
LESSON 8A VOCABULARY
W16.8
motorway (n) /məʊ'təweɪ/
park (n) /pɑːk/
park (v) /pɑːk/
port (n) /pɔːt/
post office (n) /'pəʊst ɒfɪs/
restaurant (n) /'restrɒnt/
ride a bike / a moped / a 'baɪk / ə 'mɒpəd / a 'baɪk / ə 'mɒpəd/
motorbike (n) /məʊ'təbaɪk/
sports centre (n) /spɔːts 'sentə/
square (n) /skweə/
station (n) /'steɪʃən/
supermarket (n) /ˌsuːpə'mɑːkɪt/
take a taxi / a bus / 'teɪk ə 'tæksɪ / ə 'bʌs/
tourist information centre (n) /ˌtʊərɪst ɪnfə'meɪʃən 'sentə/
town hall (n) /taʊn 'hɔːl/
train/bus station (n) /treɪn / bʌs 'steɪʃən/
walk (v) /wɔːk/
W16.9
LESSON 9A VOCABULARY
W16.9
bank (n) /bæŋk/
bridge (n) /brɪdʒ/
car park (n) /kɑː 'pɑːk/
castle (n) /'kæsl/
drive (your car) / draɪv (jə 'kɑː)
drive a train / draɪv ə 'treɪn/
exit (n) /'egɪt/
gift (n) /ɡɪft/
give sb a warning / ɡɪv sɪb ə 'wɜːnɪŋ/
make an announcement / meɪk ən ə'naʊnsmənt/
member of staff / 'membə əv stɑːf/
passenger (n) /'pæsɪndʒə/
station staff (n) /steɪʃən 'stɑːf/
underground station (n) /ˌʌndə'ɡraʊnd 'steɪʃən/
underground train (n) /ˌʌndə'ɡraʊnd 'treɪn/
W16.10
LESSON 10A VOCABULARY
W16.10
fly (v) /flaɪ/
hotel reception (n) /həʊtel 'reɪpɪʃən/
tour guide (n) /tʊə 'ɡaɪd/
W16.11
LESSON 11A SPEAKING
W16.11
ask for / give directions / ɑːsk fə / ɡɪv dɪ'rekʃnz/
road (n) /rəʊd/
tell sb the way / tel sɪb ðə 'weɪ/
W16.12
LESSON 12A READING AND VOCABULARY
W16.12
book a flight / bʊk ə 'flaɪt/
buy a ticket / baɪ ə 'tɪket/
check the train timetable / tʃek ðə treɪn 'taɪmteɪbəl/
create a profile / kri'eɪt ə 'prəʊfaɪl/
cultural site (n) /ˌkʌltʃərəl 'saɪt/
find accommodation / faɪnd ə'kɒmədɪ'eɪʃən/
hire a bike / haɪə ə 'baɪk/
hostel (n) /'həʊstl/
take a tour of the city / teɪk ə 'tʃaː əv ðə 'sɪti/
W16.13
LESSON 13A WRITING
W16.13
letter (n) /'letə/
on time / ɒn 'taɪm/
parents' evening (n) /'peərənts 'iːvɪŋ/
social media message (n) /səʊʃl mi'diə 'mesɪdʒ/
text message (n) /tekst 'mesɪdʒ/

READING

The Reading lessons in the Student's Book feature a variety of information-rich and thought-provoking texts. They contain a range of exercises that practise reading for the main idea, followed by focusing on specific information, vocabulary practice and discussion.

1 Active Reading boxes cover all crucial skills strategies, which students can actively practise through a series of exercises.

2 Main comprehension exercises in the format of exam-specific tasks.

3 Vocabulary-from-the-text activities encourage students to notice and absorb new words and phrases.

4 Reflect exercises develop critical thinking, asking students to think more deeply about various social, cultural and value-related issues and consider various viewpoints. They can be found in different lessons within a unit.

2 LESSON 2A READING AND VOCABULARY

1 SPEAKING In pairs, discuss the question.
What cultural festivals do you know in Jordan or abroad?

2 Read the article below quickly and complete the notes on the right.

A brief guide to ... Amman International Book Fair
A place of books and culture since 2000

5 The Amman International Book Fair is a **popular** event which people visit from across the world. The event is organised by the Jordan Publishers Union with the Ministry of Culture and usually takes place at the Jordan International Exhibition Centre. The Centre has the **ability** to have exhibits from around 4,000 publishers and around 150,000 people have visited the two-week event in recent years.

The **purpose** of the event shows how important the publishing industry is to the country and how it can help improve society, as well as being able to make an international audience aware of Jordan's achievements in publishing. It also allows visitors to learn about the books and culture of around 20 other countries whose publishers take part in the Fair. The countries are from all over the world, including Saudi Arabia, Morocco, the USA, Canada, Italy, China and India.

At the Fair, you can see Arabic and international books on many different subjects, including children's books and poetry. Previous events have also included exhibitions on Islamic writing and works of art from different countries. There are also events for children such as storytelling and classes in calligraphy.

The Fair also remembers the Jordanian poet Mustafa Wahbi Al-Tal, whose **legacy** is the beautiful poetry that Jordanians still enjoy today, around 120 years after he was born.

Wahbi's influence at a book fair last year: It was an **awesome** experience and I made a lot of interesting new friends.

Fred: There are so many **brilliant** books to buy. I save up to buy a ticket every year!

Habib: I went one year and it was very interesting, but too **crowded**.

Ali: It's true you have to queue a lot at a book fair, but it doesn't have to be **boring**. There are so many **fascinating** people to talk to.

3 Read the article again and choose the correct answers.

1 How long does the Book Fair last for?
a ten days
b around 14 days
c a week

2 What can you learn about at the Book Fair?
a books from other countries
b the culture of Jordan and other countries
c both of the above

3 Who was Mustafa Wahbi Al-Tal?
a a famous publisher
b a famous Jordanian poet
c the man who started the Book Fair

4 Study Active Reading. Find the underlined words in the article and choose the correct meanings.

1 If someone is **removed**, they are
a well-known. b wealthy.

2 The capacity of a theatre is the largest number of people
a who can work there. b who can be in the audience.

3 If something is described as **prestigious**, people
a fear it. b respect it.

4 The legacy of something is how it affects people or events
a in the past. b in the future.

1 ACTIVE READING | Understanding new words

• Read the whole sentence with the new word.
• Decide if the word is a verb, a noun or an adjective.
• Read the sentences around the new word and use the context to understand its meaning.

☐ I can understand new words in a text and talk about book festivals.

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

3 Study the adjectives in bold in the comments. Then find:
1 two opinion adjectives that mean 'very good': **awesome, brilliant**
2 an opinion adjective with the opposite meaning to 'interesting':
3 an adjective that means 'a lot of people in one place':
4 an opinion adjective that means 'very interesting':

6 Complete the sentences with adjectives from Exercise 5.
1 The documentary was **brilliant**.
I couldn't stop watching it!
2 I tried to read that book, but I fell asleep. It was really _____.
3 I couldn't get on the bus because it was too _____.

7 **6.3** Listen to a report about volunteers at a book festival. Are the sentences true or false?
1 ☐ Over 1,000 people volunteer to work at Chapter Fest.
2 ☐ Volunteers usually start work on the first day of the festival.
3 ☐ Volunteers don't need experience in this kind of work.
4 ☐ Volunteers finish working when the festival ends.

8 REFLECT | Culture in pairs, discuss the question.
Do you think volunteering at a book festival is a good idea? Why? Why not?

LISTENING

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

1 New vocabulary is clearly highlighted or presented in coloured boxes, making it easy to find.

2 Active Listening boxes cover crucial strategies, which students can practise in the lesson.

3 Main comprehension exercises in the format of exam-specific tasks.

4 Frequent opportunities for personalisation and building fluency.

There is extra listening support alongside reading texts as well as to listen and check the answers to activities. Teachers should use these resources but time limitations may affect this and teachers should consider this accordingly in their lesson planning.

WORKBOOK

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

5 Choose the correct words to complete the text message.

Hi Amer,
Why don't you **drive / take** a bus to the city centre and get **off / on** at Hussein Bin Ali Street? From there you can go on **foot / taxi** to a nice bakery and have lunch. Then you can **go / get** by bus to visit the Archaeological **Port / Museum** and learn Aqaba's history. When I finish college for the day, I can come and meet you for dinner in one of the **restaurants / banks** near the museum.
Let me know what you think.
Farid

6 SPEAKING In pairs, use the prompts to ask and answer the questions.
get to or from school go on holiday go shopping visit family/friends

1 What transport do you use to ...?
2 When do you use it?

Now go to Workbook page 14 for the next lesson.

4 LESSON 3A LISTENING

1 SPEAKING Discuss in pairs. Where do you usually hear announcements?

2 **7.4** Listen to announcements 1-4. Match them with the places below.

☐ a bus ☐ a museum ☐ a supermarket
☐ an underground station

3 **7.4** Listen again and choose the correct answers.

1 What is the problem?
a Someone can't get their car out of the car park.
b There's a car in front of the exit to the car park.
c Two drivers are arguing in the car park.

2 Who is the announcement for?
a passengers with young families
b station staff
c all passengers

3 What is the main purpose of the announcement?
a to thank people for coming
b to encourage people to visit the shop
c to ask people to leave the museum immediately

4 What is the purpose of the announcement?
a to give a warning
b to give information
c to give advice

4 **7.5** Study Active Listening. Then listen to part of each announcement. Is the missing word a verb or a noun?

1 **verb** 2 _____ 3 _____ 4 _____

ACTIVE LISTENING | Understanding new words

• Decide what type of word it is, e.g. a noun or a verb.
• Try to write the word. Is it similar to a word in your language?

5 **7.6** Read the sentences and guess the missing word. Listen and check.

1 Your car is **blocking** a blue car in the shop's car park.

2 If you don't feel well, please do not _____ an underground train.

3 We have a large _____ of books and gifts.

4 Please take all your _____ with you when you leave the bus.

6 Match the missing words in Exercise 5 with their meanings.

a ☐ get on
b ☐ stopping something from moving
c ☐ a group of things to choose from
d ☐ things you own or are carrying

Now go to Workbook page 15 for the next lesson.

☐ I can understand new words in announcements.

SPEAKING

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

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

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

LESSON 5A SPEAKING

08

1 Read the article below. What is 'the Internet of Things'? Does it make our lives easier? Discuss in pairs.

IN JORDAN, IN HOMES WITH AN INTERNET CONNECTION, around four to five devices are usually connected to the Internet. However, this number will increase as speeds become faster and more smart gadgets are available. You can already buy smart versions of many everyday objects. For instance, there are already smart lights, fridges and even mirrors! These gadgets are part of 'the Internet of Things'. You can control them with an app on your mobile phone and some work with AI assistants – you just say what you want them to do.

2 **8.4** Listen. How does Adel turn on the lights and the TV? How does he listen to a book? What goes wrong?

3 **8.5** Study the Speaking box. Complete the sentences with a word or phrase in each gap. Listen and check.

1 But personally, I don't **think** it will make our lives easier.
2 _____ with Hani.
3 I'm sorry, but I _____.
4 You're _____ Hani.
5 Well, obviously, it doesn't work perfectly, but in _____, we'll use these gadgets a lot in the future.
6 Really? I'm _____ about that.

1 SPEAKING | Opinions

Giving opinions

(Personally,) I think ...
In my opinion, ...
(Personally,) I don't think ...
I'm sure that ...

Agreeing
Yes, I agree.
You're right.
Exactly.
I agree with him/her/you.
I think so, too.

Disagreeing
(I'm sorry, but) I don't agree.
That's (probably) true, but ...
I'm not sure (about that).
I don't think so.

4 **8.6** In pairs, choose the correct words to complete the conversations. Then listen and check.

A 'I'm **sure** / **Personally**, I think that in ten years' time, most cars will be electric.
B I'm not sure ***about** / **with** that. They're too expensive.
A Yes, for now, but they will get cheaper very quickly.

A 'In my **opinion** / **Exactly**, technology will become one of our biggest problems.
B I ***think** / **don't think** so, too. Lots of people won't have jobs.

A You're ***right** / **sure**. And no jobs means no money!
A I'm ***agree** / **sure** that in five years' time, virtual reality will be part of everyday life.

B Yes, I ***agree** / **think**. Virtual reality is amazing now. Imagine it in five years' time!
A ***Exactly!** / **Personally**. It'll be amazing!

5 Work in groups of three. Read the statements. Take turns giving your opinion. Do you agree or disagree?

1 Many young people spend too much time online.
2 Every home will have an AI assistant.
3 Everyone in the world needs free Internet access.
4 We will all have personal robots in the future.

I can express, agree and disagree with opinions. 31

WRITING

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

1 Engaging and relevant model text.

2 Writing boxes with useful tips and key language.

3 Graded writing tasks provide students with opportunities to practise their writing skills.

LESSON 7A WRITING | A notice

1 SPEAKING In pairs, discuss the questions.

1 What kind of things do you often lose?
2 What was the last thing you lost? What happened?
3 What do you do with old gadgets, such as smartphones? Do you sell them to other people or swap them with friends?

2 Read notices A and B. Match them with the statements below.

1 ☐ Someone wants to find something.
2 ☐ Someone wants to sell something.

A
LOST! REWARD 19 JOD
WHAT? MY WIRELESS RHYTHM AX1 HEADPHONES WENT? SOMEWHERE IN SCHOOL. WHEN? ON TUESDAY 7TH FEBRUARY.
PLEASE HELP! THESE HEADPHONES WERE A PRESENT AND MY FAVOURITE POSSESSION.
CONTACT:
ALIA ALRAY, GRADE 8
ALIAA@ALIAA.MAIL.ZZ

B
I'm selling my Bean Z1 fitness tracker. It's only six months old and it's in perfect condition. I got it from my brother when he bought a new one, but I never use it. Send me an email if you're interested.
Hamzah

3 Read the notices again. Answer the questions.

1 Which notice is better at attracting your attention, A or B? Say why.
2 Is there any information that is not necessary in notice A or B?
3 Is there any important information missing from notice A or B?

2

4 Study the Writing box and check your answers.

WRITING | A notice

To attract people's attention, you can:

• write a big heading, e.g. LOST! FOR SALE!

• include an accurate photo of the item you lost/want to sell.

Make your notice clear and easy to read:

• use bullet points.

• don't include unnecessary information.

Include all the necessary information:

• write a simple description of the object (colour, name, etc.).

• say where and when you lost the object (LOST!).

• give your name and contact details.

• offer a reward (LOST!) or give the price (FOR SALE!).

5 The writer of notice A included these sentences. Do you think they are useful? Say why.

'PLEASE HELP! THESE HEADPHONES WERE A PRESENT AND MY FAVOURITE POSSESSION!'

6 Rewrite notice B. Use the tips in the Writing box. Add any necessary information.

7 **8.8** Listen and complete the texts with one word in each gap.

1 Asma wants to sell her ***laptop**. It's a ***black** with a 15-inch screen. It originally cost ***\$** but she is selling it for ***\$**. It's ***5** years old and is in ***good** condition.

2 Fawzi lost his ***Bean** today. It's a ***black**. He left it in a ***bag** on Upper Street at about ***10** p.m. He wants to offer a reward of ***\$**.

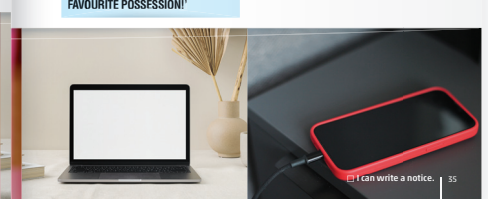
8 WRITING TASK Choose one of the situations in Exercise 7 and write a LOST! or FOR SALE! notice.

• Use the Writing box to help you.

• Add any other necessary information, e.g. a contact number or email address.

08

3



I can write a notice. 35

REVISION

WORKBOOK

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

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

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

3 Useful strategies to deal with typical exam task types.

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

08 Revision

1 VOCABULARY AND GRAMMAR

1 Match 1-7 with a-g to make the names of computer equipment and gadgets.

1 a desktop a battery
2 b fitness b computer
3 c hard c cable
4 d laptop d disk
5 e USB e headset
6 f virtual reality f headphones
7 g wireless g tracker

2 Complete the instructions with the correct words from the box.

attach document save screen smartphone switch on

How to email a document using your new smart printer

1 Switch on your computer, tablet or smartphone.

2 Place your _____ under the scanner.

(Check you are happy with the scan on your device.)

3 _____ the file, _____ it to your email and send.

3 Complete the conversation with *will/won't* and the correct form of the verbs in brackets.

Adel Where _____ (you/live) in ten years?
Faisal _____ (I/move) to Oman, but _____ (I/not have) a house - I'll get a flat. What about you?
Adel _____ (I/be) a famous scientist, so _____ (I/not stay) in one place, but travel the world!

4 Choose the correct words to complete the sentences.

1 Stay **safe / safety**: Never drive too **quick / quickly**.
2 This is a message for Callum. Please contact the office **urgent / urgently**.
3 Eric did **good / well** in his exams.
4 My sister makes friends very **easy / easily**.

USE OF ENGLISH

5 Choose the correct words a-d to complete the text.

In the next ten years ...

Artificial intelligence will _____ eye-control technology for all our devices and gadgets.
Someone will _____ very important in all aspects of our lives. These will change colour or shape when it's too hot or cold. In fact, technology will progress so _____ that we will be _____ by all the changes.

1 a develop b discover
2 a become c exist
3 a find d go
4 a do b planning
5 a learn c test
6 a easily b hard
7 a quickly c slow
8 a amazed b boring
9 a happy c stress

6 Complete the second sentence so that it means the same as the first one. Use no more than three words in each gap.

3 **STRATEGY | Transformations**

Make sure you read the first sentence carefully and understand the meaning. The second sentence must be as close to that meaning as possible.

1 There are new apps on my phone. I **installed new apps** on my phone yesterday.
2 My school will have a new art room next year. Next year, there _____ a new art room in my school.
3 I'm optimistic about getting a place at university. I hope I _____ a place at university.

LISTENING

7 **0.13 Listen and choose the correct answers.**

1 The teacher thinks that Jack is tired because
a he read a book until late.
b he was online until midnight.
c he went to bed late.
2 The scientist thinks that in twenty years' time electric cars will
a be able to go faster.
b have better batteries.
c be cleaner.

SPEAKING

8 Look at the photos. In pairs, take turns to describe what you can see in the photos and answer the questions below.

1 What are the students doing?
2 What subject do you think they are studying?
3 Describe other things in the photos.

WRITING

9 Write an email to a friend to tell him/her about the gadget you decided to buy for your brother/sister. Include the following information:

- what the gadget is
- why you want to buy this gadget
- what your brother/sister will be able to do with it
- ask your friend what he/she thinks of the idea for the gadget

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

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

6 Self-assessment

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

Learning objective	Course material	How confident I am (1-5)
1 I can use <i>will/won't</i> to make predictions about the future.	Student's Book pp. 26-27	
2 I can talk about computers.	Student's Book p. 28	
3 I can use adverbs to talk about the way we do things.	Student's Book p. 29	
4 I can identify the main points in a conversation and talk about technology.	Student's Book p. 30	
5 I can express, agree and disagree with opinions.	Student's Book p. 31	
6 I can identify the structure of a text and talk about feelings and communication.	Student's Book pp. 32-33	
7 I can write a short notice.	Student's Book p. 34	

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.

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

LIFE SKILLS

How to work in a team on school projects

CREATING SUCCESSFUL SCHOOL PROJECTS

In this week's article, Elliot Wright, the headteacher of Millpool Secondary School, gives us some useful tips on how to create a successful school project.

In my experience, the students that plan their projects carefully get the best results. Talk about the key stages of your project with your team. In my opinion, there are four key stages in a project.

- 1 In pairs, discuss the questions.
 - 1 How often do you go to school?
 - 2 Do you like working on a project on your own or with a team? Say why.
- 2 Read the article on page 14 and complete the chart with words from the text.
 - A Deciding on the project
 - B Doing the project
 - C Evaluating the project
- 3 In pairs, discuss the questions.
 - 1 How often do you go to school?
 - 2 Do you like working on a project on your own or with a team? Say why.
- 4 Read the advice in the box below. Are you a smart internet user? In groups, say how often you follow each piece of advice.

LIFE SKILLS How to use the internet in a safe way

 - 1 I don't share my password.
 - 2 I don't share personal information.
 - 3 I'm nice to other people.
 - 4 I check my privacy settings on social media sites.
 - 5 I REJECT values in groups of four, discuss these statements. Do you agree with them? Say why.
 - 1 Respect other people when you are online.
 - 2 A person that you only know online isn't a real friend.

DO THE TASK BELOW IN PAIRS.

A With your partner, agree a personal action plan for how you will use social media sites in the future. It should include:

 - 1 A goal you want to achieve.
 - 2 A plan of action on a piece of paper.
 - 3 An online and offline checklist of changes to your social media accounts.
 - 4 A list of the class what action you took to improve your safety online.
 - 5 A list of the class what action you took to improve your safety online.

LIFE SKILLS

How to use the internet in a safe way

- 1 Choose, 14.

The other day I sent a message to Alex. I got in my class, offering to help her with her homework. Only it wasn't her. Someone pretended to be me. I think it was my friend. Alex, because I told her my password. I think she sent the message to Alex as a joke very funny. It was so embarrassing when I saw what happened and said I was very sorry. She didn't think it was very funny.
- 2 Maha, 13.

It is my cousin's graduation next weekend and I decided to organise a surprise family dinner for her. I told everybody in the family that I also made a family group on social media and was the main information there - the date of the dinner, the time, what to bring. Unfortunately, I made two mistakes. The group I made was public and my cousin saw it. To make things worse, I didn't write that the dinner was for her because all the family already knew this. So when she saw my post, she thought I was planning a dinner without her on her graduation day! She was so upset.
- 3 Reader, 12.

Last week, I posted a selfie of me and my best friend, Faisal, on my social media site. We were with some friends in the park and it was a really cool photo. Well, it was a really cool photo of me. I looked great! But it was a terrible photo of Faisal. He looked completely ridiculous! Now, he's really angry with me and won't answer his phone when I call him. It was really stupid of me to post that photo, but I did it without thinking.

CULTURE SPOT

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

- 1 Culture topics are introduced through reading texts.
- 2 New, culturally relevant vocabulary is introduced.
- 3 The *Reflect I Culture* activity encourages students to reflect on the cultural topics introduced in the lesson.

CULTURE SPOT

English or British?

- 1 Most of the UK's mountains are in the Scottish Highlands, including Ben Nevis, the highest mountain in the UK at 1,345 metres. Scotland is the only place in the UK where you can go skiing. It is also famous for its beautiful lochs (lakes) and for the hundreds of islands around its coast. There are 795 of them but only around 93 are populated!
- 2 You can find mountains in the north of England, but in the rest of the country there are low hills or the land is quite flat. England is part of the island of Great Britain and you are never more than twenty miles from the sea. London welcomed around twenty million tourists in 2022. The city also welcomed the historic cities of Oxford, Cambridge, York, Bath and Stratford-upon-Avon, where Shakespeare was born.

CULTURE SPOT

English or British?

- 1 AREA: 243,600 km²
CAPITAL: London
COUNTRIES: England, Wales, Scotland and Northern Ireland
CAPITAL CITY: London
CURRENCY: Pound sterling (£)
RELIGION: Christianity
- 2 AREA: 243,600 km²
CAPITAL: London
COUNTRIES: England, Wales, Scotland and Northern Ireland
CAPITAL CITY: London
CURRENCY: Pound sterling (£)
RELIGION: Christianity
- 3 AREA: 243,600 km²
CAPITAL: London
COUNTRIES: England, Wales, Scotland and Northern Ireland
CAPITAL CITY: London
CURRENCY: Pound sterling (£)
RELIGION: Christianity

LITERATURE SPOT

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

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

LITERATURE SPOT

Moby Dick

- 1 In groups, discuss the questions.
 - 1 Do you enjoy reading books about animals? Why/Why not?
 - 2 Was Starbuck right to disagree with Captain Ahab's plan? Why/Why not?
- 2 Read part of the story of *Moby Dick* on page 63. What adjectives are used to describe the whale Moby Dick and the men who want to help Captain Ahab in the story?
 - 1 The men on the boat will all get money when they see the whale.
 - 2 The men on the boat don't all know about Moby Dick.
 - 3 Captain Ahab does not like the whale because it took away his leg.
 - 4 Starbuck wants to take revenge on Moby Dick.
- 3 Check you understand the highlighted adjectives in the text on page 63. Then, in pairs, choose the correct adjectives in sentences 1-4. Say if the sentences are true for you.
 - 1 always help my parents *neurotically* / *cheerfully* when they ask me.
 - 2 think it's *incredibly* / *quietly* difficult to learn a new language.
 - 3 study *excitedly* / *quietly* at home before an exam.
 - 4 laugh *neurotically* / *patiently* and speak *neurotically* / *quietly* whenever I meet someone new.

LITERATURE SPOT

Moby Dick

- 1 One morning, Captain Ahab asked to talk to me. The quickly went to the deck and waited patiently until he showed as a gold coin.

"Listen here," he said, "I am looking for a whale. It is huge with a twisted mouth and three holes in one of its fins. The first person to see that whale will get this coin."

Tadblags, Daggoos and Queequeg looked at each other in surprise. They all seemed to know something about the whale whale. Captain Ahab said Tadblags, "Is that the whale whale that people call Moby Dick?"

"Moby Dick?" Yes, that whale's Moby Dick. That whale took away my leg and left me as I am now, "shouted the captain, "I found around the world until I find Moby Dick. And then we'll kill the whale. What do you say, men? Will you help me? I think that you all look incredibly strong and brave!"
- 2 One evening, Captain Ahab asked to talk to me. The quickly went to the deck and waited patiently until he showed as a gold coin.

"Listen here," he said, "I am looking for a whale. It is huge with a twisted mouth and three holes in one of its fins. The first person to see that whale will get this coin."

Tadblags, Daggoos and Queequeg looked at each other in surprise. They all seemed to know something about the whale whale. Captain Ahab said Tadblags, "Is that the whale whale that people call Moby Dick?"

"Moby Dick?" Yes, that whale's Moby Dick. That whale took away my leg and left me as I am now, "shouted the captain, "I found around the world until I find Moby Dick. And then we'll kill the whale. What do you say, men? Will you help me? I think that you all look incredibly strong and brave!"

EXTRA WORK AND GUIDANCE IN LITERATURE

This course should give students the necessary skills and framework to be able to study literature. We include a study of classic English literature on pages 62 and 63 of the Student's Book. You can use the framework provided in each unit to create a structure for your students to study literature. We recommend using an audiobook of a text so that students can try listening to it as well as reading it. The Student'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

Moby Dick

1 In groups, discuss the questions.

1 Have you read the books *Black Beauty*, *The Call of the Wild* or *Moby Dick*? In each story, one of the main characters is an animal. Have you read another book in which the main character is an animal? Describe it.

2 Why is it important to read classic novels like these?

2 Read part of the story of *Moby Dick* on page 63 quickly. What adjectives are used to describe the whale *Moby Dick* and the men who want to help Captain Ahab in the story?

3 Read the text again. Decide if statements 1–4 are true or false. Correct the false statements.

1 ☐ The men on the boat will all get money when they see the whale.

2 ☐ The men on the boat don't all know about *Moby Dick*.

3 ☐ Captain Ahab does not like the whale because it took away his leg.

4 ☐ Starbuck wants to take revenge on *Moby Dick*.

4 Check you understand the highlighted adverbs in the text on page 63. Then, in pairs, choose the correct adverbs in sentences 1–4. Say if the sentences are true for you.

1 I always help my parents *nervously* / *cheerfully* when they ask me.

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

3 I study *excitedly* / *quietly* at home before an exam.

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

5 SPEAKING In pairs, discuss the questions.

1 Do you enjoy reading books about animals? Why (not)?

2 Was Starbuck right to disagree with Captain Ahab's plans? Why (not)?

6 REFLECT | Values Why do you think we now protect animals such as whales, rather than hunt them? Look at the list of animals below. Which should or should not be protected? Discuss in groups and say why.

sharks

snakes

lions

tigers

spiders

bears

elephants

crocodiles

7 WRITING TASK Imagine you are Starbuck. Write a letter to a friend about your life on the boat and describe what happened when Captain Ahab spoke about *Moby Dick*.

FROM PAGE TO LIFE

Since *Moby Dick* was written in 1851, many TV adaptations have been made of the story. Some of these are cartoons which were made for children. In these versions, some of the events are changed to make the story more enjoyable for young viewers.

GLOSSARY

deck - the top, open floor of a ship

twisted - not in its normal shape, bent and not straight

fin - the parts of sea animals that are like arms that they use to swim with

revenge - hurting someone or something because they have hurt you

ignore - not listen to or notice

MOBY DICK

By Herman Melville

152.1

One morning, Captain Ahab asked to talk to us. We quickly went to the deck and waited patiently until he showed us a gold coin.

1 'Listen here,' he said. 'I am looking for a white whale. It is huge with a twisted mouth and three holes in one of its fins. The first person to see that whale will get this coin.'

20 Tashtego, Daggoo and Queequeg looked at each other in surprise. They all seemed to know something about the white whale.

21 'Captain Ahab,' said Tashtego, 'is that the white whale that people call *Moby Dick*?'

22 'Moby Dick? Yes, that whale's *Moby Dick*. That whale took away my leg and left me as I am now,' shouted the captain. 'I'll travel around the world until I find *Moby Dick*. And then we'll kill the whale. What do you say, men? Will you help me? I think that you all look incredibly strong and brave.'

23 'Yes, yes!' we all shouted excitedly. 'We will help you to kill *Moby Dick*!'

24 'But Captain Ahab,' said Starbuck nervously. 'I am sure the whale only hurt you because it was frightened. To take revenge on an animal is wrong!'

25 'No!' Ahab replied. 'I don't like that terrible whale because it took my leg. I will take my revenge. Come on, men, let's see the end of *Moby Dick*.'

26 Only Starbuck stood away from the crowd. He looked shocked. He said quietly, 'This is not right.'

27 We all ignored Starbuck and cheered Captain Ahab.

28 'Goodbye, *Moby Dick*!' we cried cheerfully. We were all going to take revenge on *Moby Dick*. Ahab's revenge was also our revenge.

62

63

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.

16 INTRODUCTION

INCLUSIVE EDUCATION

Visual impairment

The vast majority of people with visual impairment (around 93 percent) do have some vision. Teachers, therefore, need to create conditions where these students can see them and see the material that they're presenting or using as clearly as possible, for example by seating them in the best position to see the board or other visual material, without separating them from the class.

In addition, teachers should:

- provide students with individual copies of materials in the appropriate font size.
- keep the board clean to maximise the colour contrast between the background and text colours.
- ensure that the classroom layout stays the same so it's easier for visually impaired students to navigate it and remove obstacles.

Hearing loss

Teachers do not need to speak to students with hearing loss more loudly. Speaking to them clearly and normally will be more effective. Many students with hearing loss rely heavily on visual cues, so teachers should ensure that they have a clear view of the board or other visual material, but not to separate them from other students.

In addition, teachers should:

- repeat questions that other students ask clearly.
- provide written materials to supplement verbal explanations.
- use captions in videos.
- ensure there is silence while students do listening activities.

If it is possible, teachers should read the audioscript aloud so that students can lip-read while the teacher is speaking. Teachers should keep in mind that students with hearing loss may suffer from some fatigue after listening activities and need a break afterwards.

Autism

How students with autism perform and behave in the classroom is largely determined by how comfortable they feel and whether they are being intellectually stimulated enough. Teachers can help autistic students to feel more comfortable by ensuring that:

- lessons follow a certain routine or pattern and there is a course plan which is communicated to students.
- students are not experiencing sensory challenges, for example, feeling too warm or too cold, experiencing a lot of noise or very bright lights.
- students have the option to work individually if they want to.
- students have additional activities to do when they complete the initial task faster than others.

Teachers should keep in mind that autistic students may also misunderstand humour or take things people say literally when they aren't meant in that way.

AD(H)D (Attention Deficit (Hyperactivity) Disorder)

Only some individuals with AD(H)D experience hyperactivity and other individuals are inattentive and not hyperactive. Teachers can support and include students with both types of AD(H)D by:

- allowing them to take regular breaks, for example to complete an errand, so it's easier for them to concentrate.
- allowing students to continue the activity that they're doing when they're in a state of hyperfocus where they can concentrate extremely well for longer periods of time.
- keeping in mind that ADHD also affects students' working memory and timekeeping skills and so it is a good idea to encourage them to write down things that they need to remember and to make checklists.
- telling students what to do, but also showing them what to do and writing it on the board.

Dyslexia

Avoid stereotyping dyslexic students as being unable to learn. Dyslexic students are just as capable as processing information, including from written text, as anyone else but their brain does this in a different and more indirect way. In addition, many dyslexic students are very creative and excellent problem-solvers. Teachers can help dyslexic students to read and write in English by:

- connecting words with pictures, shapes or symbols, for example in flashcards.
- colour coding different words or phrases, such as parts of speech, to help them remember grammar points.
- focusing on the sounds of words rather than how they are written as this tends to be easier for dyslexic students to remember.

Tourette syndrome

Students with Tourette syndrome need, above all, understanding and acceptance from their teacher and other students. The tics which are the symptoms of Tourette syndrome can be sudden movements, noises or invisible actions such as stomach clenching. These tics are involuntary, but the chances of students experiencing them can increase if they are experiencing stress, fatigue or excitement. Teachers can support students with Tourette's by:

- checking in with them regularly to find out how they are feeling and reacting accordingly. For example, if students are feeling stressed, teachers can try to relieve their stress by talking through their feelings, and if they are experiencing fatigue, allow them to take a break.
- remembering that Tourette's does not impede students' ability to learn, but the tics may distract them when they are learning.
- not penalising them for handwriting and spelling issues because these are most likely caused by their Tourette's.

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 subskills as understanding the main idea, finding specific information, differentiating fact from opinion, understanding the author's attitude, understanding links in a text and summarising. The descriptions are then followed by a series of practice exercises which help students apply and internalise a given strategy.

GRADED EXAM TASKS

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

EXAM STRATEGIES

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

WRITING TASKS

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

RESOURCES FOR SELF-STUDY

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

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

EXAM CORRELATION

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

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

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

HOW TO FLIP THE CLASSROOM WITH *JORDAN HIGH NOTE*

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

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

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

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

READING AND LISTENING TEXTS

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

GRAMMAR REFERENCE

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

VOCABULARY: WORD LISTS

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

WORKBOOK SUPPORT

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

STUDENT'S 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.

06 UNIT 6 MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 6 The arts around us	Theme 1: Society Theme 2: Culture Theme 6: Recreation	<p>Listening: analysing and discussing main ideas and supporting details; responding to critical thinking questions before, during, and after listening</p> <p>Speaking: shifting from teacher-guided exchanges to more independent interaction; expressing opinion and point of view; summarising main ideas; conducting table topics</p> <p>Reading: using contextual clues and metalinguistic knowledge to infer the meaning of words; using discourse markers to process relationships; using note-taking strategies to record key ideas and specific details</p> <p>Writing: using writing strategies (brainstorming, outlining, drafting, revising, editing, redrafting, and publishing); using posing questions, problem-solving practices and scenarios to conduct a small- scale investigations and projects</p> <p>Viewing and Presenting: justifying own feelings in response to visual messages; presenting and developing ideas and opinions on a variety of topics orally and/or visually; using appropriate body language and voice when presenting; using PowerPoint, Google Slides and Keynote to create presentation</p>	<p>Listening: analyse the main ideas and supporting details; follow detailed instructions or directions, answer a variety of questions, or perform an appropriate social act (expressing gratitude or agreement) in response to an oral text; make suggestions for the improvement of his/her own and peers' presentations; begin to identify common organisational patterns (logical or chronological presentation of ideas, comparison, and contrast) and rhetorical structures (main ideas tend to come at the beginning and end of passages; problems come before solutions) to help understand meaning; use prior knowledge and social cues (body language, facial expressions) and visual imagery to help construct meaning and make inferences; tell the intention of the speaker; empathize with classmates</p> <p>Speaking: articulate evidence-based and sound table- topic discussions; present information, findings, and supporting evidence conveying a clear and distinct perspective.</p> <p>Reading: use contextual clues and metalinguistic knowledge to infer meaning of new words and phrases; find words in the text that show the writer's viewpoint; explain how an author uses reasons and evidence to support particular points in a text, identifying which reason(s) and evidence support which point(s)</p> <p>Writing: use reference materials and electronic resources (Internet) to locate specific information; identify misspelled words and mistakes in grammar; revise written texts for clarity, correctness, and coherence; compose a coherent text of 2-3 paragraphs considering purpose and audience</p> <p>Viewing and Presenting: using hi-tech tools in presentation; find own examples to share understanding of visual text; present and develop ideas and opinions on a variety of topics orally and/or visually with posters; use appropriate body language when presenting</p>



OVERVIEW

Objectives:

- Can use simple language to describe people's appearance (GSE 34-A2).
- Can use language related to going to a movie, concert, exhibition, etc. (GSE 30-42 - A2-A2+).
- Can express their likes and dislikes in relation to familiar topics using simple language (GSE 31-A2).
- Can scan short texts to locate specific information (GSE 44-B1).
- Can use all forms of comparatives and superlatives of adjectives (GSE 40-A2+).
- Can make comparisons with 'more' + longer adjectives (GSE 36-A2+).
- Can make comparisons with regular shorter adjectives + '-er' (GSE 38-A2+).
- Can form the superlative of longer regular adjectives with 'most' (GSE 36-A2+).
- Can form the superlative of regular adjectives with '-est' (GSE 36-A2+).
- Can generally understand straightforward factual texts on familiar topics (GSE 46-B1).
- Can make comparisons using '(not) as ... as' with adjectives and adverbs (GSE 44-B1).
- Can express agreement using simple fixed expressions (GSE 33-A2).

Resources:

- SB: pages 4-5; Word List page 64; Grammar Reference page 69
- Online resource: Photocopiable Resource 24
- Assessment: Grammar Quiz Unit 6 Lesson 1

WARM-UP (10 minutes)

- 1 (T-S, S-T) Books closed. Ask students to tell you all the different types of art they know. List their ideas on the board. Then ask students to open their books and look at the box in Exercise 1.
- 2 (T-S, S-S, S-T) Exercise 1. Ask students to look at the photos and answer the question in pairs. Allow one or two minutes. Have a class discussion for feedback.

Answers

painting, sculpture, photograph

PRESENTATION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Write *artist* on the board and elicit any examples students may know (music – musician, photography – photographer, paint – painter). Have students complete the table alone, then check in pairs. Get students to listen and check. Check answers with the class.

Answers

2 choreographer 3 poet 4 composer 5 director



Audioscript 6.1

film:	actor, actress, scriptwriter, director
folk dance:	choreographer, folk dancer
literature:	author, writer, poet
music:	composer, musician
painting:	painter
photography:	photographer
sculpture:	sculptor
theatre:	actor, actress, director



2 (T-S, S-S, S-T) Exercise 3. Tell students to read the text quickly about the artworks they saw in the pictures and connect each artwork with the name of the person who created it. Set a time limit of two minutes. Have students check answers with a partner. Elicit the answers from the class. Then tell students to read the text again, paying attention to the details.

Answers

Dana created a painting of a Jordanian landscape.
Amal took photographs of a flower.
Eman made a sculpture of a woman's head

- 3 (T-S, S-S, S-T) Exercise 4. Look at the rubric and read the sentences with the class. Ask students to underline the comparative and superlative forms. If students need help, write the sentences on the board and underline the forms. Ask students to find the first sentence in the text and read the full sentence. Ask: *What do most people think? (It's faster to take a photo than make a painting). What does the writer think of Eman's sculpture? (Her sculpture is more beautiful than the writer's. etc.)* Then, put students into pairs to complete the rules.

Answers

1 b 2 c 3 a

- 4 (T-S, S-S, S-T) Exercise 5. Ask students to read the Grammar box and check their answers to Exercise 4. Then elicit which adjectives are irregular. Check students' understanding by asking concept questions: *How do you make the comparative/superlative of regular one-syllable adjectives? How do you make the comparative/superlative of longer adjectives (two or more syllables)? Why do you double the consonant in 'hotter'? Why don't you double the consonant in 'colder'? What happens to '-y' in 'tidier'?*

Answers

Irregular adjectives: good, bad

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

PRACTICE (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 6. Look at the rubric with the class. Have students complete the sentences alone, then check in pairs. Elicit the correct answers from pairs.

Answers

- 2 scarier than 3 smaller than

- 2 (T-S, S-S, S-T) Exercise 7. Ask students to study the *Watch Out!* box and answer any questions they have. Check students' understanding by asking questions, referring back to the text. e.g. *Is taking a photo fast? (Yes, it is.) Is painting a picture fast? (No, it isn't.) = Painting a picture is not as fast as taking a photo.* Refer students to the rubric. Have students do the exercise in pairs. Check answers with the class.

Answers

- 2 Photography isn't as difficult as painting.
3 Paintings aren't as good as sculptures.

PRODUCTION (5 minutes)

(T-S, S-S, S-T) Put students into pairs. Ask them to discuss the sentences in Exercise 7. Do they agree or disagree? When they have finished, ask students to share their ideas with the class and find out if the others agree.

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 information online about a book festival held in Jordan. They should note down any facts/information they find interesting, to share with the class in a later lesson. You could also assign Grammar Quiz Unit 6 Lesson 1.

CONTINGENCY PLAN

If your students need more support with *(not) as ... as*, write pairs of words on the board, e.g. *book / magazine*, and ask them to make sentences.

If your students need an extra challenge, ask them to write a comparative, a superlative and a *(not) as ... as* sentence on types of art of their choosing.

There is a downloadable photocopiable resource number 24 to use.

OVERVIEW

Objectives: Grammar

- Can use all forms of comparatives and superlatives of adjectives (GSE 40 -A2+).
- Can make comparisons with 'more' + longer adjectives (GSE 36 -A2+).
- Can make comparisons with regular shorter adjectives + '-er' (GSE 38 -A2+).
- Can form the superlative of longer regular adjectives with 'most' (GSE 36 -A2+).
- Can form the superlative of regular adjectives with '-est' (GSE 36 -A2+).
- Can generally understand straightforward factual texts on familiar topics (GSE 46 -B1).
- Can make comparisons using '(not) as ... as' with adjectives and adverbs (GSE 44 -B1).

Resources:

- SB: pages 4-5
- WB: pages 4-5

WARM-UP (10 minutes)

(T-S, S-T) Spend a few minutes eliciting different forms of the arts and put these on the board. Then ask students to say which of the arts they find the most interesting, the funniest, the most boring, the cheapest, the most expensive, etc.

PRACTICE (15 minutes)

- 1** (T-S, S-S, S-T) ★ Exercise 1. Do the first sentence as an example. Then ask students to work individually to choose the correct word in each sentence. They can then check in pairs. Check answers with the class.

Answers

1 more **2** best **3** old **4** cooler **5** as

- 2** (T-S, S-S, S-T) ★ Exercise 2. This time, students need to use the adjective in brackets to form the correct comparative or superlative. Look at the example with the class. Remind them of the rule for when there are more than two syllables. Students can work in pairs to complete the task. Check answers with the class.

Answers

2 interesting **3** worse **4** most popular **5** easier

- 3** (T-S, S-T, S-S) ★★ Exercise 3. Ask students to say what they can see in the photo, then ask them to quickly read the first paragraph. Ask them if they have heard of any of these books. Explain that they now have to use the information to work out when the books were written. Students can do this in pairs. Then, repeat the process for the second paragraph about paintings. Check answers with the class. Encourage students to give reasons for their answers.

Answers

2 Anne of Green Gables **3** The Cairo Trilogy **4** Mona Lisa
5 Interchange **6** The Concert

PRODUCTION (20 minutes)

- 1** (T-S, S-T) ★★ Exercise 4. Ask a student to read the example sentence. Then ask students to work individually to write sentences. Point out that more than one answer might be possible. Check answers with the class. Ask students to read the completed sentences aloud. Ask them which sentences they agree with.

Answers

- 2** Our new TV is bigger than our old TV./Our old TV is bigger than our new TV.
3 The photo was better than the painting./The painting was better than the photo.
4 This is the strangest sculpture in the museum.
5 The author wasn't as talented as the artist./The artist wasn't as talented as the author.
6 Colour photos are more interesting than black and white photos./Black and white photos are more interesting than colour photos.
7 Is he the greatest author in the world?

- 2** (T-S, S-T) ★★ Exercise 5. Ask a student to read the example sentence. Then ask students to work individually to complete the sentences with a word from the box. Check answers with the class. Students can read the completed sentences aloud.

Answers

2 the **3** more **4** as **5** than **6** worst

- 3** (T-S, S-T) ★★ Exercise 6. Ask students to complete the gaps. Students can then compare answers in pairs. Check answers with the class. At the end, ask students if they know any of these books.

Answers

2 as **3** more **4** the

- 4** (T-S, S-T, S-S) ★★ Exercise 7. Read the example sentence as a class. Students can then work in pairs to complete the task. Check answers with the class.

Answers

2 is darker than **3** was the hottest **4** is tidier than
5 worse than **6** the most talented

- 5** (T-S, S-S, S-T) Exercise 8. Ask students to read the rubric. Answer any questions. Students write individually. Then compare with a partner. Feedback as a class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Ask students which part of the lesson they found most interesting and why.

HOMEWORK

Remind students of the start of the lesson when they said which of the arts they find the most interesting, the funniest, the most boring, the cheapest, etc. Ask them to write five sentences about this for homework.

CONTINGENCY PLAN

If your students need more support with Exercise 4, write the first and last words of each sentence on the board to get them started.

If your students need an extra challenge: After Exercise 4, ask them to write three more similar sentences in the wrong order. They can give the sentences to their partners to put in the correct order.

OVERVIEW

Objectives:

- Can use language related to going to a movie, concert, exhibition, etc. (GSE 30-42 – A2-A2+).
- Can understand the general meaning of short, simple informational material and descriptions if there is visual support (GSE 34-A2).
- Can derive the probable meaning of simple unknown words from short, familiar contexts (GSE 46-B1).
- Can use language related to language and linguistics (GSE 30-42 – A2-A2+).
- Can understand basic opinions expressed in simple language in short texts (GSE 37-A2+).
- Can identify key details in a simple dialogue or narrative (GSE 39-A2+).
- Can give simple opinions using basic fixed expressions (GSE 34-A2).

Resources:

- SB: pages 6-7; Word List page 64
- Online resource: Photocopiable Resource 25

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. Write *cultural festival* on the board. Put students into pairs and ask them to make a list of different types of cultural festivals that they know of (*art, photography, literature, etc.*). Allow two or three minutes. Ask students to share their ideas with the class.

Answers

Students' own answers

PRE-READING (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to open their books. Look at the rubric with the class. Put students into pairs to discuss the question. Allow two or three minutes. In feedback, elicit students' answers and have a quick class discussion.

Answers

Students' own answers

WHILE READING (10 minutes)

1 (T-S, S-S, S-T) Exercise 2. Ask students to share their notes about a book festival in Jordan if they prepared them for homework, in groups of three. Then ask students to read the rubric, the notes and check what kind of information they need to complete the notes. Tell them to complete the notes individually, then check in pairs. Set a time limit of three or four minutes. Check answers with the class.

Answers

2 Jordan International Exhibition Centre **3** 150,000
4 storytelling and calligraphy classes

2 (T-S, S-S, S-T) Exercise 3. Ask students to read the text again and answer the questions alone, then check in pairs. You could ask students to read the questions and options A-C before they read. Ask them to highlight key words to help them find the correct answers. As a final check, play the recording and tell students to clap when they hear an answer.

Answers

1 b **2** c **3** b

TIP

Teach students reading strategies. Ask students to read the questions first and highlight the key words. Ask students to read the first question (How long does the Book Fair last for?). Get students to highlight the key words. Have a quick class discussion. Elicit the key word(s). Then ask students to find the key words or words that mean the same in the text (e.g. two-week event ...). Ask students to highlight the key words in the options:

a ten days

b around 14 days

c a week

Ask students to find the words in the text that confirm which piece of information is true (e.g. 'around 150,000 people have visited the two-week event in recent years' is the only correct piece of information).

EXTRA ACTIVITY

Refer students back to the notes they made at home about a book festival held in Jordan. Tell them to imagine that they visited that book festival. Ask them to write a comment about the festival, similar to the ones they read, using as many adjectives as they can. When they have finished, get them to work in pairs and read their partner's comment. Encourage them to ask follow-up questions.

3 (T-S, S-S, S-T) Exercise 4. Ask students to study the *Active Reading* box and answer any questions they have about the information. Then ask students to read the phrase from the text with the new word (a *renowned* event which people visit from across the world.). Ask students to decide what type of word it is (adjective). Ask students to look at the two options. Which one can replace *renowned* in this context? (well-known). Put students into pairs. Ask them to find the meaning of words 2-4. Check answers with the class.

Answers

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

POST-READING (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 5. Ask students to look at the adjectives in bold in the comments and complete the exercise individually. Then students peer-check. Check answers with the class. You could also expand on vocabulary. Elicit a few more examples of opinion adjectives e.g. *terrible, awful, cool*, etc.

Answers

2 boring 3 crowded 4 fascinating

- 2 (T-S, S-S, S-T) Exercise 6. Refer students to the rubric and read the example with the class. Have students do this in pairs. Elicit correct answers from pairs. You could ask students to discuss festivals they have been to and give opinions, e.g. *I went to a sculpture festival last year. It was brilliant!*.

Answers

2 boring 3 crowded

PRODUCTION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 7. Ask students *Would you like to volunteer at a book fair? Why or Why not?* Discuss the questions as a class. Then look at the rubric with the class. Play the recording once. Ask students to peer-check. Ask volunteers to give the correct answers. Fast finishers can turn the false statements into true ones.

Answers

1 T 2 F 3 T 4 F



Audioscript 6.3

Did you know there's a way to go to most festivals - for free! How? Become a volunteer. Festivals depend on volunteers. They do everything. For example, they check tickets, help people with directions or pick up rubbish. Chapter Fest has more than 1,000 volunteers every year - just for collecting and recycling rubbish.

Volunteers usually start work a few days before the festival begins. They need to get to know the festival site, and train for their jobs - volunteers often have no experience. They work for about six to eight hours every day. They usually don't earn any money but when they aren't working, they are free to enjoy the festival. Some volunteers also work after the festival finishes. It can take a few days to clean up.

- 2 (T-S, S-S, S-T) Exercise 8. Put students into pairs. Ask them to discuss the question. Ask students to share their ideas with another pair and find out if they agree.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to make notes about a book they enjoyed, including what genre it is, who the characters are and why they liked it. Tell them to use the Internet to find out details about their chosen book.

CONTINGENCY PLAN

If students need more support, allow them to use a dictionary in Exercise 4.

If students need an extra challenge, ask them to cover Exercise 4 in their books. Write the target words and phrases on the board. Then, using only the reading text, ask students to say what they think the words and phrases mean.

There is a downloadable photocopiable resource number 25 to use.

OVERVIEW

Objectives:

- Can say what they like and dislike (GSE 34-A2).
- Can say a few simple sentences about something they like or are interested in (GSE 30-35 - A2).
- Can identify key details in a simple recorded dialogue or narrative (GSE 39-A2+).
- Can understand the general meaning of short, simple informational material and descriptions if there is visual support (GSE 34-A2).
- Can use all forms of comparatives and superlatives of adjectives (GSE 40-A2+).
- Can give simple opinions using basic fixed expressions (GSE 34-A2).
- Can give an extended description of everyday topics (e.g. people, places, experiences) (GSE 38-A2+).

Resources:

- SB: page 8; Word List page 64
- Online resource: Photocopiable Resource 26
- Assessment: Vocabulary Quiz Unit 6 Lesson 3

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. Put students into groups of four to share the notes about different books they made for homework. Ask students to share the information they found online about each of the four books. Allow two or three minutes. Ask students to compare the four books. You could write some prompts on the board, e.g. *Which book is longer/shorter, more exciting/boring, more boring/interesting?*, etc. Ask students to give their opinion. Encourage students to use opinion adjectives (brilliant, awesome, etc.). If you didn't set the homework, ask students to discuss books they've read recently.

Answers

Students' own answers

PRESENTATION (10 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to open their books. Go through the words in the box, and elicit what the different types of literature and book genres are. Then ask students to say which types of literature they like reading. Have a quick class survey to find out which types of literature/books are most popular.

Answers

Students' own answers

PRACTICE (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 2. Look at the rubric with the class. Play the recording for students to identify the type of books, then check in pairs. Elicit the correct answers from pairs.

Answers

- 1** graphic novel **2** biography **3** science fiction
4 non-fiction



Audioscript 6.4

- Boy 1:** I thought this book was awesome! The children went on lots of adventures and they met really interesting people. The dialogue was easy to read, and the artist was very talented. All the pictures helped me to understand the story.
- Girl 1:** It was a beautiful story and I loved it. It was about a famous tennis player. She had a lot of health issues when she was a child, but she became a very strong woman. She won two gold medals at the Olympics!
- Boy 2:** It was a really exciting story about a team of astronauts who got lost in space! They travelled on a star ship and visited different planets. I won't tell you the ending. You have to read it!
- Girl 2:** I read a very interesting book about trees. I love trees and they are really important for our planet. There are over a hundred different types of trees included in the book, from all over the world. I think everybody should plant a tree.

- 2** (T-S, S-S, S-T) Exercise 3. Have students match the words and definitions alone, then check in pairs. Set a time limit of two or three minutes. Get students to listen and check. Check answers with the class and drill the words chorally and individually.

Answers

- 2** plot **3** chapter **4** character **5** setting **6** author
7 illustrator **8** ending



Audioscript 6.5

- 1** the person who reads a book ... reader
2 the story of a book ... plot
3 a part of a book ... chapter
4 a person in a book ... character
5 where the story happens ... setting
6 the person who writes a book ... author
7 the person who draws pictures for a book ... illustrator
8 the way that a book finishes ... ending

06 LESSON 3A VOCABULARY (SB)

EXTRA ACTIVITY

Ask students to write some sentences about what they like about their favourite piece of literature (the type or genre) and what they like most about it (the plot, the setting, the characters, the ending, etc.). Allow two or three minutes. When students are ready, put them into groups of three. Ask them to talk about their favourite piece of literature. Allow three or four minutes. Then students could ask other groups about their favourite literature.

PRODUCTION (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 4. Write the base adjectives on the board: *funny, scary, disappointing, predictable, original*. Discuss with students what they mean and how they might relate to a story. Then look at the rubric with the class. Give students two or three minutes to think of books and complete the sentences. Put students into groups to compare their answers. Allow three or four minutes. students could mingle and find someone who chose the same books. When they have finished, ask a few students to share their answers with the class and find out if others agree.

Answers

Students' own answers

- 2** (T-S, S-S, S-T) Exercise 5. Ask one student to describe a book to the class. Ask them to give clues. Have students listen and guess. Put students into groups of four. Get students to take turns describing a book for other students to guess.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Assign Vocabulary Quiz Unit 6 Lesson 3 as homework.

CONTINGENCY PLAN

If your students need more support with the matching task in Exercise 3, have them work in pairs and use a dictionary.

If your students need an extra challenge, ask them to research a list of books, one for each genre in Exercise 1, that they would like to read.

There is a downloadable photocopiable resource number 26 to use.

OVERVIEW

Objectives: Vocabulary

- Can use language related to going to a movie, concert, exhibition, etc. (GSE 30-42 – A2-A2+).
- Can derive the probable meaning of simple unknown words from short, familiar contexts (GSE 46-B1).

Resources:

- SB: page 8
- WB: page 6

HOMework

Ask students to write a brief review of the book they described.

CONTINGENCY PLAN

If your students need more support with Exercise 2, put the answers on the board but with each word jumbled, for example *velo* for *novel*.

If your students need an extra challenge: After Exercise 1, ask them to write sentences using each of the words from the box in a new context.

WARM-UP (10 minutes)

(T-S, S-T) Spend a few minutes eliciting some of the new words students learnt in the last lesson. Encourage them to use the new words in context.

PRACTICE (15 minutes)

- 1** (T-S, S-S, S-T) ★ Exercise 1. Read the example sentence as a class. Then ask students to work individually to choose the correct word for each sentence. They can then check in pairs. Check answers with the class.

Answers

2 predictable **3** exciting **4** scary **5** disappointing
6 original

- 2** (T-S, S-S, S-T) ★ Exercise 2. Read the example sentence as a class. Then ask students to work in pairs to find the correct word related to books. Check answers with the class. Encourage them to say what clues they used to find the answer.

Answers

2 detective **3** comedy **4** author, mystery, ending
5 plot, characters **6** biography **7** illustrator, graphic novel
8 science fiction **9** non-fiction

- 3** (T-S, S-S, S-T) ★★ Exercise 3. Ask students to read all the questions carefully first, before they try to complete it with the correct words, as in the example. They can compare answers in pairs. Check answers with the class. There might be more than one answer for some of the sentences. At the end, ask students to decide which of the options they think is the worse.

Answers

1 non-fiction **2** mystery, comedy **3** ending, plot
4 author, illustrator **5** Characters, graphic novel

PRODUCTION (15 minutes)

(T-S, S-T) Exercise 4. Encourage students to discuss the task in pairs before they write. Encourage them to use some of the vocabulary from the lesson. Go round and offer help and support as they work.

WRAP-UP (5 minutes)

(T-S, S-T) Ask students to describe a book they have read recently. Encourage them to describe it using some of the language from the lesson.

06 LESSON 4A GRAMMAR (SB)

OVERVIEW

Objectives:

- Can express their likes and dislikes in relation to familiar topics using simple language (GSE 31-A2).
- Can use simple language to describe people's personality and emotions (GSE 39-A2+).
- Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, places or people), if spoken slowly and clearly (GSE 29-A1).
- Can express sufficiency and insufficiency with 'enough' and 'too' (GSE 39-A2+).
- Can give brief reasons and explanations, using simple language (GSE 45-B1).

Resources:

- SB: page 9; Grammar Reference page 69
- Online resource: Photocopiable Resource 27
- Assessment: Grammar Quiz Unit 6 Lesson 4



Audioscript 6.6

G = Ghada D = Dalia

G: My guest today wrote her first short story when she was just 18. Her name is Dalia and the story was about a young boy who climbed a mountain. One year later, she wrote her first novel. That was a very exciting thriller, by the way. Great to have you with us, Dalia!

D: Thanks.

G: Now, two years later, you're writing a series of three novels, Dalia. Tell us, what type of person makes a good author?

D: There are many qualities – and I haven't got all of them!

G: Really?

D: Yes, for example, I'm sometimes not patient enough. I want things to move more quickly but as an author, you sometimes need to rewrite chapters of the book several times. You also need to believe in yourself, and be confident enough to allow other people to read your work and give you advice.

G: Do you need to be creative?

D: Yes, definitely. You need to see the story in your head and then think of a way to write it as clearly as you see it. It's like a problem and you have to be creative to find a clever solution for it that isn't too complicated.

G: Do you have any advice for young authors?

D: Yes! If you think you're talented enough, then just start! Do it right now! Be brave! Don't wait! If a computer is too expensive, use a notebook. That's good enough for writing down your ideas.

3 (T-S, S-T) Exercise 4. Read the example with the class, then ask them to work individually to complete the sentences with the words. Allow two or three minutes. Have students listen and check. Check answers with the class. You could ask students to describe their favourite authors using three adjectives from the list. Have a class discussion.

Answers

2 patient 3 talented 4 brave

4 (T-S, S-S, S-T) Exercise 5. Ask students to read the examples from the text. Then ask them to make the rules in pairs. Ask students to read the Grammar box to check. Ask students some questions to check their understanding, e.g. Does 'too' come before or after the adjective? (before), Does 'enough' come before or after the adjective? (after). Elicit an example to check that students understand the meaning of the words, e.g. say *I love the summer holidays but some people think they're (too) short. In Europe, in the winter, the weather isn't warm (enough).*

Answers

1 b 2 c 3 a

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

WARM-UP (10 minutes)

1 (T-S, S-S, S-T) Books closed. Write *an author* on the board. Put students into small groups. Ask students to think about what kind of people make good authors, and to write a list of adjectives to describe an author. Elicit students' ideas and write them on the board (or invite students to come up and do so).

Answers

Students' own answers

2 (T-S, S-S, S-T) Exercise 1. Ask students to open their books. Refer students to the rubric. Put students into pairs to discuss the questions. Ask students to share their ideas with the class and find out if others agree.

Answers

Students' own answers

PRESENTATION (15 minutes)

1 (T-S, S-S, S-T) Exercise 2. Look at the rubric with the class. Ask *Are any of these qualities the same as the ones you thought of?* Check against the words you wrote up from the Warm-up. Put students into pairs to discuss. Have a class discussion about the qualities students think are most important and why.

Answers

Students' own answers

2 (T-S, S-S, S-T) Exercise 3. Tell students that they are going to listen to an interview with an author. Look at the rubric with the class. Play the recording for students to listen and note down the qualities. Allow one or two minutes for students to share ideas with a partner. Then elicit the correct answers from pairs.

Answers

patient confident creative talented brave

TIP

Write the following sentences on the board:

- 1 *He's very young.*
- 2 *He's too young.*

Ask students *In which sentence is his age a problem?* (2). Explain that we use *too* and *not enough* when the amount is a problem.

PRACTICE (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 6. Ask students to complete the sentences individually. Students who need more support can work in pairs. Set a time limit of two or three minutes. Then get students to peer-check. Ask volunteers to give you the correct answers. Do the final check by listening to the recording.

Answers

- 1 talented enough 2 too worried 3 interesting enough
- 4 too long



Audioscript 6.7

1

Boy 1: Why aren't you in the school art festival?

Boy 2: I'm not talented enough, and I would be too worried about everybody seeing my work.

2

Girl 1: What's that book like?

Girl 2: The story's interesting enough but it's too long. It took me a month to read it.

- 2 (T-S, S-S, S-T) Exercise 7. Look at the rubric and the sentences with the class. With classes which need more support, elicit the first answer as an example and write it on the board. Ask students to rewrite the sentences, then check in pairs. Check answers with the class and write them on the board.

Answers

- 1 These paintings aren't modern enough for me.
- 2 The plot was too predictable.
- 3 The book wasn't long enough.

PRODUCTION (5 minutes)

(T-S, S-S, S-T) Write the following prompts on the board: *a book you don't like, a book you didn't finish, a TV programme you never watch, a game you don't play*. Ask students to read the sentences and think about what they want to say. Allow one or two minutes thinking time. Then put students into pairs. Ask them to discuss the things on the board using *too/enough/not enough*. Students can mingle and find out about other students. Encourage students to report back to the class anything interesting they found out about their classmates.

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 research and find photos, or do drawings, of one or more murals they like. You could also assign Grammar Quiz Unit 6 Lesson 4 as homework.

CONTINGENCY PLAN

If your students need more support with Exercise 5, go through the Grammar box first as a class.

If your students need an extra challenge, in the Production activity, ask them to write complete sentences with their ideas.

There is a downloadable photocopiable resource number 27 to use.

06 LESSON 4B GRAMMAR (WB)

OVERVIEW

Objectives: Grammar

- Can express their likes and dislikes in relation to familiar topics using simple language (GSE 31-A2).
- Can express sufficiency and insufficiency with 'enough' and 'too' (GSE 39-A2+).
- Can give brief reasons and explanations, using simple language (GSE 45-B1).

Resources:

- SB: page 9
- WB: page 7

CONTINGENCY PLAN

If your students need more support with Exercise 2, cross out the words in the box that they do not need to use.

If your students need an extra challenge: For Exercise 2, ask them to write sentences using each of the words they did not choose from the box, using *too* or *not enough*.

WARM-UP (10 minutes)

(T-S, S-T) Ask students to spend a few minutes talking about a book they read recently that was disappointing. Encourage them to say why it was disappointing.

PRACTICE (20 minutes)

- 1 (T-S, S-S, S-T) ★ Exercise 1. Read the example as a class, then elicit the correct answers for 1b and 1c. Ask students to work individually to choose the correct words, *Yes* or *No*, for each sentence. They can then check in pairs. Check answers with the class.

Answers

- 1 b Yes, 2 No,
2 a Yes, b No, c No
3 a No, b No, c Yes

- 2 (T-S, S-S, S-T) ★★ Exercise 2. Read the example sentence as a class. Then ask students to work in pairs to complete the sentences with the correct words from the pairs. Check answers with the class.

Answers

- 2 busy 3 late 4 difficult 5 old 6 big 7 funny

- 3 (T-S, S-S, S-T) ★★★ Exercise 3. Read the example as a class and elicit the answer for 2 as a class as well, to check understanding. Students can work individually to complete the sentences. Check answers with the class.

Answers

- 2 was too slow 3 was too expensive 4 loud enough
5 is too big 6 warm enough

PRODUCTION (10 minutes)

(T-S, S-T) Exercise 4. Encourage students to discuss the task in pairs before they write. Encourage them to use some of the vocabulary from the lesson. Go round and offer help and support as they work.

WRAP-UP (5 minutes)

(T-S, S-T) Ask students to talk about a sport or hobby they don't like and to say why using *too* or *enough*.

HOMEWORK

Ask students to write a brief text about the sport or hobby they don't like, saying why.

OVERVIEW

Objectives:

- Can use language related to visual arts and artists (GSE 30-42 – A2-A2+).
- Can understand the main information in simple conversations about hobbies and interests (GSE 34-A2).
- Can identify key details in a simple recorded dialogue or narrative (GSE 39-A2+).
- Can derive the probable meaning of simple, unknown words from short, familiar contexts (GSE 41-A2+).
- Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography) (GSE 31-A2).

Resources:

- SB: page 10; Word List page 64
- Online resource: Photocopiable Resource 28

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. Put students into groups of three and get them to share the photos or drawings of murals they prepared for homework. Ask students to briefly discuss and compare the pictures. Ask each group to vote for the best piece in the group. Then get them to show the picture to the class. Have a class discussion about which mural the class like best and why. If you didn't set this for homework, ask students to discuss any mural they've seen recently and describe it to the others in the group.

Answers

Students' own answers

PRE-LISTENING (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to open their books and look at the quiz. Put students into pairs to do it. Ask students to share their ideas with the class. Then have students check on page 76.

Answers

1 a 2 a

WHILE LISTENING (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Ask students if they know anyone who is a mural artist. Ask students *What is he/she like?*, *How did he/she start working as a mural artist?* Take answers. Ask students to listen to a conversation and decide who's speaking. Play the recording. Allow one or two minutes for students to check with a partner. Then elicit answers from pairs.

Answers

a



Audioscript 6.8

I = Interviewer H = Hani

- I: So how did you start painting, Hani?
- H: I was about eight when I got my first set of paints from my aunt. They were really nice paints with beautiful, bright colours. I started doing little paintings in my notebook and my parents were really impressed, but I wasn't happy. They were too small for me. I started doing bigger paintings on real canvas, but the materials were expensive and my parents decided I needed a new hobby.
- I: But you didn't stop ...
- H: Not really. I stopped painting at home but I had a great art teacher at school. He taught us about all kinds of art, from traditional things to modern stuff and I loved it all. That's how I got interested in murals. Murals are large paintings which are directly painted onto walls or the ceilings of buildings. I read a lot of books about murals in my free time. I got them from a local bookshop. Murals are one of the oldest types of art.
- I: When did you paint your first mural?
- H: One day when I got to school there was some exciting news. We had a new sports hall and my art teacher organised a competition to design a mural for one of the walls. My design won, and my whole art class painted my mural. We painted local sports people.
- I: And now, painting murals is your job, and you earn money for it. How did that happen?
- H: I got a call one day from a great charity. They visit hospitals, community centres and places like that. They look for areas in those buildings that look boring and they ask me to design and paint a mural. The idea is to make the people who spend time in these places feel happier. The paintings are all really colourful and positive. Sometimes local children and teenagers help me. Those are my favourite projects.
- I: How can people get involved in mural art?
- H: A lot of shops and restaurants pay people to paint murals for them. Artists send examples of their work and the businesses choose which artist they like the best. Or you could look for local charities that organise murals and work as a volunteer on their next project.

- 2 (T-S, S-S, S-T) Exercise 3. Ask students to read the questions and answer any questions they have about the vocabulary. Ask students to underline the key words in questions 1-3 and options a-c. Ask students to share their ideas about the words that are key before they listen. Play the recording. Have students choose the correct answers individually, and then peer-check. Ask volunteers to give the correct answers.

Answers

1 b 2 b 3 a

POST-LISTENING (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 4. Ask students to read the examples of *get* from the audio script. Ask students to do the exercise in pairs. Allow two or three minutes. Check answers with the class.

Answers

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

- 2** (T-S, S-S, S-T) Exercise 5. Ask students to complete the sentences on their own. Then have students peer-check. Students who need more support can work in pairs. Fast finishers can write three more sentences. Ask volunteers to share their solutions with the class.

Answers

2 get something to eat **3** get to school **4** got warmer

PRODUCTION (5 minutes)

- (T-S, S-S, S-T) Exercise 6. Put students into groups and ask them to discuss the questions. Elicit answers from volunteers.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

- Ask students to write a short description of a mural they would like to create if they were asked to decorate a wall at school.

CONTINGENCY PLAN

If your students need more support with the listening tasks in Exercises 2 and 3, allow them to listen as many times as necessary. You can also pause the audio after each key point and ask students what they heard.

If your students need an extra challenge, ask them to choose their answers for Exercise 3 before they listen again. How much information could they remember?

There is a downloadable photocopiable resource number 28 to use.

OVERVIEW

Objectives: Vocabulary

- Can use language related to visual arts and artists (GSE 30–42 – A2–A2+).
- Can understand the main information in simple conversations about hobbies and interests (GSE 34–A2).
- Can identify key details in a simple recorded dialogue or narrative (GSE 39–A2+).

Resources:

- SB: page 10
- WB: page 8

WARM-UP (5 minutes)

(T-S, S-T) Ask students to briefly describe a mural they have seen or know about.

Answers

Students' own answers

PRACTICE (20 minutes)

- 1 (T-S, S-T) Exercise 1. Ask students to work individually to choose the correct answers. Check answers with the class.

Answers

1 a 2 c

- 2 (T-S, S-T) Exercise 2. Explain that students will hear an interview related to the words they have just used in Exercise 1. Before they listen, ask them to read the questions so they know what information to listen for. Play the audio more than once if necessary. Check answers with the class.

Answers

1 c 2 a 3 c



Audioscript 6.12

P = Presenter L = Laura

- P: We can find murals on walls and buildings in almost every town in the world. A few artists have become world famous. No-one knows who some of them are, but you can easily recognise their paintings when they appear on buildings all over Britain and, nowadays, even in other countries. One of the most famous paintings is Balloon Girl. It was painted on Waterloo Bridge in London in 2002. It was then painted again in different places with slightly different designs. You could buy copies, some with the artist's signature. In 2018, the artist decided to sell a copy of the painting at an auction. It was no surprise when someone paid a million pounds for the painting. What happened next, however, was a shock for everyone and my guest, Laura Stephens who is here to talk about it. Welcome, Laura. You were there, I believe.
- L: That's right. It was a typical auction. There were lots of paintings for sale, but Balloon Girl was the highlight, and everyone wanted to see it. We wondered if the artist was

there in person. Everyone was very excited as the price of Balloon Girl went above a million pounds. There were bids from people in the room, but some people bid by telephone. Finally, it got to one million and forty-two thousand pounds. The hammer went down, and everyone turned to look at the painting, with cameras clicking.

- P: And then something strange happened.
- L: Yes. Suddenly, there was a noise and then the painting started to move slowly downwards. At the same time, a machine inside the frame started to cut it into thin pieces. It was a big joke by the artist but luckily something went wrong, and the machine stopped before it destroyed the painting completely. So, there was half a painting in the frame and half in pieces below the frame.
- P: What about the poor woman who spent over a million pounds?
- L: Well, at first, she was upset but she then realised she now had a piece of art history. She decided to keep it and not ask for her money back. Experts now think the painting may be worth twice as much as before – so the woman could, if she wanted, sell it for 2 million pounds!

- 3 (T-S, S-T) Exercise 3. Do the first sentence as an example, then ask students to complete the task individually. Check answers with the class.

Answers

1 got 2 get 3 getting 4 get

- 4 (T-S, S-T) Exercise 4. Students work in pairs to match the meanings of *get* to the sentences in Exercise 3. Check answers with the class.

Answers

1 d 2 a 3 b 4 c

PRODUCTION (15 minutes)

- 1 (T-S, S-T) Exercise 5. Students write at least four sentences with *get*, each with a different meaning.
- 2 (T-S, S-S, S-T) Exercise 6. Read the *Active Pronunciation* box as a class and encourage students to say the example words. Then focus on Exercise 6. Students can work in pairs, say the words and tick those with the /dʒ/ sound. Then play the audio so they can listen and check their answers. They can also repeat the words.

Answers

3 ✓ 5 ✓ 6 ✓ 8 ✓



Audioscript 6.13

- | | |
|------------|---------------|
| 1 August | 5 village |
| 2 gym | 6 middle-aged |
| 3 Biology | 7 yoghurt |
| 4 magazine | 8 gender |

WRAP-UP (5 minutes)

(T-S, S-T) Write several words with the /dʒ/ and /g/ sounds on the board. Write two columns on the board for /dʒ/ and /g/ and ask the class to say which word belongs in which column.

HOMEWORK

Ask students to write sentences using some of the words from Exercise 6.

CONTINGENCY PLAN

If your students need more support with Exercise 2, pause the audio after each key piece of information and give them time to answer.

If your students need an extra challenge: After Exercise 6, ask them to use a dictionary to find five more common words that use the /dʒ/ and /g/ sounds. They can share these with other students.

OVERVIEW

Objectives:

- Can ask and answer questions about what they do at work and in their free time (GSE 35–A2).
- Can identify key details in a simple recorded dialogue or narrative (GSE 39–A2+).
- Can make and respond to suggestions (GSE 41–A2+).
- Can respond to suggestions to do something using basic fixed expressions (GSE 34–A2).
- Can make a suggestion using basic fixed expressions (GSE 38–A2+).

Resources:

- SB: page 11; Word List page 64; Communication pages 75–76

WARM-UP (10 minutes)

- (T-S, S-S, S-T) Books closed. Write *boring* and *bored* on the board. Ask students *When are you bored?* (when I read uninteresting books, when it's too hot to do an activity, etc.). Have students share ideas in groups of four and find out if they have anything in common.

Answers

Students' own answers

- (T-S, S-S, S-T) Exercise 1. Ask students to open their books and look at the activities in the box in Exercise 1. Ask students to share their ideas and find out if others agree. Have a quick class discussion.

Answers

Students' own answers

PRESENTATION (10 minutes)

- (T-S, S-S, S-T) Exercise 2. Ask students to read the question and guess which activities Owen will suggest. Take a few answers. Play the recording. Allow one or two minutes for students to tell their partner which suggestions they heard. Ask volunteers to share their ideas with the class.

Answers

going to the art exhibition / going to the book festival / playing football / watching a new wildlife documentary



Audioscript 6.9

O = Owen R = Ryan

- O: What's up?
 R: My phone's dead.
 O: Come on in, then.
 R: Let's do something.
 O: Sure. I know. Why don't we go to that art exhibition?
 R: That's a good idea. Where is it?
 O: In the centre of town.
 R: No way! That's too far!
 O: OK. What about going to the book festival?

- R: I don't think so. I haven't got any money.
 O: OK. Let's play football in the park instead.
 R: I'm not sure. I'm wearing my best trainers.
 O: How about watching that new wildlife documentary?
 R: OK, let's do that. Is it OK if I charge my phone?
 O: Sure.
 R: That's strange. Five messages from my parents. Oh, no. I forgot! My grandparents are visiting. I need to go. Now! Um ... do you want to do something tomorrow?

- (T-S, S-S, S-T) Exercise 3. Ask students to study the Speaking box. Then ask students to find the expressions in the conversation in pairs. Allow two or three minutes. Elicit answers from pairs.

Answers

Let's ...
 Why don't we ...
 That's a good idea.
 No way!
 What about ...
 I don't think so.
 I'm not sure.
 How about ...
 OK, let's do that.

TIP

Get students to practise the intonation in the expressions to help to sound more natural. You could assign students the role of Owen/Ryan, play the audio and pause after each utterance for students to copy the intonation and repeat.

PRACTICE (10 minutes)

- (T-S, S-S, S-T) Exercise 4. Look at the rubric with the class. Ask students to do the exercise individually and then peer-check. Allow two or three minutes. Check answers with the class.

Answers

1 How about 2 Why don't we 3 Let's go

- (T-S, S-S, S-T) Exercise 5. Refer students to the rubric and read the example with the class. Ask them to complete the exercise in pairs. Elicit answers from pairs.

Answers

b No c idea

- (T-S, S-T) Exercise 6. Ask students to match the questions to the answers in Exercises 4 and 5. Have students work individually. Set a time limit of two or three minutes. Then have students listen and check. Check answers with the class.

Answers

1 c 2 b 3 a

06 LESSON 6A SPEAKING (SB)



Audioscript 6.10

1

Boy 1: How about calling Charlie?

Boy 2: I don't think that's a great idea. He's visiting his grandad at the hospital.

2

Girl 1: Why don't we go to a restaurant for lunch?

Girl 2: No way! I made pizza. It's delicious!

3

Girl 1: Let's go shopping today!

Girl 2: Yes, why not? I need some new clothes.

PRODUCTION (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 7. Have students practise the conversations in Exercises 4–5 in pairs. Allow two or three minutes. Then ask students to imagine that they are really bored. Get students to think of three suggestions to make. Put students into groups of three. Ask students to read out their suggestions. One student makes a suggestion and the other two students refuse or accept, e.g. *How about writing a short story? Yes, why not? or I'm not sure. I don't think I'm creative enough.* Students who need more support can use the suggestions in Exercise 4 again and select the answers from the Speaking box.

Answers

Students' own answers

- 2** (T-S, S-S, S-T) Exercise 8. Assign students roles (A or B). Ask Student A to turn to page 75 and Student B to turn to page 76. Ask students to role play the conversation for situation 1. Allow three or four minutes. Then have students swap roles. Ask students to role play the conversation for situation 2. When they have finished, ask one or two pairs to perform their roleplays for the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Tell students that in preparation for writing a review of a book, they need to think about a book they would like to write about and note down the following information about it: title, type of book or literature, year of publication, author, illustrator (if any), awards (if any).

OVERVIEW

Objectives:

- Can use language related to reviews, success and awards (GSE 30–42 – A2–A2+).
- Can identify specific information in a simple factual text (GSE 39–A2+).
- Can write a short review of a restaurant, movie, etc. using simple language (GSE 45–B1).

Resources:

- SB: pages 12–13; Word List page 64

WARM-UP (2 minutes)

(T–S, S–S, S–T) Books closed. Write *book review* on the board. Elicit what a review is (students have encountered this word before in the unit). Ask students *When was the last time you read a book review? What book was it for?* Allow students a minute or two to discuss in pairs.

Answers

Students' own answers

PRESENTATION (5 minutes)

(T–S, S–S, S–T) Exercise 1. Ask students to open their books. Look at the rubric with the class. Put students back into their pairs to discuss the questions. Allow two or three minutes. When they have finished, ask students to share their ideas with the class and have a brief class discussion.

Answers

1 and **2** Students' own answers **3** Suggested answers: Information about the characters, plot and what the review writer thinks about the book.

PRACTICE (15 minutes)

1 (T–S, S–S, S–T) Exercise 2. Ask students to read the review. Set a time limit of two or three minutes. Put students back into their pairs and get them to discuss which pieces of information are in the review that students mentioned in question 3 Exercise 1. Allow two or three minutes. Check answers with the class.

Answers

the title of the book, the plot, information about the main character, the setting, the reviewer's personal opinion

2 (T–S, S–T) Exercise 3. With classes which need more support, go through the table with the class first and elicit what kind of information is missing from each part. Ask students to read the review again and complete the table individually. Allow two or three minutes. Check answers with the class.

Answers

2 comedy **3** a small town in an imaginary country
4 an ordinary man **5** Callum Briann **6** ordinary
7 window **8** very funny

3 (T–S, S–S, S–T) Exercise 4. Ask students to study the Writing box. Allow two or three minutes. Then ask students to find similar phrases in the review. Allow two or three minutes. Ask students to peer-check. Elicit examples from pairs.

Answers

The Field Next To My House is a novel written by Callum Briann. It was published in 2023.
... it is set in a small town in an imaginary country.
I thought this book was very funny!
I would recommend it to everybody.

4 (T–S, S–S, S–T) Draw students' attention to the *Watch Out!* box and explain that we use present tenses because we're describing the 'facts' of the story. Ask students to tell a partner the plot of their favourite book in one minute. Ask volunteers to tell their one-minute plot to the class without saying the name of the book for the class to guess which book they're describing.

Answers

Students' own answers

5 (T–S, S–S, S–T) Exercise 5. Refer students to the rubric. With classes which need more support, elicit the first answer as an example. Ask students to do the exercise individually and then peer-check. Allow two or three minutes. Have students listen and check. Check answers with the class.

Answers

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



Audioscript 6.11

It's a graphic novel. It was published in 2020. The story is set in a large, dark city and the main characters are two brothers with very different personalities. One of them goes missing. Then his brother sets off on an adventure to find him. The drawings were excellent. The illustrator is very good, but I thought the story was boring. And the ending is easy to guess. Overall, I don't think it was very good and I wouldn't recommend this book to anyone.

6 (T–S, S–S, S–T) Ask students to create a table like the one in Exercise 3 to plan their review. Ask students to use the notes they brought from home (if they did) to complete the table. Otherwise students could find out the information online. Allow four or five minutes for students to make notes and then swap with their partner to peer-check. Go round and help with vocabulary where necessary, writing any new words or phrases on the board.

Answers

Students' own answers

06 LESSON 7A WRITING (SB)

PRODUCTION (20 minutes)

- 1 (T-S, S-T) Exercise 6. Ask students to look at the rubric. Ask students to look at their plan and answer these questions: *Is the plot in Present Simple? Are there some opinion adjectives about the book?* Ask students to write their review following the structure in Salwa's review on page 12, and selecting phrases and expressions from the Writing box. If students created word banks, they could refer to them for more specific vocabulary. Allow ten to twelve minutes for students to write their draft. Monitor and offer corrections where necessary.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Ask students to check their work for any errors (grammar and spelling). Ask students to check the structure and expressions used against the Writing box and the points listed in the rubric to Exercise 6. Monitor and be on hand to offer help and answer any questions students have. Students write their final version.

TIP

Make sure students have a clear purpose for their writing when setting writing tasks, even if it's just sharing it with their classmates to read. This will help ensure they do their best, as well as mirroring real-life writing.

WRAP-UP (3 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 choose another book and to write a review using the table in Exercise 3 as a guide.

CONTINGENCY PLAN

If your students need more support with the writing task, include sentence beginnings for the main structures on the board.

If your students need an extra challenge, when they have finished writing their reviews, ask them to peer review a classmate's review.

OVERVIEW

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

Objectives:

- language-related objectives from Unit 6.

Resources:

- SB: Word List page 64; Grammar Reference page 69
- WB: pages 10–11; Self-assessment 6 page 9
- Assessment: Unit 6 Language Test

VOCABULARY AND GRAMMAR

Exercise 1

Answers

- author
- non-fiction
- biography
- illustrator
- graphic novel

Exercise 2

Answers

- plot
- comedy
- thriller
- chapter
- characters
- setting
- ending

Exercise 3

Answers

- writer
- photography
- sculptures
- painter

Exercise 4

Answers

- buy
- become
- arrive
- receive

Exercise 5

Answers

- better
- the scariest
- the biggest

Exercise 6

Answers

- Art exhibitions are not as interesting as book festivals.
- A sculpture is not as colourful as a photograph.
- The second book was not as good as the first book.

Exercise 7

Answers

- not interesting enough
- too predictable
- talented enough

USE OF ENGLISH

Exercise 8

Answers

- author
- setting
- character
- ending

LISTENING

Exercise 9

Answers

- setting
- two, Ibrahim
- excellent/exciting



Audioscript 6.14

Khaled's book review

My book of the year is *The Stranger*. It's a science fiction novel. Science fiction is my favourite genre!

The setting for this book is the inside of a spaceship that has crashed on the planet Mars. The two astronauts can't leave the spaceship, so they can only see outside through the ship's windows. The author is amazing. He describes what they see so well. You feel as though you are there!

The main characters are Frank and Ibrahim, but who is the stranger? Who else is on Mars with them?

In my opinion, *The Stranger* is an excellent book! Although Frank and Ibrahim never leave the ship, it is exciting enough to keep you reading! I recommend this book to everyone!

SPEAKING

Exercise 10

Answers

Students' own answers

WRITING

Exercise 11

Answers

Students' own answers

OVERVIEW

Objectives:

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

Resources:

- SB: pages 14-15

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. Pre-teach/Check understanding of *discussions, debates, pair work, group work, team games* and *projects*. Ask students: *What kind of activities do you enjoy most at school?* Put students into groups of three. Ask them to decide on two activities they like best and say why. Allow two or three minutes. Ask students to share their ideas with the rest of the class. Encourage students to say why they like the activities.

Answers

Students' own answers

PRE-READING (5 minutes)

(T-S, S-S, S-T) Exercise 1. Books open. Read the rubric and the questions with the class and check understanding. Put students into pairs to discuss the questions. Allow two or three minutes. When they have finished, elicit answers from a few students and have a brief class discussion.

Answers

Students' own answers

WHILE READING (10 minutes)

- (T-S, S-S, S-T) Ask students to read the article. Allow three minutes. Then ask students to tell their partners which stage (A-D) they find most difficult and why. Invite pairs to share their ideas with the rest of the class and find out if others agree.

Answers

Students' own answers

- (T-S, S-S, S-T) Exercise 2. Look at the rubric with the class. With classes which need more support, elicit the first answer as an example. Have students complete the chart alone, then check in pairs. Allow two or three minutes. Check answers with the class. Check students' understanding of the words *brainstorm* and *deadline* by asking questions, e.g. *Can you share your ideas when brainstorming? (yes), Is a deadline when you start or finish a piece of work? (finish).*

Answers

- 1 Choose 2 Brainstorm 3 role 4 deadline 5 Internet
6 how 7 Practise

POST-READING (5 minutes)

(T-S, S-S, S-T) Exercise 3. Ask students to read the *Life Skills* box. Allow one or two minutes. Put students into groups of three and ask them to discuss why points 3 and 5 might be important. Discuss answers with the class.

Answers

Suggested answers: 3 Listening to other people's ideas and opinions is polite. You might learn something new. You learn how to work together and respect others' opinions, even if you don't agree.

5 Helping the other people in your team will make your team stronger.

PRODUCTION (15 minutes)

- (T-S, S-S, S-T) Exercise 4. Put students into groups of four. Refer students to the rubric. Allow four or five minutes for students to discuss their ideas.

Answers

Students' own answers

- (T-S, S-S, S-T) Exercise 5. Ask students to read the information in the *Life Skills* Project box. Explain that their main focus at this stage is on the first two steps. Get them to look at these two steps, and, recalling the decisions they made in the previous exercise, confirm that every member is clear of their role. Agree on a presentation date with the class and tell them that after the presentations they will reflect on the whole process.

WRAP-UP (5 minutes)

(T-S, S-T) Tell students to reflect on what they have learnt and to think about what they have found interesting, new, easy or challenging.

HOMEWORK

Ask students to finish the project and presentation in Exercise 5 if you didn't have time for it in the lesson. Set a date for when they will present it and set a time limit for presentations so that they don't prepare anything too long.

NOTES

Handwritten notes in Arabic script, including the phrase "نفسه في الامداد والتجديد".

07 UNIT 7 MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 7 Going to town	Theme 1: Society Theme 2: Culture Theme 6: Recreation	<p>Listening: analysing and discussing main ideas and supporting details; responding to critical thinking questions before, during, and after listening</p> <p>Speaking: expressing opinion and point of view; interacting in formal (interview)</p> <p>Reading: using text-to-self- connections to reflect on personal life experiences; using discourse markers to process relationships; integrating information from two texts on a topic</p> <p>Writing: using conjunctions (coordinating, subordinating) in and between sentences; revising written texts for clarity, correctness, and coherence</p> <p>Viewing and Presenting: understanding visual information by asking relevant questions and discussing intended meaning</p>	<p>Listening: analyse the purpose of presentation and evaluate motives behind it (social, commercial, political); follow detailed instructions or directions, answer a variety of questions, or perform an appropriate social act (expressing gratitude or agreement) in response to an oral text; guess the meaning of unknown vocabulary words and phrases from context; use resources (dictionaries, online search engines) to help construct meaning; use word parts (suffixes, prefixes, roots) to help construct meaning</p> <p>Speaking: paraphrase what was said by other students in class; partake in formal exchanges and dialogues using appropriate expressions</p> <p>Reading: summarise the main ideas of a reading text; determine two or more main ideas of a text and explain how they are supported by key details; integrate information from two texts on the same topic to write on or speak about it; identifying forms of figures of speech</p> <p>Writing: revise written texts for clarity, correctness, and coherence; use coordinating and subordinating conjunctions and transitional phrases; compose a coherent text of 2-3 paragraphs considering purpose and audience</p> <p>Viewing and presenting: demonstrate understanding of visual information by asking relevant questions and discussing intended meaning; realise that visual presentations have been created to reach out to a particular audience and influence it in some way, and discuss the effects used and how they might influence the audience; interpret posters and media images; identify and explain overt and implied messages in simple media texts</p>



OVERVIEW

Objectives:

- Can answer simple questions about their life and experiences (GSE 35–A2).
- Can identify key details in a simple recorded dialogue or narrative (GSE 39–A2+).
- Can express personal plans and intentions for the future using 'going to' (GSE 35–A2).
- Can understand simple phrases related to familiar, everyday activities (GSE 30–A2).
- Can write a description of a future event or activity (GSE 46 – B1).
- Can talk about plans for the near future in a simple way (GSE 38–A2+).

Resources:

- SB: pages 16–17; Word List page 65; Grammar Reference page 70
- Online resources: Resource 29
- Assessment: Grammar Quiz Unit 7 Lesson 1

WARM-UP (10 minutes)

- 1** (T–S, S–S, S–T) Books closed. Write the following questions on the board:

What's your favourite season? Why?

When is summer in this country?

What's the weather usually like?

Put students into pairs to discuss the questions. Allow two or three minutes. When they have finished, elicit students' answers and have a brief class discussion.

Answers

Students' own answers

- 2** (T–S, S–S, S–T) Exercise 1. Ask students to open their books. Look at the rubric. Read the example with the class, then put students into new pairs to discuss the question. Allow two or three minutes. In feedback, ask students to report back to the class.

Answers

Students' own answers

PRESENTATION (10 minutes)

- 1** (T–S, S–S, S–T) Exercise 2. Draw students' attention to the photo on page 16 and ask if anyone recognises the place (Roman Theatre, Amman). Then ask students to listen, read and answer the questions in pairs. Play the recording. Allow one or two minutes for students to discuss answers. In feedback, check answers with the class.

Answers

Usual tourist places in Amman: answers may vary, e.g. Souk Jara, Royal Automobile Museum, City Mall, etc.
Adel's suggestions: the Roman Theatre, the Citadel, the Folklore Museum



Audioscript 7.1

A = Adel **H** = Habib

A: Do you realise there are only three days until the holidays?

H: Yes, I can't wait. Are you going somewhere nice?

A: No, we're not going away this year. We're staying in the city.

H: So what are you going to do this summer?

A: I'm going to visit as many museums as I can! What about you? Where are you going to spend the summer?

H: We're not going to take any trips this year. Our cousins are coming to stay with us for a month so we're going to do some sightseeing in Amman. I'm going to take them to all the usual tourist places but I'd like to do something more original. Any ideas?

A: I recommend the Roman Theatre and the Citadel! You can see both of them in one day. I'm going to go there, too.

H: Sounds great.

A: And you could visit the Folklore Museum. They have some awesome exhibitions there.

H: Great! But they're not going to want to spend all their time doing cultural things so ...

A: I know! Take them shopping at the mall! I'm going to go there this weekend with some friends. Why don't you come along?

H: That's a great idea.

- 2** (T–S, S–S, S–T) Exercise 3. Refer students to the sentences from the conversation. Put students into pairs to decide which explanation is correct. Have students read the Grammar box to check. Check students' understanding by asking concept questions, e.g. *What is Adel going to do this summer?* (visit as many museums as he can), *Do you think he can change his plans?* (yes), *What form do we use after 'be going to'?* (base form of the main verb).

Answers

b

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

EXTRA ACTIVITY

Ask students to write some sentences about their plans for the summer, e.g. *I'm going to visit my grandparents at their holiday home; I'm not going to spend my holidays at home.* When they have finished, put students into groups to compare their plans and find out if they have anything in common.

07 LESSON 1A VOCABULARY AND GRAMMAR (SB)

PRACTICE (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 4. Read the example with the class. Ask students to do the exercise on their own, then peer-check. Allow two or three minutes. Ask volunteers to share their answers with the class. You could ask students to write three more questions to ask, e.g. *What are you going to do after class?* Put students into pairs. Get them to ask and answer the questions they have come up with.

Answers

2 isn't going to spend 3 are going to buy, 're going to travel 4 are we going to eat

- 2 (T-S, S-S, S-T) Exercise 5. Go through the nouns with the class and check understanding. Elicit which verbs can go with the nouns. Ask students to check in the Grammar box. Have students complete the sentences and check with a partner. Check answers with the class.

Answers

2 do 3 take 4 have

- 3 (T-S, S-S, S-T) Exercise 6. Ask students to do the exercise on their own. Students who need more support can work in pairs. Fast finishers can write three sentences about their plans for next week. Have students swap sentences to peer-check. You could ask students to mingle and find out what other students are doing. Then get students to report to the class.

Answers

Students' own answers

PRODUCTION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 7. Put students into pairs. Refer them to the rubric and read the example with the class. Ask them to have a conversation. Students who need more support could write the questions or shorter conversations. Fast finishers can ask two more students about their plans for next week. When they have finished, ask a few students to share any interesting information they found out about their partner with the class.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 8. Have students listen to the speakers talking about their summer plans and get them to recall as many answers in groups as they can. Repeat the listening if needed. Then tell them to answer the question in pairs or small groups.

Answers

See audioscript, Students' own answers



Audioscript 7.2

Hassan

H: This summer I'm going to visit some family friends in Bahrain.

Ruby

R: During the summer, I am not going to travel anywhere but I am going to visit my favourite museums.

Imad

I: I'm going to spend my summer in the United Arab Emirates. Fadia

F: I'm going to read and work on my wildlife project. Ryan

R: I'm going to go to Thailand and spend time at the beach. Then, I'm going to eat a lot. I love Thai food! Helen

H: Hopefully, I'm going to spend my summer in the sun. I'm going to go on holiday to Oman and to Italy.

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 save photos of interesting places/buildings in their city/area (or have them available on their phones). You could also assign Grammar Quiz Unit 7 Lesson 1 as homework.

CONTINGENCY PLAN

If your students need more support for the listening in Exercise 2, play the audio as many times as necessary. Pause the audio just before/after the relevant piece of information, and ask students what they hear.

If your students need an extra challenge, ask them to predict what plans they might hear, before they listen, in Exercise 8.

There is a downloadable photocopyable resource number 29 to use.

OVERVIEW

Objectives: Grammar

- Can express personal plans and intentions for the future using 'going to' (GSE 35-A2).
- Can understand simple phrases related to familiar, everyday activities (GSE 30-A2).
- Can write a description of a future event or activity (GSE 46 - B1).
- Can talk about plans for the near future in a simple way (GSE 38-A2+).

Resources:

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

WARM-UP (5 minutes)

(T-S, S-T) Ask students to say what they are going to do next summer. Then ask them to say what they are not going to do.

PRACTICE (15 minutes)

- 1** (T-S, S-S, S-T) ★ Exercise 1. Do the first sentence as an example. Then ask students to work individually to choose the correct word in each sentence. They can then check in pairs. Check answers with the class.

Answers

1 is **2** going to **3** are **4** to make

- 2** (T-S, S-S, S-T) ★ Exercise 2. Ask a student to read the example and check they understand that the ticks mean Yes and the crosses No. Then ask students to work individually to write the answers. They can then check in pairs. Check answers with the class.

Answers

2 Yes, she is. **3** No, I'm not.

- 3** (T-S, S-T, S-S) ★ Exercise 3. Ask students to read the whole mini-conversation first before they complete the gaps. Check answers with the class. Ask pairs to read the completed conversation.

Answers

2 is **3** to **4** going

PRODUCTION (20 minutes)

- 1** (T-S, S-T) ★ Exercise 4. Ask a student to read the example sentence. Then ask students to work individually to write sentences using the prompts. Check answers with the class. Ask students to read the completed sentences aloud.

Answers

- 2** Mr Green is going to look for another job.
3 My parents are going to buy a new camera.
4 My sister is going to phone Lama.

- 2** (T-S, S-T) ★★ Exercise 5. Ask a student to read the example sentence. Then ask students to work individually to correct each sentence. Ensure they write a negative sentence and the correction, as in the example. Check answers with the class. Students can read the completed sentences aloud.

Answers

- 2** Mr Green isn't going to get a takeaway. He's going to cook dinner.
3 My parents aren't going to drive to the mountains. They're going to drive to the seaside.
4 My sister isn't going to meet our grandmother. She's going to meet Lama.

- 3** (T-S, S-T) ★★ Exercise 6. Ask a student to read the example answer. Students then reorder the words to make sentences. Check answers with the class. Students read the reordered sentences aloud.

Answers

- 2** How much work are you going to do today?
3 I'm not going to watch the football match tonight.
4 Helen isn't going to study French next year.

- 4** (T-S, S-T, S-S) ★★ Exercise 7. Ask a student to read the example answer. Students can then work in pairs to complete the task. Check answers with the class. Ask pairs to read the completed dialogue.

Answers

- 2** are going to visit **3** 'm not going to go **4** 'm going to buy
5 is going to take **6** 'm going to make **7** are you going to go

- 5** (T-S, S-T) ★★ Exercise 8. Ask a student to read the example answer. Students can then work individually. Check answers with the class.

Answers

- 2** What are your parents going to eat tonight?
3 Why are you going to go to bed early tonight?

- 6** (T-S, S-T, S-S) ★★ Exercise 9. Ask a student to read the example answer. Students can then work individually to complete the dialogue. Check answers with the class. Then ask students to read the completed dialogue in pairs.

Answers

- 2** I'm going to learn
3 I'm going to go
4 We're going to go
5 I'm going to buy
6 are you going to do
7 I'm going to study
8 I'm going to read

WRAP-UP (5 minutes)

(T-S, S-T) Ask students to discuss their plans for next week.

HOMEWORK

Students can do Exercise 10 for homework.

Remind students to refer to Lessons 1A and 1B in their Student's Book and Workbook for help with *going to* and useful vocabulary. They should also think about the plans they discussed at the end of the lesson.

CONTINGENCY PLAN

If your students need more support with Exercise 6, write the first and last words of each sentence on the board to get them started.

If your students need an extra challenge: After Exercise 6, ask them to write three more similar sentences in the wrong order. They can give the sentences to their partners to put in the correct order.

OVERVIEW

Objectives:

- Can talk about everyday things (e.g. people, places, job, study) in a basic way (GSE 31-A2).
- Can use language related to public buildings and places (GSE 30-42 - A2-A2+).
- Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly (GSE 33-A2).
- Can ask and answer questions about habits and routines (GSE 38-A2+).
- Can use language related to travel (GSE 30-42 - A2-A2+).
- Can understand short, simple messages on postcards, emails and social networks (GSE 31-A2).
- Can answer simple questions about their life and experiences (GSE 35-A2).
- Can use language related to ways of travelling (GSE 30-42 - A2-A2+).

Resources:

- SB: page 18; Word List page 65
- Online resources: Photocopiable Resource 30
- Assessment: Vocabulary Quiz Unit 7 Lesson 2

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. Ask students to show the photos of interesting places/buildings in their city/area they have saved for homework, in Lesson 1A. Put students into pairs. Ask students to make a list of things they can see in the photos. Set a time limit of two or three minutes. Elicit students' ideas and write them on the board.

Answers

Students' own answers

PRESENTATION (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to open their books and look at the places in the box. Look at the rubric with the class. Put students into pairs. Ask them to discuss the question. When they have finished, elicit answers from a few students and find out if others agree.

Answers

Students' own answers

PRACTICE (20 minutes)

- (T-S, S-S, S-T) Exercise 2. Focus attention on the photos and elicit what students can see. Ask students to listen and tick the places described. Play the recording once. Allow two or three minutes for students to complete the exercise. Then have students check with their partners. Check answers with the class.

Answers

1 D 2 A 3 C 4 B



Audioscript 7.3

- 1 My favourite place in Aqaba is the port. I love watching the boats come in, and it's a great place to sit and relax.
- 2 I'm a big history fan, so, for me, Aqaba Castle is the best place in the city! I try to imagine what life was like here when it was built.
- 3 We're standing in my favourite place in Aqaba right now - the market! I come here every week to see the colourful things on sale. I also enjoy watching all the people buying and selling fish, spices, souvenirs and jewellery.
- 4 I love the beach at Aqaba. The sea is warm and blue. I enjoy snorkelling, and seeing the beautiful fish swimming around in the water.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 3. Look at the rubric with the class. Put students into pairs. Allow three or four minutes for them to talk about their favourite places. When they have finished, ask students to share their ideas with the class.
- 3 (T-S, S-S, S-T) Exercise 4. Ask students what they know about Aqaba. Have students read the text and complete the table alone, then check in pairs. Then, have a discussion about transport available in their city/area.

Answers

2 get 3 ride 4 go 5 go by 6 take

- 4 (T-S, S-S, S-T) Exercise 5. Refer students to the rubric. Get them to do the exercise individually, then check in pairs. Elicit correct answers from pairs.

Answers

1 take 2 off 3 foot 4 go 5 Museum 6 restaurants

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 6. Write an example on the board, e.g. *I take a bus to the town centre to go clothes shopping.* Look at the rubric with the class. Put students into new pairs. Have students ask and answer questions using the prompts. Ask students to get in groups of four and compare their ideas with other students. You could have a quick class discussion about transport most students use in feedback.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of page 18 and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.

07 LESSON 2A VOCABULARY (SB)

HOMEWORK

Assign Vocabulary Quiz Unit 7 Lesson 2 as homework.

CONTINGENCY PLAN

If your students need more support with Exercise 3, give them time to write some notes before they begin speaking.

If your students need an extra challenge, have them look at Exercise 4 and cover the left-hand column. Then, in pairs, one student says, e.g. *car* and their partner says the correct verb, e.g. *drive*.

There is a downloadable photocopiable resource number 30 to use.

OVERVIEW

Objectives: Vocabulary

- Can use language related to public buildings and places (GSE 30–42 – A2–A2+).
- Can use language related to travel (GSE 30–42 – A2–A2+).
- Can use language related to ways of travelling (GSE 30–42 – A2–A2+).

Resources:

- SB: page 18
- WB: page 14

HOMEWORK

Ask students to write a brief description of the buildings they use in the area and what they can do there.

CONTINGENCY PLAN

If your students need more support with Exercise 3, they can complete the task in pairs.

If your students need an extra challenge: After Exercise 1, ask them to write sentences using each of the words for buildings in a new context.

WARM-UP (5 minutes)

(T-S, S-T) Spend a few minutes eliciting some of the new words students learnt in the last lesson. Encourage them to use the new words in context.

PRACTICE (20 minutes)

- 1** (T-S, S-S, S-T) ★ Exercise 1. Elicit the answer to the first one as an example. Then ask students to work individually to complete the task. They can then check in pairs. Check answers with the class.

Answers

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

- 2** (T-S, S-S, S-T) ★★ Exercise 2. Read the example as a class. Then ask students to work in pairs to find the correct word to match the definitions. Check answers with the class.

Answers

2 hospital 3 park 4 post office 5 sports centre
6 supermarket 7 port 8 tourist information centre
9 bridge 10 castle 11 square

- 3** (T-S, S-T, S-S) ★★★ Exercise 3. Ask two students to read the beginning of the dialogue and elicit the answer to 1. Students can then work individually to complete the dialogue. Check answers with the class. Students can then read the completed dialogue in pairs.

Answers

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

PRODUCTION (15 minutes)

(T-S, S-T) Exercise 4. Encourage students to discuss the task in pairs before they write. Encourage them to use some of the noun phrases and vocabulary from the Student's Book and Workbook. Ask them to think about how they get around their local area. Go round and offer help and support as they work.

WRAP-UP (5 minutes)

(T-S, S-T) Ask students to say which buildings they use most in their area, and what they do there.

07 LESSON 3A LISTENING (SB)

OVERVIEW

Objectives:

- Can extract key factual information such as prices, times and dates from short, clear simple announcements (GSE 30–A2).
- Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly (GSE 33–A2).
- Can derive the probable meaning of a few unknown words from short, familiar contexts (GSE 48–B1).
- Can write a simple text (e.g. an invitation to a party) containing key information, given a model (GSE 35–A2).

Resources:

- SB: page 19; Word List page 65
- Online resources: Photocopiable Resource 31

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. Put students into pairs. Give students one minute to think of places in a city where you can get on transport (*train station, bus station, bus stop, underground station, airport, taxi rank, port, etc.*). Elicit students' ideas and write them on the board. Ask students *What transport can you take at each place?*

Answers

Students' own answers

PRE-LISTENING (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to open their books. Look at the rubric with the class. Put students into pairs to discuss the question. Allow two or three minutes. Ask students to share their ideas with the class. You could also refer to the places on the board from the Warm-up stage if necessary.

Answers

Suggested answers: bus station, train station, supermarket, etc.

LISTENING (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Go through the places in the box and check students' understanding. Ask students to listen to the announcements and complete the exercise on their own. Then have students peer-check. Elicit correct answers from pairs. You could ask students to discuss with their partner any details they heard/understood in each announcement.

Answers

- 1 a supermarket 2 an underground station
3 a museum 4 a bus



Audioscript 7.4

- 1 Attention, please, customers: This is an announcement for the driver of a black car, registration number 12 4312. That's 12 4312, a black car. Your car is blocking a blue car in the shop's car park. Please move it immediately.
- 2 Good morning, everyone. During hot weather, the Underground can get significantly warmer than usual. Please carry a bottle of water with you at all times, especially when you are travelling with young children. If you don't feel well, please do not board an underground train. Contact a member of station staff for help.
- 3 Attention, please, visitors. It is now 5 p.m. and the exhibition closes in 30 minutes. Before you leave, please visit our shop. It is opposite the escalator on the 1st floor. We have a large selection of books and gifts. The shop also closes at 5.30. We hope you enjoyed your visit today.
- 4 Attention, please. We are now approaching Aqaba Bus Station. Please take all your belongings with you when you leave the bus. Change here for bus services to other destinations, both national and international.

TIP

Before students listen for specific information, you could ask them to share any information or details they heard the first time around and make notes. Draw five columns on the board. Write these headings at the top of columns: names, numbers, times, places and information. Get students to write anything they heard or understood in the correct column. Students can work individually and then peer-check. Allow three or four minutes. Play the recording again. Get students to tick the information they are sure about.

- 2 (T-S, S-S, S-T) Exercise 3. Ask students to read the questions. Ask students *Which of these questions can you answer?* Take answers. Then play the recording again. Ask students to choose the best answer. Allow two or three minutes for students to check with a partner. Ask for volunteers to give the correct answers. If needed, play the recording again.

Answers

- 1 a 2 c 3 b 4 b

- 3 (T-S, S-S, S-T) Exercise 4. Ask students to read the *Active Listening* box and answer any questions they have about the information. Look at the rubric with the class. Play the recording. Have students do the exercise on their own and then peer-check. Check answers with the class.

Answers

- 2 verb 3 noun 4 noun



Audioscript 7.5

- 1 Your car is ... a blue car in the shop's car park.
- 2 If you don't feel well, please do not ... an underground train.
- 3 We have a large ... of books and gifts.
- 4 Please take all your ... with you when you leave the bus.

POST-LISTENING (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 5. Read the example with the class. Ask students to read the sentences and guess the missing words in pairs. Allow two or three minutes. Then have students listen and check. Check answers with the class.

Answers

2 board 3 selection 4 belongings



Audioscript 7.6

- 1 Your car is blocking a blue car in the shop's car park.
 - 2 If you don't feel well, please do not board an underground train.
 - 3 We have a large selection of books and gifts.
 - 4 Please take all your belongings with you when you leave the bus.
- 2 (T-S, S-S, S-T) Exercise 6. Get students to stay in their pairs and do the exercise. Elicit correct answers from the pairs. To check students' understanding, you could ask them to give some more examples, e.g. *you usually carry your belongings in your bag*, etc. For extra practice, you could do a quick quiz about the listening text. Put students into groups. Explain that they need to listen to your statements about each announcement and say if they are right or wrong. Groups get a point for each correct answer plus a three-point bonus if they can correct a wrong statement. The group with the most points at the end wins.
 1. *The car blocking the car park is black.* (right)
 2. *The underground can get significantly warmer in hot weather.* (right)
 3. *The shop closes at 5 p.m.* (wrong – it closes at 5.30 p.m.)
 4. *There are no on-going destinations from Aqaba bus station.* (wrong – there are national and international destinations)

Answers

a 2 b 1 c 3 d 4

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Put students into new pairs. Tell them they are going to write three public announcements, and their classmates will guess where they would hear those announcements. Ask students to think of three places where they usually hear announcements. Invite students to imagine a situation and answer the questions before they write: *What is the purpose of their announcement? Who is it for? Which information do they need to provide?* Ask students to write three announcements. Go round and help with vocabulary where necessary, writing any new words or phrases on the board. Ask students to make their announcements to the class for others to guess.

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 information online about Dubai. They should note down any facts/information they find interesting to share with the class in a future lesson. You could also ask them to bring a few photos.

CONTINGENCY PLAN

If your students need more support for Exercise 2, pause the audio after each section, and ask students to describe what they heard. Play the audio again as necessary.

If your students need an extra challenge, in Exercise 5, when they guess the missing words, ask them to explain why they have chosen a particular word.

There is a downloadable photocopiable resource number 31 to use.

07 LESSON 3B LISTENING (WB)

OVERVIEW

Objectives: Listening

- Can extract key factual information such as prices, times and dates from short, clear simple announcements (GSE 30–A2).
- Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly (GSE 33–A2).
- Can write a simple text (e.g. an invitation to a party) containing key information, given a model (GSE 35–A2).

Resources:

- SB: page 19
- WB: page 15

WARM-UP (5 minutes)

(T-S, S-T) Ask students to tell you briefly about a difficult or interesting journey that they went on recently.

PRACTICE (15 minutes)

- 1 (T-S, S-T) Exercise 1. Read the instructions and make sure students understand they need to match each message with the place described. Play the audio more than once if necessary. You may want to point out that there are 'distractors' (information that may make them think another answer is correct, for example, message 3 describes a ferry journey but the speaker is now in another country). Check answers with the class.

Answers

1 c 2 a 3 d 4 e



Audioscript 7.13

1

Mum: Hi, Jack, I'm going to be a bit late. We just left the supermarket and got back to our car, but we can't get out! There's a car blocking us in. Dad went to find the driver, but he can't find him. Well, the shops close in half an hour so I'm sure the driver will come soon. I hope so anyway – they close the car park for the night at 7.

2

Tom: Hi, Mum! I'm glad we took the early train. The train was on time and we took our suitcases to the check-in counter as soon as we arrived. Now we're relaxing. I'm drinking a can of orange juice and eating a cake – my first food of the day! It was Dad's idea! The departure boards say that the flight is leaving soon. We're lucky. There's one to New York which is eight hours late. Dad will call you when we get to Greece. Bye.

3

Kim: Hi, Harriet. How was the game? I'm sorry I missed it. I really enjoyed travelling by ferry. We had a nice room and the beds were really comfortable. I slept well until 6 a.m. when there was an announcement about breakfast in the ferry restaurant. Can you imagine – an announcement at 6 a.m.? Dad went, but I hate getting up early, so I stayed in bed for another half an hour and ate at a café here in the Netherlands.

4

Arthur: Hi, Elliot. Where are you? I'm waiting on the platform as we arranged. You know it leaves in ten minutes. I'm going to wait five more minutes. If you aren't here by then, I'm getting on the train and going on my own. I don't want to miss it!

- 2 (T-S, S-T) Exercise 2. Ask students to read the questions and options first, so they know which information to check before they listen again to answer. Check answers with the class.

Answers

1 c 2 b 3 a 4 a

PRODUCTION (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 3. Encourage students to discuss the task in pairs before they write. Encourage them to use some of the vocabulary from the lesson. Go round and offer help and support as they work.
- 2 (T-S, S-T) Exercise 4. Read the *Active Pronunciation* box as a class. Then play the audio for them to answer. Ask them to repeat what they hear using the correct pronunciation of the *a* sounds.

Answers

- 2 can /æ/, cake /eɪ/
3 Harriet /æ/, game /eɪ/
4 Dad /æ/, hate /eɪ/



Audioscript 7.14

- 1 Hi Jack, I'm going to be a bit late.
2 I'm drinking a can of orange juice and eating a cake.
3 Hi, Harriet. How was the game?
4 Dad went but I hate getting up early.

WRAP-UP (5 minutes)

(T-S, S-T, S-S) Exercise 5. Ask students to listen and repeat the greetings. They can do this first chorally as a class, and then in pairs.



Audioscript 7.15

- 1 Hi, Charlie!
- 2 Hi, Jane!
- 3 Hi, Jack!
- 4 Hi, Jake!
- 5 Hi, Logan!
- 6 Hi, Harry!

HOMEWORK

Ask students to write a short text about a difficult or interesting journey that they went on recently. Encourage them to use language from the unit.

CONTINGENCY PLAN

If your students need more support with Exercises 1 and 2, pause the audio after each key piece of information and give them time to answer,

If your students need an extra challenge: After Exercise 4, ask them to use a dictionary to find five more common words that use the /æ/ and /eɪ/ sounds. They can share these with other students.

07 LESSON 4A GRAMMAR (SB)

OVERVIEW

Objectives:

- Can give an extended description of everyday topics (e.g. people, places, experiences) (GSE 38-A2+).
- Can participate in short conversations in routine contexts on topics of interest (GSE 41-A2+).
- Can identify key details in a simple recorded dialogue or narrative (GSE 39-A2+).
- Can talk about plans for the near future in a simple way (GSE 38-A2+).
- Can use the Present Continuous with future reference (GSE 42-A2+).
- Can write simple sentences about a future trip or event (GSE 39-A2+).
- Can make simple future arrangements and plans with reference to a diary or schedule (GSE 42-A2).

Resources:

- SB: page 20; Grammar Reference page 70
- Culture Notes page 139
- Online resources: Photocopiable Resource 32
- Assessment: Grammar Quiz Unit 7 Lesson 4

WARM-UP (10 minutes)

- 1 (T-S, S-S, S-T) Books closed. If you asked students to research Dubai, ask them to tell the class what they found out. You could ask students to compare Dubai to Amman (sights, unusual places, transport) and discuss which city they like most and why.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 1. Put students into pairs. Ask students to discuss the questions. Allow two or three minutes. In feedback, ask students to share their ideas with the class.

Answers

Students' own answers

PRESENTATION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Ask students to listen to and read the conversation. Then get students to discuss the question in pairs. Check answers with the class. Ask students if they know what the Burj Khalifa is (the tallest skyscraper in the world).

Answers

They're going to visit a traditional steak house, go on a sculpture tour, have a picnic in Creek Park, visit Dubai Miracle Garden and the Burj Khalifa.



Audioscript 7.7

A = Aisha K = Katy

- A: Welcome to Dubai. I'm Aisha, your tour guide. Let me explain what's happening this weekend. This evening, we're meeting at the hotel reception at eight. Then we're having dinner at Galas, a traditional steak house.
- K: What are we doing tomorrow?
- A: My colleague, Fadia, is taking you on a sculpture tour in the morning, then you're having a picnic lunch in Creek Park!
- K: That sounds amazing! What are we doing in the afternoon?
- A: We're taking a trip to Dubai Miracle Garden. Then, we're going up to the top of the Burj Khalifa, to the observation deck.
- K: Fantastic!

- 2 (T-S, S-S, S-T) Exercise 3. Ask students to read the sentences from the conversation and choose the best answer, then check in pairs. Then ask students to read the Grammar box to check. Ask students to find more examples in the conversation. Allow two or three minutes. Elicit examples and write a few on the board. Ask students to read the *Watch Out!* box. Elicit the differences in meaning and form between the two examples.

Answers

are
Suggested answers:
We're meeting at the hotel reception at eight.
What are we doing tomorrow?
You're having a picnic lunch in Creek Park.
We're taking a trip to Dubai Miracle Garden.
We're going to the top of the Burj Khalifa.

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

TIP

If students ask about the difference between *going to* and the Present Continuous for the future, you could explain that an intention or plan (*going to*) is something a person has decided to do, but they do not have fixed arrangements. They haven't booked/bought tickets or made an appointment, etc. The Present Continuous is used when a plan is arranged and fixed. They have tickets for the train/museum, etc. and they know specific dates and times.

PRACTICE (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 4. Read the example with the class, then ask students to read the conversation. Allow one or two minutes. Then put students into new pairs to complete the conversation. Elicit the correct answers from pairs. Play the recording, track 7.8, for a final check.

Answers

2 We're meeting 3 I'm seeing 4 Is Dalia joining



Audioscript 7.8

H = Heba R = Rana

- H: What time are you leaving the hotel tomorrow?
 R: We're meeting in the hotel reception at about two-thirty. Why?
 H: I can't come. I'm seeing Dalia in the afternoon.
 R: Is Dalia joining us for dinner in the evening?
 H: Yes, she is.

- 2 (T-S, S-S, S-T) Exercise 5. Look at the rubric and write an example on the board for the class *Talal is flying home from New York at 10 p.m. on Monday*. Have students write sentences alone, then peer-check. Go round and check students are forming them correctly. Students who need more support can work in pairs. Allow four or five minutes. When they have finished, elicit the sentences with the class and write them on the board (or invite students to come up and do so).

Answers

Talal is flying home from New York at 10 p.m. on Monday.
 He's having pizza with Sami at 7.30 p.m. on Tuesday.
 He's playing tennis at 2 p.m. on Wednesday.
 He's tidying his room at 4 p.m. on Thursday.
 He's spending time with his family on Friday.
 He's going to Yousuf's dinner at 8 p.m. on Saturday.
 He's helping his dad in the garden on Sunday morning.

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 6. Ask students to write their real or imaginary diary for next week. They should use Talal's diary as a guide. Allow four or five minutes. Put students into new pairs. Ask students to walk around, speak to other students and arrange a time to meet. When they have finished, ask a few students to share how many other students they're meeting.

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 or draw a map of their area/city for a future class. You could also assign Grammar Quiz Unit 7 Lesson 4 as homework.

CONTINGENCY PLAN

If your students need more support with the difference between *going to* and Present Continuous for the future, ask them to make a short list of activities they know they are definitely doing in the future, and another list of activities that they want to do but haven't organised. Ask them to write sentences using their lists with *going to* or Present Continuous. Check answers and their grasp of the concept.

If your students need an extra challenge, put students into small groups and have them plan a weekend in Dubai. What will they do and where will they go? students write a weekend diary. Then, mix up the groups and have students ask each other questions about their weekends, e.g. *What are you going to do on Saturday morning?* The students vote on the best weekend.

There is a downloadable photocopiable resource number 32 to use.

07 LESSON 4B GRAMMAR (WB)

OVERVIEW

Objectives: Grammar

- Can talk about plans for the near future in a simple way (GSE 38-A2+).
- Can use the Present Continuous with future reference (GSE 42-A2+).
- Can write simple sentences about a future trip or event (GSE 39-A2+).
- Can make simple future arrangements and plans with reference to a diary or schedule (GSE 42-A2).

Resources:

- SB: page 20
- WB: page 16

WARM-UP (5 minutes)

(T-S, S-T) Ask students to briefly say what they are doing this weekend.

PRACTICE (25 minutes)

- 1 (T-S, S-T, S-S) ★ Exercise 1. Ask a student to read the example answer. Students then work individually to complete the mini-conversations. They can compare answers in pairs. Check answers with the class. Then ask students to read the completed conversations in pairs.

Answers

2 's coming 3 are you doing 4 'm meeting
5 're playing 6 aren't you playing 7 'm going

- 2 (T-S, S-T) ★★ Exercise 2. Explain that students need to complete the sentences with the *going to* form of the correct verbs from the box, then decide which of the conversations A-C from Exercise 1 each sentence matches. They can do this individually. Check answers with the class.

Answers

1B 're going to play 2A 's going to show
3C 'm going to play

- 3 (T-S, S-S, S-T) ★★★ Exercise 3. Read the example as a class. Then ask students to complete the task individually. They can compare answers in pairs. Check answers with the class.

Answers

2 'm playing tennis 3 'm going to play 4 'm going to the dentist
5 'm going to ask about my broken tooth
6 'm meeting Lily 7 'm going to show her

- 4 (T-S, S-T) ★★★ Exercise 4. Ask a student to read the example question and answer. Then elicit the answer to 2. Then ask students to complete the task individually. They can compare answers in pairs. Check answers with the class.

Answers

2 Why are you going to
3 What time are you meeting

PRODUCTION (10 minutes)

(T-S, S-T) Exercise 5. Ask students to discuss the task in pairs before they write. Go round to monitor and check their work.

WRAP-UP (5 minutes)

Ask students what they have learnt in today's lesson and if there is anything they are unsure of.

HOMEWORK

Ask students to write a short text about what they are doing this weekend.

CONTINGENCY PLAN

If your students need more support with Exercise 3, go through each activity in the diary and ask students which future form they should use with each one, the present continuous or *going to*, before they write.

If your students need an extra challenge: After Exercise 4, ask students to write more questions about the events in the diary. Their partners can answer.

OVERVIEW

Objectives:

- Can write a very basic summary of a simple text (GSE 43-B1).
- Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly (GSE 33-A2).
- Can ask for simple directions from X to Y on foot or by public transport (GSE 32-A2).
- Can give simple directions from X to Y on foot or by public transport (GSE 34-A2).
- Can understand simple directions, if spoken slowly and clearly (GSE 29-A1).

Resources:

- SB page 21; Word List page 65

WARM-UP (10 minutes)

- (T-S, S-S, S-T) Books closed. Ask students to show the maps of their city/area they prepared for homework, for Lesson 4A. If you didn't set the homework, ask students to draw basic maps of their areas on paper. Put students into pairs. Ask students to decide where they want to meet.

Answers

Students' own answers

- (T-S, S-S, S-T) Exercise 1. Ask students to open their books. Look at the rubric with the class. Ask students to read the conversation, then complete the sentence in their pairs. Allow two or three minutes. Check answers with the class.

Answers

restaurant Blackwall 1 p.m.

PRESENTATION (15 minutes)

- (T-S, S-S, S-T) Exercise 2. Tell students that Emily is lost. Ask students to listen to the recording and answer the question, then check answers in pairs. Elicit the correct answer from a pair.

Answers

c



Audioscript 7.9

E = Emily M = Man W = Woman

- E:** Excuse me, where's Blackwall station?
- M:** Sorry. I don't live here.
- E:** Um, excuse me. How do I get to Blackwall Underground station?
- W:** Blackwall? Oh, Kingsway station is nearer than Blackwall. And it's on the same line. Go to the end of Queen Street. Then turn right at the traffic lights.
- E:** But ...
- W:** Walk along Green Street, and Kingsway is on the right. It's next to a big supermarket.
- E:** Sorry, but I don't want to take the underground. I'm actually looking for a restaurant, Brandon's. It's near Blackwall station.
- W:** Oh, is it nice?
- E:** I don't know. Can you tell me the way to Blackwall station?
- W:** Yes. That's in the other direction. Walk past the library and take the second road on the right. Then take the first road on the left. That's North Road. Blackwall is on the right, opposite the museum.
- E:** Thanks!

- (T-S, S-S, S-T) Exercise 3. Go through the Speaking box with the class and check students' understanding of the phrases. Drill the expressions chorally and individually. Then, refer students to the map. Put students into pairs. Ask them to find Emily on the map. Elicit from pairs where Emily is (opposite the bank, near the library). Ask students to listen again and find Kingsway and Blackwall stations on the map. Allow one or two minutes for students to compare answers. Check answers with the class.

Answers

Kingsway station: A Blackwall station: E

PRACTICE (10 minutes)

(T-S, S-S, S-T) Exercise 4. Read the names of the places with the class so they know what to listen for. Have students listen and match the places with the places on the map. Play the recording once. Allow one or two minutes for students to peer-check. Ask volunteers to give the correct answers. You could ask students to give you directions from one place to another, e.g. *Can you tell me the way from the hotel to the gym?* Encourage students to use the expressions from the Speaking box. Allow three or four minutes. Then you could give students some directions from the traffic lights to a place on the map for them to identify where you are. Once you've demonstrated the game, put students into groups of three. Ask students to give directions and say which place they got to. Allow three or four minutes.

Answers

1 C 2 B 3 D

07 LESSON 5A SPEAKING (SB)



Audioscript 7.10

S = Speaker **A** = Amani **W** = Woman
FR = Fred **F** = Fadi **M** = Man

1

S: Amani is at the museum.

A: Excuse me. Where's the nearest post office?

W: Walk along Victoria Street. Walk past the big hotel and then turn left. The post office is at the end of the road on your right. Sorry! Left!

2

S: Fred is at the supermarket.

FR: Excuse me. Is there a visitor information centre near here?

W: Yes, there is. Walk straight on and turn left at the traffic lights. The information centre is on the left, next to the library.

FR: Thanks.

3

S: Fadi is at the bank.

F: Sorry. How do I get to the market?

M: OK. Walk along Queen Street, past the library, and take the second road on the left. Then walk past the park and the market is on the right, opposite the post office.

PRODUCTION (5 minutes)

(T-S, S-S, S-T) Exercise 5. Put students into new pairs. Ask them to take turns to ask for and give directions to the places in the list. Allow three or four minutes. You could ask fast finishers to choose three more places to go to and ask for/give directions. When they have finished, ask one or two students to give some directions to the class for them to guess where they are.

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 prepare a list of the activities they do when they travel abroad and in their own country.

CONTINGENCY PLAN

If your students need more support with the listening tasks, pause the audio after each key piece of information and ask students what they heard.

If your students need an extra challenge, after Exercise 2, ask students to look at the map and to try to recreate the dialogue from memory.

OVERVIEW

Objectives:

- Can identify specific information in simple letters, brochures and short articles (GSE 37-A2+).
- Can express general preferences using basic fixed expressions (GSE 34-A2).
- Can give brief reasons and explanations, using simple language (GSE 45-B1).
- Can make and respond to suggestions (GSE 41-A2+).
- Can describe future plans and intentions using fixed expressions (GSE 43-B1).
- Can express their likes and dislikes in relation to familiar topics using simple language (GSE 31-A2).

Resources:

- SB: pages 22-23; Word List page 65
- Culture Notes page 139

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. Put students into groups of three. Ask students to refer to the notes they made at home about activities they do on holiday abroad and in their own country from Lesson 5A. Ask them to share their decisions (and reasons) with the class. Allow three or four minutes.

Answers

Students' own answers

PRE-READING (5 minutes)



(T-S, S-S, S-T) Exercise 1. Ask students to open their books and look at the advert. Have students discuss the questions in pairs. Allow three or four minutes. Have a class discussion in feedback.

Answers

- 1 Let's go!
- 2 It helps you find the perfect family holiday destination.

WHILE READING (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Ask students to look at the photos on page 23 and name which place each photo shows. Ask students to read the travel plans – you can play the recording while students are reading – and decide which holiday would be best for their family and why. Allow two or three minutes. Then put students into pairs. Ask students to tell their partner. You could ask students to report what their partners have said to the rest of the class.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 3. Ask students to read the text again and answer the questions individually. Allow two or three minutes. Then get students to peer-check. Ask volunteers to share their answers with the class.

Answers

1 She's looking forward to visiting Salalah. 2 Paris, Venice, Florence, Rome and Vienna 3 for two weeks 4 They're taking a tour with a private tour guide.

- 3 (T-S, S-S, S-T) Put students into pairs. Ask students to write a short summary for each of the travel plans on page 23 (two or three sentences). To make this easier, you could give students who need more support some prompts, e.g. Alia is going to ... (Oman). She's going to visit ... (Salalah) and You could ask pairs to swap their summaries to peer-check. Ask *Which summary is the most informative?*

Answers

Students' own answers

TIP

Ask students to write the information in the text in their own words, i.e. using different words from those used in the original text, without changing the meaning. Explain that this activity will help students search for and select key information in the texts.

POST-READING (5 minutes)

(T-S, S-S, S-T) Exercise 4. Ask students to look at the highlighted words in the texts. Ask some questions to check students' understanding of new vocabulary: going on your own – *Are you going with other people?*

Then put students into pairs. Have students complete the sentences. Set a time limit of two or three minutes. Get students to listen and check. Check answers with the class.

Answers

- 2 go 3 accommodation 4 ticket 5 book
- 6 tour 7 hire



Audioscript 7.12

H = Harry C = Cody

- H: I'd love to go to Perth. Let's check the train timetables.
 C: I'm not going to go from Sydney to Perth by train!
 H: Well, I can't go on my own.
 C: OK, but we have to find accommodation in Perth. And I'm not buying a train ticket.
 H: Why not?
 C: It's too far. It's better to book a flight.
 H: Cool! We could take a sightseeing tour around Sydney now if you like.
 C: No. Let's hire bikes!
 H: Good idea!

07 LESSON 6A READING AND VOCABULARY (SB)

PRODUCTION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 5. Read the example with the class. Put students into new pairs. Ask them to plan a trip to a city or country they would like to visit. Allow three or four minutes. Then ask pairs to join other pairs into groups of four to ask and answer questions.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 6. Look at the rubric with the class. Have students stay in their groups of four and discuss the questions. Allow three or four minutes. You could ask each group to share their ideas with the rest of the class in feedback. Encourage students to say if they agree or disagree and say why.

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 or keep messages they wrote or got from friends and family (on a Post-it note / phone / photo of a message on the board / fridge, etc.) for a future class.

CONTINGENCY PLAN

If your students need more support with the vocabulary in Exercise 4, ask them to work in small groups. Have students discuss the words and phrases together, and allow them to use a dictionary.

If your students need an extra challenge, before they do Exercise 4, ask them to cover the text on page 23. Can they remember or work out which words they need to complete the sentences?

OVERVIEW

Objectives:

- Can ask and answer questions about habits and routines (GSE 38-A2+).
- Can understand short, simple messages on postcards, emails and social networks (GSE 31-A2).
- Can write short, simple notes, emails and messages relating to everyday matters (GSE 38-A2+).
- Can rewrite a basic text to correct mistakes (GSE 42-A2+).
- Can make simple arrangements to meet or do something (GSE 36-A2+).

Resources:

- SB: pages 24–25; Word List page 65

WARM-UP (5 minutes)

(T-S, S-T) Books closed. Write *message* on the board. Give students one minute to think of as many types of messages they know as possible, e.g. *written: note, Post-its, text, post, chat; oral: voice note, voicemail, video message*. You could refer students to the notes they brought from home, if they did. What types of messages did they write? Have students share their messages.

Answers

Students' own answers

PRESENTATION (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to open their books. Look at the rubric and read the example with the class. Put students into pairs to discuss the question. Allow two or three minutes. Ask students to share their ideas with the class.

Answers

Students' own answers

PRACTICE (10 minutes)

- (T-S, S-S, S-T) Exercise 2. Go through the questions with the class, then ask students to read the messages and answer them. Set a time limit of one or two minutes. Put students into their pairs and get them to compare answers. Allow one or two minutes. Check answers with the class.

Answers

Message 1: from mother to son, instructions for the evening, informal
Message 2: from friend to friend, plans for the evening, informal

- (T-S, S-S, S-T) Exercise 3. Ask students to read the messages again and do the exercise individually, then peer-check. Allow two or three minutes. Check answers with the class.

Answers

Message 1: c Message 2: a

- (T-S, S-S, S-T) Exercise 4. Put students into pairs. Ask students to compare the message with message 1 in Exercise 2. Elicit an example first. Allow two or three minutes. Elicit the missing words. Then have students read the Writing box to check. Check students' understanding of when we leave words out, e.g. *Would you leave words out in a message to your head teacher or someone you don't know?* (No. We leave words out in informal messages.).

Answers

the verb *to be*, determiners, subject pronouns, articles, conjunctions, prepositions - see Writing box.

- (T-S, S-S, S-T) Exercise 5. Refer students to the rubric and elicit an example from the class. Ask students to do the exercise individually, then peer-check. Allow two or three minutes. Have students swap messages to peer-check. Check answers with the class.

Suggested answer

Mum,
Thanks for dinner. Loved your lasagne! Sorry I'm not home. At Tyler's, got History homework to do. Dad picking me up 10 o'clock.
Love,
William

TIP

Ask students to think of some common text or chat abbreviations and acronyms in English that students have seen online, e.g. LOL, X, TNX, CYAL8R and RUOK.

Write the acronyms on the board and get students in pairs or small groups to guess what they mean:

Q4U means I have a question for you.

ATM means at the moment.

PCM means Please call me.

LMK means Let me know.

NVM means Never mind.

OFC means Of course.

CWYL means Chat with you later.

BFN means Bye for now.

07 LESSON 7A WRITING (SB)

PRODUCTION (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 6. Read the rubric with the class. Put students into new pairs to role play the situation. Set a time limit of three or four minutes. Ask students to make notes of the arrangements made.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 7. Ask students to refer to the notes they made about the meeting on Saturday afternoon. Ask students *Where are you meeting?*, *What time?*, *Where are you going shopping?* Take answers. Then ask students to read the rubric in Exercise 7. Draw three boxes on the board with the following headings:

Apologise for changing a plan

Explain the reasons

Suggest a new plan

Put students into pairs. Ask students to think of some useful language to add to each box. Allow five to seven minutes. Go round and help with ideas and vocabulary, writing any new words or phrases on the board. Invite students to compare their ideas with another pair. Ask students to add more ideas or sentences to their lists.

Elicit useful expressions from pairs and write them in the relevant box on the board. Ask students to write a message to their friends.

Answers

Students' own answers

- 3 (S-S, S-T) Ask students to swap their work with a partner to peer-check. Ask students to check for any grammar and spelling mistakes and correct as necessary. Monitor and be on hand to offer help and corrections where necessary. Set a time limit of four or five minutes. Then ask students to get their work back.
- 4 (S-S, S-T) Ask students to check their peer's corrections. Allow one or two minutes. Then ask students to make their message shorter. Remind students to use the suggestions in the Writing box. Allow four or five minutes.

Answers

Students' own answers

- 5 (T-S, S-S, S-T) Ask students to swap their short messages with a different partner for peer feedback. Write these questions on the board for students to use as a guide:

a. *Is the message short enough?*

b. *Is the message clear?*

c. *Is the language correct, e.g. grammar, vocabulary and spelling?*

Allow two or three minutes. Then ask peers to give their feedback. Ask students to improve their writing following their peer's feedback and make their final versions. You could ask students to hand in their work for your feedback. Alternatively, you could ask students to have the partner the message is for to write a reply. Students can choose from three possible situations (write them on the board):

a. *Say it's ok and confirm the new date/time.*

b. *Say that you aren't free on the suggested day/time and suggest a new plan.*

c. *Say that you aren't free on the suggested day/time because you are leaving for Aqaba for four weeks. Say that you are sorry and that you'll get in touch when you come back.*

TIP

When checking each other's work, ask students to also look for good examples of language use and provide positive 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

Ask students to come up with an imaginary arrangement that they have with a friend, and a reason why they can't do it. They should follow the writing steps in the lesson to write a note and shorten it.

CONTINGENCY PLAN

If your students need more support with the writing task, do the first note as a class on the board. Students then work on shortening the note either individually or in pairs.

If your students need an extra challenge, in Exercise 7, ask them to imagine what their friend might say in reply to their note. They then write a response to their friend's note.

OVERVIEW

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

Objectives:

- All language-related objectives from Unit 7.

Resources:

- SB: Word List page 65; Grammar Reference page 70
- WB: pages 18–19; Self-assessment 7 page 17
- Assessment: Unit 7 Language Test

VOCABULARY AND GRAMMAR

Exercise 1.

Answers

- 2 bridge
- 3 castle
- 4 hospital
- 5 park
- 6 supermarket/shopping centre
- 7 sports centre
- 8 (tourist) information centre

Exercise 2.

Answers

- 2 ride
- 3 drive
- 4 foot
- 5 get
- 6 plane

Exercise 3.

Answers

- 2 have a sandwich
- 3 visit friends
- 4 visit a museum/do some sightseeing
- 5 go to the beach/visit friends

Exercise 4.

Answers

- 1 Book
- 2 check
- 3 take
- 4 find
- 5 buy

Exercise 5.

Answers

- 2 am going to watch
- 3 am going to clean
- 4 are going to help
- 5 Are you going to go
- 6 am not going to go
- 7 is going to visit
- 8 are going to come over
- 9 are you going to help

Exercise 6.

Answers

- 2 are going
- 3 are cleaning
- 4 aren't watching
- 5 is visiting
- 6 aren't going

USE OF ENGLISH

Exercise 7.

Answers

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

SPEAKING

Exercise 8.

Answers

Students' own answers

WRITING

Exercise 9.

Answers

Students' own answers

08 UNIT 8 MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 8 Smart future	Theme 1: Society Theme 3: Science and Technology Theme 5: Welfare Theme 6: Recreation Theme 7: National identity and world affinities	<p>Listening: analysing and discussing main ideas and supporting details; responding to critical thinking questions before, during, and after listening; identifying basic rhetorical structures</p> <p>Speaking: expressing opinion and point of view; summarising main ideas</p> <p>Reading: using contextual clues and metalinguistic knowledge to infer the meaning of words; finding words that show the writer's view point; using note-taking strategies to record key ideas and specific details</p> <p>Writing: using writing strategies (brainstorming, outlining, drafting, revising, editing, redrafting, and publishing); revising written texts for clarity, correctness, and coherence</p> <p>Viewing and Presenting: understanding visual information by asking relevant questions and discussing intended meaning; using appropriate terminology to describe visual texts (logos, font, foreground, background, impact); responding to open-ended questions related to the visual texts</p>	<p>Listening: analyse the main ideas and supporting details; identify the gist of short to medium-length passages, presentations, and messages; use word parts (suffixes, prefixes, roots) to help construct meaning</p> <p>Speaking: orally summarise main ideas of a variety of texts (read, heard, seen); voice an opinion or point of view in meaningful, connected sentences; partake in formal exchanges and dialogues using appropriate expressions</p> <p>Reading: identifying forms of figures of speech; determine the referent of a pronoun used in the text; identify the word in a text whose meaning, or opposite is given</p> <p>Writing: use different ways to capture ideas and plan for writing (concept maps, flow charts); use reference materials and electronic resources (Internet) to locate specific information; revise written texts for clarity, correctness, and coherence</p> <p>Viewing and Presenting: interpret posters and media images; use appropriate terminology to describe visual texts (logos, font, foreground, background, impact); find own examples to share understanding of visual text</p>



OVERVIEW

Objectives:

- Can use language related to machines and technology (GSE 30-42 – A-A2+).
- Can scan a simple text, identifying the main topic(s) (GSE 40-A2+).
- Can use 'will' + infinitive for predictions about the future (GSE 38-A2+).
- Can express agreement using simple fixed expressions (GSE 33-A2).
- Can ask and answer questions about basic plans and intentions (GSE 38-A2+).
- Can make simple predictions about the future (GSE 42-A2+).

Resources:

- SB: pages 26-27; Word List page 66; Grammar Reference page 71
- Online resources: Photocopiable Resource 33
- Assessment: Grammar Quiz Unit 8 Lesson 1

WARM-UP (5 minutes)

- (T-S, S-T) Books closed. Write *gadgets* on the board and check understanding. Ask students *What gadgets have you got?* Take answers. Have a quick class discussion about gadgets and find out which students think are the most useful.

Answers

Students' own answers

- (T-S, S-S, S-T) Exercise 1. Ask students to open their books. Look at the rubric with the class. Ask students to check the meaning of the words they don't know in a dictionary. Put students into pairs. Set a time limit of two or three minutes for students to discuss the questions. When they have finished, elicit students' answers and have a brief class discussion.

Answers

Students' own answers

PRESENTATION (15 minutes)

- (T-S, S-S, S-T) Exercise 2. Focus students' attention on the words in the box that complete the headings and ask students to predict what information they think they'll read in each paragraph. Elicit their ideas as a class. Ask students to read texts A-D and complete the headings with the words in the box. Then have students peer-check. Elicit correct answers from pairs. Then put students into pairs to discuss the question: *What do you think of the predictions?* Allow two or three minutes. You could have a class discussion about the most/least probable predictions among students.

Answers

A shopping B money C live D health
Students' own answers

- (T-S, S-S, S-T) Exercise 3. Ask students to read the sentences from the text. Have students do the exercise on their own, then peer-check. Don't give any answers yet.
- (T-S, S-S, S-T) Exercise 4. Ask students to study the Grammar box and check their answers to Exercise 3. Check students' understanding by asking questions, e.g. *Are the events in the examples plans?* (no, they are predictions about the future), *What form do we use after 'will'?* (the base form of the verb), *How do we make questions?* (inversion), *How do we make the negatives?* (we add *not*), *Does 'will' change in third person singular form?* (no, it has the same form for all persons), *Which are the contracted forms +/- ?* (I will = I'll and I will not = I won't, etc.). Write *By the end of the week, ...* on the board. Elicit some predictions, e.g. *I will/won't finish the book I'm reading., I will see my friends twice., I will play basketball three times.,* etc. Get students to notice that the time expressions can go at the beginning or the end of the sentence with *will*.

Answers

1 b 2 b

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

TIP

Explain to students that the contracted form of *will* is very common in spoken English and can be difficult to hear, so they should also listen out for time expressions.

PRACTICE (10 minutes)

- (T-S, S-S, S-T) Exercise 5. Ask students to read the *Watch Out!* box and answer any questions they have. Allow two or three minutes. Write *I can't have a holiday on other planets.* on the board. Check students' understanding by asking them to change the sentence into a prediction about the future (*In the future, I won't be able to have a holiday on other planets.* or *I will be able to have a holiday on other planets.*). Ask students to complete the sentences on their own. Point out that these sentences don't use *can*. They should complete them only with *will* or *won't*. Then, have students peer-check and say if they agree or disagree with the predictions. Check answers with the class and find out which ones students agree with.

Answers

2 won't 3 will 4 won't

- 2** (T-S, S-S, S-T) Exercise 6. Look at the rubric and read the example with the class. Ask students to complete the sentences alone, then check in pairs. Elicit correct answers from pairs. Then, ask students to write four questions for their partner on their own. Students who need more support can stay in their pairs and work with a partner. Ask fast finishers to write a few more questions, e.g. *In the next ten years, will you speak perfect English? Will Al-Taamari retire in the next five years?*, etc.

Answers

Possible answers:

2 will/won't go (Will you go to university in the next five years?)

3 will/won't drive (Will you drive an electric car in 20 years?)

4 will/won't live (Will you live at your parents' house in 2040?)

Note: In each case, the time phrase can also go at the beginning of the question, e.g. *In the next few weeks, will you buy a new smartphone?*, *Will you buy a new smartphone in the next few weeks?*

PRODUCTION (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 7. Write the following example dialogue on the board:

Will you buy a new smartphone in the next few weeks?

Yes, I will.

Where will you buy it?

Read the example with the class. Put students into pairs. Ask them to take turns to ask and answer the questions they wrote in Exercise 6. If you have any fast finishers who wrote three extra sentences, you could invite them to ask the class. In feedback, ask a few students to share any interesting information they found out about their partner with the class.

Answers

Students' own answers

- 2** (T-S, S-S, S-T) Write this sentence on the board: *How will we live in the future?* Ask your students the question and open up a class discussion. Encourage students to use *will/won't* in their answers.

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 think about how they would answer the following questions and make notes. *Which gadget or device can't you live without? Why?* Encourage students to use a dictionary if necessary. What's important is that they think about reasons why this gadget is so important to them. You could also assign Grammar Quiz Unit 8 Lesson 1 as homework.

CONTINGENCY PLAN

If your students need more support with *will/won't*, go through the information in the Grammar box carefully with them. Point out that weather forecasts usually use *will/won't* because we can't really know what the weather will do. We can only predict.

If your students need an extra challenge, after Exercise 5, ask students to write three or four sentences about the future using *will be able to/won't be able to*.

There is a downloadable photocopiable resource number 33.

OVERVIEW

Objectives: Grammar

- Can use language related to machines and technology (GSE 30-42 – A-A2+).
- Can use 'will' + infinitive for predictions about the future (GSE 38-A2+).
- Can ask and answer questions about basic plans and intentions (GSE 38-A2+).
- Can make simple predictions about the future (GSE 42-A2+).

Resources:

- SB: pages 26-27
- WB: pages 20-21

WARM-UP (5 minutes)

(T-S, S-T) Ask students to say what they know about drones. Do they think they are a good thing or a bad thing? Ask them to say why.

PRACTICE (15 minutes)

- 1 (T-S, S-S, S-T) ★ Exercise 1. Ask students to read the title of the text and the example answer. Then ask students to work individually to complete it. They can then check in pairs. Check answers with the class. Open up the question *What do you think?* to class discussion.

Answers

2 will 3 will 4 will 5 will 6 will 7 will 8 won't

- 2 (T-S, S-S, S-T) ★★ Exercise 2. Ask a student to read the example and check they understand that the ticks mean *will* and the crosses *won't*. Then ask students to work individually to write the answers. They can then check in pairs. Check answers with the class. Ask students which of the sentences they agree with.

Answers

2 won't use 3 will go 4 won't eat 5 will buy

- 3 (T-S, S-T) ★★ Exercise 3. Ask students to read the introduction and the example answer. Check they understand the meaning of *optimistic* and *pessimistic*. Then ask students to reorder the words to make sentences individually. Check answers with the class.

Answers

2 We will live longer.
3 People will help each other.
4 A few big companies will control the world.
5 The world will get hotter.

- 4 (T-S, S-T) ★★ Exercise 4. Ask a student to read the example sentence. Then ask students to work individually to write sentences using the prompts. Check answers with the class. Ask students to read the completed sentences aloud.

Answers

2 we will be able to fly
3 people will be able to go
4 You will be able to travel
5 You will be able to take
6 I will be able to speak

PRODUCTION (15 minutes)

- 1 (T-S, S-T, S-S) ★★ Exercise 5. Ask a student to read the example sentence. Then ask students to work individually to complete the mini-conversations. Check answers with the class. Pairs can read the completed conversations

Answers

2 will you live 3 Will you be 4 will you do 5 will you go

- 2 (T-S, S-T) ★★ Exercise 6. Ask a student to read the example answer. Students complete the sentences individually. Check answers with the class. Students read the completed sentences aloud.

Answers

2 will be able to take
3 won't be able to use
4 will be able to travel
5 won't be able to switch off

WRAP-UP (5 minutes)

(T-S, S-T) Ask students to say which of the sentences in Exercise 6 they agree with and why.

HOMEWORK

Students can write five sentences about what they think will/won't happen in the future.

CONTINGENCY PLAN

If your students need more support with Exercise 3, write the first and last words of each sentence on the board to get them started.

If your students need an extra challenge: After Exercise 3, ask them to write three more similar sentences in the wrong order. They can give the sentences to their partners to put in the correct order.

08 LESSON 2A VOCABULARY (SB)

OVERVIEW

Objectives:

- Can use language related to computers and the Internet (GSE 30–42 – A2–A2+).
- Can identify key details in a simple recorded dialogue or narrative (GSE 39–A2+).
- Can talk about familiar topics using a few basic words and phrases (GSE 31–A2).
- Can talk about their life (e.g. family, home, job) using simple language (GSE 34–A2).

Resources:

- SB: page 28; Word List page 66
- Online resources: Photocopiable Resource 34
- Assessment: Vocabulary Quiz Unit 8 Lesson 2

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. Refer students to the notes they made at home about what gadgets or devices they can't live without and why, and get them to share their answers with the class or, in larger classes, in groups. If you didn't set the homework, just ask them to discuss the questions. Have a quick whole-class discussion about the gadgets most students can't live without. Alternatively, tell students you have a new gadget (select from the vocabulary in 2A: *3D printer, drone, health tracker, smartphone, smartwatch, tablet, computer, virtual reality (VR) headset, wireless headphones*) and describe it to the class (e.g. *They are wireless. I put them on my head.*). Once you have demonstrated the game with two items, get students to choose one gadget on page 28. Put students into groups of three. Get students to take turns to describe/guess the gadgets.

Answers

Students' own answers

PRESENTATION (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to open their books. Focus attention on the photos and ask students some questions, e.g. *Why are these gadgets cheaper?* (They are not new. They are second hand.). Check students' understanding of *equipment*. Refer students to the words in the box. With classes which need more support, go through the items in the box first and check students' understanding. Ask students to complete descriptions 1–9 in pairs. Elicit correct answers from the pairs. Ask students *Which is the cheapest/most expensive?* *What do you use a scanner/screen for?* Encourage students to use the sentence *I need it to ...* (scan documents/show documents or photos, etc.).

Answers

2 speakers 3 laptop battery 4 USB cable 5 wireless mouse 6 scanner 7 hard disc 8 wireless keyboard 9 screen

PRACTICE (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Put students into pairs. Refer students to the rubric. Allow two or three minutes for the discussion. When they have finished, ask students to share their answers with the class and find out if others have anything in common with them.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 3. Read the example with the class. Ask students to read the questions and complete them in pairs. Ask volunteers to share their answers.

Answers

2 switch off 3 type 4 turn up 5 print/scan

EXTRA ACTIVITY

Ask students to test each other on new vocabulary. Have students choose one item from the gadgets in Exercise 1 and describe it to a partner. Encourage students to use the sentence frames *I use it to ...* and *I need it to ...*. Have students work in pairs or in small groups to describe the gadgets for others to guess. Allow three or four minutes. When they have finished, ask a few students to share their descriptions with the class for them to guess.

- 3 (T-S, S-S, S-T) Exercise 4. Ask students to look at the icons and read the example with the class. Put students into pairs to match the words and icons. Set a time limit of two or three minutes. Ask students *Which gadgets do you use to do these things (attach, save, etc.)?* (computer, tablet, smartphone). *Can you do the same with a printer, a scanner or a mouse?* Elicit other verbs e.g. *scan, print, click (right-click, double-click)*.

Answers

2 copy 3 attach 4 download 5 save 6 install

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 5. Look at the rubric and read the questions with the class. Put students into pairs to discuss questions 1–3. Ask students to report back to class. Have a quick class survey. Alternatively, you could ask students to mingle and ask other students around the class to find someone who doesn't do the things in questions 1–3 (someone who never deletes emails after reading them, someone who never downloads/install new apps, someone who never checks her/his phone after going to bed). You could then discuss question 3 with the class and take ideas on why it's not a good idea to check your phone after going to bed. Find out if other students agree or disagree.

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

You could assign Vocabulary Quiz Unit 8 Lesson 2 as homework.

CONTINGENCY PLAN

If your students need more help with the vocabulary, tell them to work in pairs. One person looks at the book and describes a word for the other to guess. Students should give as many clues as necessary.

If your students need an extra challenge, they can write quiz questions for each other. Working in small groups, students write questions, e.g. *What can I use to write words into a document on my computer?* - a (wireless) keyboard.

There is a downloadable photocopiable resource number 34.

08 LESSON 2B VOCABULARY (WB)

OVERVIEW

Objectives: Vocabulary

- Can use language related to computers and the Internet (GSE 30–42 – A2–A2+).
- Can talk about familiar topics using a few basic words and phrases (GSE 31–A2).
- Can talk about their life (e.g. family, home, job) using simple language (GSE 34–A2).

Resources:

- SB: page 28
- WB: page 22

CONTINGENCY PLAN

If your students need more support with Exercise 1, write the answers on the board but unnumbered and not in the right order.

If your students need an extra challenge: After Exercise 2, ask them to write sentences using each of the words in a new context.

WARM-UP (5 minutes)

(T-S, S-T) Spend a few minutes eliciting some of the new words students learnt in the last lesson. Encourage them to use the new words in context.

PRACTICE (20 minutes)

- 1 (T-S, S-S, S-T) ★ Exercise 1. Point to the first icon and example answer. Point out that they are all verbs (v) apart from 3 across which is a noun (n). Then ask students to check in pairs. Check answers with the class.

Answers

2 copy 3 mouse 4 save 5 charge 6 attach 7 delete

- 2 (T-S, S-T) ★★ Exercise 2. Read the example as a class. Then ask students to work individually to complete the sentences. Check answers with the class.

Answers

2 cable 3 desktop 4 screens 5 disk 6 wireless

- 3 (T-S, S-S, S-T) ★★★ Exercise 3. Read the first sentence as a class and check they understand that they need to complete the second sentence so it means the same as the first. Students can then work individually and then compare answers in pairs. Check answers with the class.

Answers

2 turn up 3 need/have to attach 4 install new apps

PRODUCTION (15 minutes)

(T-S, S-S, S-T) Exercise 4. Ask students to discuss the task first before they write their descriptions.

WRAP-UP (5 minutes)

Ask students to discuss the devices that they have at home or that they can use in school.

HOMEWORK

Ask students to write a brief description of the devices they have at home or that they can use at school.

OVERVIEW

Objectives:

- Can use a limited range of fixed expressions to describe objects, possessions or products (GSE 35-A2).
- Can identify common objects from spoken descriptions, if spoken slowly and clearly (GSE 30-A2).
- Can use adverbs of frequency and manner in the correct position (GSE 36-A2+).
- Can use the Present Continuous to refer to events at the time of speaking (GSE 30-A2).
- Can describe basic activities or events that are happening at the time of speaking (GSE 33-A2).

Resources:

- SB: page 29; Grammar Reference page 71
- Online resources: Photocopiable Resource 35
- Assessment: Grammar Quiz Unit 8 Lesson 3

WARM-UP (5 minutes)

- 1** (T-S, S-S, S-T) Books closed. Put students into groups of four. Write these questions on the board: *What gadgets will people use by 2050? What will they do? Will they make people's lives easier/better? How?* Ask students to discuss them in their groups. Allow three or four minutes. When they have finished, nominate a student from each group to share their answers with the class. Have a class discussion about the most useful/creative ideas.

Answers

Students' own answers

- 2** (T-S, S-S, S-T) Exercise 1. Ask students to open their books. Focus students' attention on the pictures and elicit what students can see. Elicit *smartphone, lamp, fork* and *keys*. Refer students to the rubric. Ask students to discuss the question in pairs. Ask students to share their ideas with the rest of the class.

Answers

Students' own answers

PRESENTATION (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 2. Ask students to listen and match each conversation to the gadgets. Play the recording once. Allow one or two minutes for students to discuss with a partner. Check answers with the class.

Answers

1 C 2 B 3 A



Audioscript 8.1

1

Boy 1: What's that thing - on your keyring?

Boy 2: It's called a *Foundit*.

Boy 1: What does it do?

Boy 2: OK. First you put the tracker on something you often lose - for me, that's my keys. Then, any time I lose my keys, I press this button on the app on my tablet. The tracker beeps quietly at first and then it starts beeping loudly.

Boy 1: That's cool!

Boy 2: Yeah. It's brilliant. It works really well. There's also an app for your phone.

Boy 1: I'm going to buy one of those. I lose things every day! How much are they?

2

Girl 1: Is this your *new* phone?

Girl 2: Yes. I only got it yesterday. Check this out.

Girl 1: Wow! How *does* that work?

Girl 2: There's a wireless charger in the bottom of this lamp.

Girl 1: Hah! Nice!

Girl 2: I often run out of battery because I forget to charge my phone.

Girl 1: Me too. I could charge my phone really easily with this gadget! I want one!

Girl 2: Well, first you have to check your phone can charge wirelessly.

Girl 1: Ah. I've no idea. Look it up on your laptop.

Girl 2: OK

3

Boy 3: Look at this. It's a smart fork!

Boy 4: A smart fork? What does that do?

Boy 3: You use it like a normal fork but it connects to your phone or tablet. An app gives you information about how quickly you eat.

Boy 4: Really? My mum says that I always eat too fast ...

Boy 3: Yeah, well it says here 'eating slowly can help you lose weight.'

Boy 4: Ah, that's a great idea. I don't need to lose weight, but I eat too quickly, that's for sure, and sometimes I get a stomachache.

Boy 3: Well, with this fork you won't eat too quickly!

Boy 4: Great. Can I try it out?

- 2** (T-S, S-S, S-T) Exercise 3. Look at the rubric with the class.

Ask students to stay in their groups and do the exercise.

Allow one or two minutes. Have students listen and check.

Answers

2 c 3 b

08 LESSON 3A GRAMMAR (SB)



Audioscript 8.2

- 1 The tracker beeps quietly at first and then it starts beeping loudly.
 - 2 It's brilliant! It works really well.
 - 3 I could charge my phone really easily with this gadget.
- 3 (T-S, S-S, S-T) Exercise 4. Ask students to look at the words underlined in Exercise 3. Get students to notice the form. Elicit that most adverbs end in *-ly*. Ask students to make rules. Then have students study the Grammar box and check their answers. Check students' understanding by asking some questions, e.g. *How do you make an adverb from an adjective?* (by adding *-ly*), *Which ones have a special form?* (good – well), *Which ones are irregular and do not add -ly?* (fast, hard), *What happens when the adjective ends in -y?* (the *-y* changes into *-i*, e.g. *easily*), *Where do you normally put adverbs in a sentence?* (at the end). Check students understand when we use adverbs of manner, e.g. *Sue ate a big piece of cake. She got a stomachache. Why?* (She ate the cake quickly.), *Which word gives us the information about 'how' we do things?* (quickly). Elicit a few more examples, e.g. *John made many mistakes in the test.* Elicit: *He finished it too quickly.* or *He didn't do it carefully.* Get students to notice that adjectives ending in *-ful* will change into *-fully* (not *-fely*).

Answers

1 adjectives 2 -i 3 irregular

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

PRACTICE (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 5. Ask students to read the adjectives in the box. With classes which need more support, go through them first and check students' understanding. Have students make the adverbs and complete the sentences in pairs. Allow two or three minutes. Then ask volunteers to share their answers.

Answers

2 carefully 3 healthily 4 well

- 2 (T-S, S-S, S-T) Exercise 6. Refer students to the rubric. Ask students to complete the sentences individually. Then have students peer-check. Elicit correct answers from pairs. You could also check the pronunciation of adverbs at this stage and do some extra drilling if necessary.

Answers

1 professional 2 careful, fast 3 cheap, slowly

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Put students into new pairs. Tell students to choose four adverbs each from the lesson. Ask them to think of actions or situations when they would use their adverbs. Give students a minute or two to come up with ideas. Then tell them to mime their actions, taking turns. Their partner has to guess what they are doing and how they are doing it. Continue with the activity until each student has guessed their partner's activity and the manner they did it correctly. Invite a few students to mime their actions in front of the class for the others to guess.

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

You could assign Grammar Quiz Unit 8 Lesson 3 as homework.

CONTINGENCY PLAN

If your students need more support with the miming activity, put students into small groups. In their group, students brainstorm different situations for the adverbs covered in the lesson. Then the group can mime the actions either as a group or individually to the other groups.

If your students need an extra challenge, as they watch a mime, students write down a complete sentence as their answer, e.g. *He is driving badly.*

There is a downloadable photocopyable resource number 35 to use.

OVERVIEW

Objectives: Grammar

- Can use a limited range of fixed expressions to describe objects, possessions or products (GSE 35-A2).
- Can use adverbs in the correct position (GSE 36-A2+).

Resources:

- SB: page 29
- WB: page 23

CONTINGENCY PLAN

If your students need more support with Exercise 2, remind them that the adverb form (usually ending in *-ly*) follows a verb, but the adjective form usually comes before a noun. Encourage them to identify the verbs and nouns in each sentence first.

If your students need an extra challenge: After Exercise 1, ask them to write correct sentences using the 'wrong' adverbs.

WARM-UP (10 minutes)

(T-S, S-T) Ask students to discuss things that they can do well or that they do badly.

PRACTICE (20 minutes)

- 1** (T-S, S-S, S-T) ★ Exercise 1. Ask students to work individually to choose the correct word for each sentence. They can then check in pairs. Check answers with the class.

Answers

1 carefully/fast **2** slowly/well **3** loudly **4** carefully
5 fast/quickly **6** happily/loudly **7** hard/well **8** urgently

- 2** (T-S, S-S, S-T) ★★ Exercise 2. Read the example sentence as a class and make sure they understand they need to put the adjective and adverb form of each word in the gaps. Ask students to work individually to choose the correct word for each sentence. They can then check in pairs. Check answers with the class.

Answers

2 loudly, loud **3** hard, hard **4** good, well **5** healthily, healthy

- 3** (T-S, S-T, S-S) ★★★ Exercise 3. Read the example as a class, then ask students to work individually to choose the correct word for each sentence. They can then check in pairs. Check answers with the class. Ask students to read the completed conversations in pairs.

Answers

2 loudly **3** slow **4** slowly **5** hard **6** polite **7** badly
8 carefully

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 4. Ask students to discuss the question in pairs or small groups first, before they write. Go round and offer help and support as they write.

WRAP-UP (5 minutes)

Ask students to discuss what members of their family do well, badly, slowly, carefully, etc.

HOMEWORK

Ask students to write a short text about what members of their family do well, badly, slowly, carefully, etc.

OVERVIEW

Objectives:

- Can describe basic activities or events that are happening at the time of speaking (GSE 33-A2).
- Can understand the main information in simple conversations about hobbies and interests (GSE 34-A2).
- Can recognise when speakers agree in a conversation conducted slowly and clearly (GSE 36-A2).
- Can use language related to machines and technology (GSE 30-42 – A2-A2+).
- Can make simple predictions about the future (GSE 42-A2+).
- Can give brief reasons and explanations, using simple language (GSE 45-B1).

Resources:

- SB: page 30; Word List page 66
- Online resources: Photocopiable Resource 36

WARM-UP (10 minutes)

(T-S, S-S, S-T) Books closed. Write these sentences on the board, and ask students to copy them and complete them with true information about themselves:

I talk _____ (loudly/quietly/fast/slowly/clearly).

I usually do _____ (well/badly) in my school tests.

I can _____ well.

I can _____ badly.

I use _____ confidently.

Then put students into groups of four to compare how they do things. Allow two or three minutes. In feedback, ask each group to share the things they have in common with the class.

Answers

Students' own answers

PRE-LISTENING (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to open their books and look at the photos. Put students into pairs to discuss what the people are doing in each photo. Encourage them to use adverbs in their descriptions, e.g. *He is working hard*. When they have finished, elicit answers from different students round the class.

Answers

Students' own answers

WHILE LISTENING (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 2. Look at the rubric with the class. Play the recording once for students to listen and match the conversations to the photos. Allow one or two minutes for students to peer-check. Ask volunteers to give the correct answers.

Answers

1 C 2 B 3 A



Audioscript 8.3

1

Boy 1: When did you last use it?

Boy 2: I don't know. A few days ago. Why?

Boy 1: It's not working.

Boy 2: I think it's the battery again. It dies really quickly.

Boy 1: It isn't the battery. I charged it.

Boy 2: Try typing something. What happens?

Boy 1: Nothing! It doesn't even switch on!

Boy 2: Oh. It's something more serious then.

Boy 1: I need to test the hard disk. I think that's where the problem is.

Boy 2: Good idea!

2

Boy 3: Well, what was it like?

Boy 4: Wow, that was incredible! There were lots of spiders and they were really close to me!

Boy 3: I hate spiders!

Boy 4: I mean, they're obviously not real – the graphics aren't amazing. But it's still an awesome experience. Can I try it again? In fact, I want one!

Boy 3: Well, lots of companies are producing headsets now.

Boy 4: I'm definitely getting one!

3

Girl 1: What's this, Abeer?

Girl 2: It's a smart speaker, a present from my parents.

Girl 1: My cousin's got one of those. How do they work?

Girl 2: They contain a virtual assistant, or AI assistant, which is artificial intelligence. They understand questions and commands.

Girl 1: What can you do with it?

Girl 2: Well, you can ask it to find information and it can tell you a joke! You need to experiment with questions to check all the different things it can do.

Girl 1: Hmmm ... I just can't imagine using it very often.

Girl 2: I know what you mean. But they're fun ... and they aren't expensive.

Girl 1: That's true.

Girl 2: Try it. Ask it a question. Anything you like!

- 2** (T-S, S-S, S-T) Exercise 3. Ask students to read questions 1–3 and the options. Answer any questions they have about the vocabulary in the questions and options. Get students to discuss in pairs which questions they can answer confidently before they listen again. Play the recording again. Ask students to choose the best answer and peer-check. Check answers with the class.

Answers

1 b 2 b 3 c

TIP

Teach students listening strategies. Tell students it's a good idea when listening for detail to underline key words in the answer options, and to focus on listening for those words. Students should also listen for what comes before and after those key words and use the context to decide whether that information is useful or not. Just because they hear the keyword doesn't mean that that is the correct answer.

POST-LISTENING (5 minutes)

(T-S, S-S, S-T) Exercise 4. Tell students to read the predictions. Elicit the meaning of the verbs in bold. With classes which need more support, elicit the first answer as an example. Get students to choose the correct verbs to complete the predictions alone, then check in pairs. Check answers with the class.

Answers

1 discover **2** produce **3** testing **4** develop **5** invent

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 5. Read the example with the class. Put students into new pairs to discuss whether they agree or disagree with the predictions and say why. Allow three or four minutes. Ask students to write their own predictions in pairs. Then ask students to join other pairs and share their predictions. When they have finished, elicit predictions from a few students and find out if the class agrees.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to make a list of devices in a home which can connect to the Internet.

CONTINGENCY PLAN

If your students need more support for the listening exercises, pause the audio just before the key points and ask students to predict what they might hear. Then pause again just after the key information for students to check what they have heard. Repeat as necessary.

If your students need an extra challenge, before listening in Exercise 2, ask students to predict what they think the conversations will be about, considering the photos.

There is a downloadable photocopiable resource number 36 to use.

OVERVIEW

Objectives: Listening

- Can understand the main information in simple conversations about hobbies and interests (GSE 34–A2).
- Can recognise when speakers agree in a conversation conducted slowly and clearly (GSE 36–A2).
- Can use language related to machines and technology (GSE 30–42 – A2–A2+).

Resources:

- SB: pages 30
- WB: page 24

WARM-UP (5 minutes)

(T-S, S-T) Ask students to tell you briefly about the modern technology they heard about in the last lesson, for example virtual reality headsets and smart speakers.

PRACTICE (20 minutes)

- 1 (T-S, S-T) Exercise 1. Ask students to say what they can see in the pictures. Then check students are clear about the task and play the audio. Check answers with the class.

Answers

1 C 2 A 3 D 4 B



Audioscript 8.10

1

- Girl 1:** Come on. Quickly. We'll be late. School starts in five minutes.
- Girl 2:** Don't worry. Mr Roberts doesn't mind if we're five minutes late.
- Girl 1:** But my parents do. My mum's got the new e-register on her smartphone. She can see when I'm late, when I don't do my homework, all my grades, next week's homework. Everything. She'll know we're late and then she won't let me go to your house on Saturday.
- Girl 2:** What? But it's our family dinner. You really have to come!
- Girl 1:** So, hurry!
- 2
- Boy 1:** We had an interesting Science lesson. We learned about Leonardo Da Vinci.
- Boy 2:** The artist? What's he got to do with science?
- Boy 1:** He was amazing. He didn't just paint. He worked on a lot of designs and inventions for things like a bridge that people could move easily, a flying machine and a lot more.
- Boy 2:** Did he build anything?
- Boy 1:** We don't know, but we see a lot of his ideas in modern-day technology.

3

- Boy 3:** At school, our class is carrying out an experiment about using smartphones during lessons. We started today. We can connect to the Internet in the classroom. We can look up information and watch videos that explain difficult ideas. We can even contact people to ask them for help.
- Boy 4:** But won't some people just play games or use social media?
- Boy 3:** I don't think so but that's why it's just an experiment. They chose our class because the students in our class work hard. They will watch us for two weeks to see what happens.
- Boy 4:** Cool. How was it today?
- Boy 3:** Really interesting. All our teachers enjoyed the day, and of course the students did, but some students in other classes are upset that they can't use their phones in classes, too.

4

- Girl 3:** I love this shop. They're developing a cash-free payment system. You use their app and when you go into the shop you scan things you want to buy. Then, when you leave, the money you need to pay goes out of your bank account right away.
- Girl 4:** What about people who aren't keen on technology?
- Girl 3:** They go to other shops.
- Girl 4:** Don't people just take things without scanning them?
- Girl 3:** Well, there are cameras everywhere so it's easy for the owner to keep an eye on the customers.
- Girl 4:** What if you haven't got any money in your bank account?
- Girl 3:** I don't know. Let's ask.

- 2 (T-S, S-T) Exercise 2. Ask students to read the questions and options first so they know which information to listen for before they listen again to answer. Check answers with the class.

Answers

1 c 2 a 3 b 4 b

PRODUCTION (15 minutes)

- 1 (T-S, S-T) Exercise 3. Read the *Active Pronunciation* box as a class. Then play the audio for them to answer. Check answers with the class.

Answers and Audioscript 8.11

1 soundtrack 2 headphones 3 weekend 4 fireplace
5 dishwasher 6 roommate 7 skateboard 8 timetable

- 2 (T-S, S-T, S-S) Exercise 4. Ask students to listen and write the compound nouns. They then listen and repeat the words.

Answers and Audioscript 8.12

1 supermarket 2 car park 3 housework 4 tracksuit
5 keyboard 6 smartwatch

WRAP-UP (5 minutes)

Ask students to think of as many compound nouns as they can. Pool their ideas on the board and check they use the correct stress when they say them.

HOMEWORK

Ask students to write a short text using as many of the compound nouns as they can from Exercise 4.

CONTINGENCY PLAN

If your students need more support with Exercise 1, describe what is shown in each photo first, before they listen. Then, for Exercise 2, pause the audio after each key piece of information for students to answer.

If your students need an extra challenge: After Exercise 3, ask them to write sentences with each compound noun in context.

08 LESSON 5A SPEAKING (SB)

OVERVIEW

Objectives:

- Can express opinions using simple language (GSE 33–A2).
- Can identify key details in a simple recorded dialogue or narrative (GSE 39–A2+).
- Can express belief, opinion, agreement and disagreement politely (GSE 45–B1).

Resources:

- SB: page 31; Word List page 66

WARM-UP (5 minutes)

(T-S, S-T) Books closed. Refer students to the lists they made at home of devices that can connect to the Internet. If they didn't do it, give them a minute or two to think of ideas and write them down. Elicit ideas around the class and list them on the board.

Answers

Students' own answers

PRESENTATION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Ask students to open their books and read the article. Ask students to discuss the questions in pairs. Invite students to share their ideas with the rest of the class. Check students' understanding by asking them *What can you do with the Internet of Things?* Elicit that you can connect things to the Internet and control them with your smartphones. Elicit some examples from the article, e.g. lights, mirrors and fridges.

Answers

The Internet of Things describes smart gadgets that connect to the Internet, and you can control them with an app on your mobile phone.

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 2. Look at the rubric with the class. Play the recording. Ask students to discuss in pairs. Allow one or two minutes. Elicit the correct answers from pairs.

Answers

He turns the lights on with his phone and the TV with the Voice Assistant. He asks the Voice Assistant to play an audio book. The audio book is too quiet and the Voice Assistant turns up the volume on the TV.



Audioscript 8.4

H = Hani AL = Ali A = Adel

VA = Voice Assistant

- H: Adel, I'm not saying the Internet of Things is rubbish. But personally, I don't think it will make our lives easier.
AL: I agree with Hani. Now let's go inside.
A: I'm sorry, but I don't agree.
AL: It's dark. Turn the lights on.
AL: Wow, Adel! You turned the lights on with your phone!

A: Yes, Ali. We've got smart lights.

H: Yeah, but who wants to take their phone out, start the app ... It takes too long.

A: You're right, Hani. So, what about this? Voice Assistant, turn on the TV.

VA: I'm turning on the TV.

H and AL: Awesome!

A: Voice Assistant, play an audio book.

VA: Here's one of your favourite books.

AL: Voice Assistant, turn it up! I can't hear because of the TV.

VA: I'm turning up the TV.

A: No! Not the TV! Voice Assistant, turn it off.

VA: I'm turning off the lights.

AL: Um, Adel. I can't see anything.

A: Well, obviously, it doesn't work perfectly, but in my opinion, we'll use these gadgets a lot in the future.

H: Really? I'm not sure about that.

- 3 (T-S, S-S, S-T) Exercise 3. Go through the Speaking box with the class and check students' understanding of the phrases. Ask students to complete the sentences alone, then check in pairs. Then play the recording for students to check their answers.

Answers

2 I agree 3 don't agree 4 right 5 my opinion 6 not sure



Audioscript 8.5

1

H: But personally, I don't think it will make our lives easier.

2

AL: I agree with Hani.

3

A: I'm sorry, but I don't agree.

4

A: You're right, Hani.

5

A: Well, obviously, it doesn't work perfectly, but in my opinion, we'll use these gadgets a lot in the future.

6

H: Really? I'm not sure about that.

PRACTICE (5 minutes)

(T-S, S-S, S-T) Exercise 4. Refer students to the rubric. Ask students to do the exercise in their pairs. Allow two or three minutes. Then students peer-check. Have students listen and check. Check answers with the class.

Answers

1 Personally 2 about 3 In my opinion 4 think 5 right
6 sure 7 agree 8 Exactly!



Audioscript 8.6

1

Boy 1: Personally, I think that in ten years' time, most cars will be electric.

Boy 2: I'm not sure about that. They're too expensive.

Boy 1: Yes, for now, but they will get cheaper very quickly.

2

Girl 1: In my opinion, technology will become one of our biggest problems.

Girl 2: I think so, too. Lots of people won't have jobs.

Girl 1: You're right. And no jobs means no money!

3

Boy 3: I'm sure that in five years' time, virtual reality will be part of everyday life.

Boy 4: Yes, I agree. Virtual reality is amazing now. Imagine it in five years' time!

Boy 3: Exactly! It'll be amazing!

PRODUCTION (15 minutes)

(T-S, S-S, S-T) Exercise 5. Put students into groups of three. Ask them to read the statements and take turns to give opinions, saying whether they agree or disagree and why. For extra practice, ask students to write three statements and mingle to discuss them with different partners. Have students keep on talking to students until they have found three students who agree. Students who need more support can use ready-to-go statements provided by you:

- Drones will deliver most of our shopping in less than half an hour.*
- There won't be any paper notes or coins and we will use smartphones or smartwatches to pay for everything.*
- Virtual reality will be a big part of our everyday lives. For example, most people in cities won't need to leave their homes.*
- Our clothes will have tiny health trackers which will contact our doctor when there are any problems.*

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to make notes about reasons for and against the following statement: *Computers and robots will become as intelligent as humans one day.*

CONTINGENCY PLAN

If your students need more support for Exercise 5, provide a model discussion for statement 1. As a class, choose phrases from the Speaking box. Elicit opinions from individual students and write them up on the board.

If your students need an extra challenge: When they have completed Exercise 5, ask students to consider the alternative opinion to their own, and to write two or three sentences describing why someone might think that.

OVERVIEW

Objectives:

- Can give or seek personal views and opinions in discussing topics of interest (GSE 46–B1).
- Can scan a simple text, identifying the main topic(s) (GSE 40–A2+).
- Can identify the main topic and related ideas in a structured text (GSE 49–B1).
- Can use a range of pronouns and adverbials for anaphoric (back) reference (GSE 42–A2+).
- Can identify key information in a simple academic text, if guided by questions (GSE 48–B1).
- Can use language related to having or causing emotions (GSE 30–42 – A2–A2+).
- Can say how they or someone else feels, giving brief reasons (GSE 41–A2+).
- Can express general preferences using basic fixed expressions (GSE 34–A2).

Resources:

- SB: pages 32–33; Word List page 66
- Online resources: Photocopiable Resource 37

WARM-UP (5 minutes)

(T–S, S–S, S–T) Books closed. Write on the board *Computers and robots will become as intelligent as humans one day*. Put students into pairs to discuss how far they agree or disagree with the statement, using the notes they made for homework. Allow three or four minutes. If you didn't set the homework, give students one or two minutes to prepare arguments individually first. When they have finished discussing the statement, elicit ideas from a few students and have a brief class discussion.

PRE-READING (5 minutes)

(T–S, S–S, S–T) Exercise 1. Ask students to open their books. Focus attention on the photos and elicit what students can see. Put students into pairs to discuss the question. Allow two or three minutes. When they have finished, invite pairs to share their ideas with the class and have a brief class discussion.

Answers

Students' own answers

TIP

Help students to brainstorm vocabulary relating to the photos to predict the content of a text. You could ask them to make a list of words they can think of for each photo on their own. Then get students to compare with a partner. Explain that visuals help activate the vocabulary that may appear in a text. For feedback, ask students to skim the text and check how many words from their lists appear in the text.

WHILE READING (15 minutes)



1 (T–S, S–S, S–T) Exercise 2. Look at the rubric with the class. Have students read the article quickly, then answer the question in pairs. Set a time limit of two or three minutes. Elicit the answer from the class.

Answers

Suggested answer: Yes, it's a possibility.

2 (T–S, S–S, S–T) Exercise 3. Ask students to read the extract. Then, in pairs, get them to answer the question. Allow one or two minutes. Don't give any answers yet.

3 (T–S, S–S, S–T) Exercise 4. Ask students to read the *Active Reading* box to check their answer. Elicit the correct answer from pairs. Ask students to tell you how they found the correct noun the pronoun refers to.

Answers

computers

4 (T–S, S–S, S–T) Exercise 5. Ask students to look at the text. Get them to notice the gaps. Ask them to read the first paragraph (lines 1–14). Then ask them to read sentences A–E. Put students into pairs and ask them to decide which sentence goes in the first gap. Elicit the correct answer from the pairs. Ask students to tell the class how the underlined word helped them choose the correct answer. Ask students to do the task individually, then peer-check. Ask volunteers to tell the class which option they left out and why. Check answers with the class. You can also use the recording for a final check.

Answers

1 C **2** B **3** E **4** D

5 (T–S, S–S, S–T) Exercise 6. Ask students to read the text again and answer the questions alone, then check in pairs. Elicit the correct answers from pairs.

Answers

1 to eat and sleep **2** students who study online

POST-READING (10 minutes)

1 (T–S, S–S, S–T) Exercise 7. Look at the rubric and read the example with the class. Get students to do the exercise in the same pairs. Allow two or three minutes. Check answers with the class.

Answers

Positive: In a good mood, happy, excited

Negative: in a bad mood, sad, worried, angry, scared, bored, stressed

Both: surprised, amazed

- 2** (T-S, S-S, S-T) Exercise 8. Ask students to complete the sentences individually. Go round and help with vocabulary where necessary, writing any new words or phrases on the board. When they are ready, put students into pairs to compare their sentences. In feedback, ask a few students to share any interesting information they found out about their partner with the class.

Answers

Students' own answers

PRODUCTION (5 minutes)

(T-S, S-S, S-T) Exercise 9. Ask students to read the text quickly and say which key piece of information they have learnt. Elicit key information, e.g. *teenagers prefer chatting or texting/communicating online*. Put students into pairs. Ask students to discuss question 1. Then ask pairs to think about positive and negative things about texting. Pre-teach/Check *advantages* and *disadvantages* if necessary. Set a time limit of two or three minutes. Elicit two advantages/disadvantages from pairs and have a class discussion if time allows.

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 choose an object from their room they could sell online and bring it (or a photo/drawing of it) to class.

CONTINGENCY PLAN

If your students need more support for Exercise 5, complete the first gap as a class. Point out that students should look at the information before and after the gap as it can help them to decide. Encourage them to connect the word *creative*, which appears before the gap, with *write original stories*.

If your students need an extra challenge after completing Exercise 5, put students into new pairs. Have pairs write a further three comprehension questions about the reading text. Then pairs quiz each other.

There is a downloadable photocopiable resource number 37 for use.

OVERVIEW

Objectives:

- Can answer simple questions about their life and experiences (GSE 35-A2).
- Can write a notice that clearly conveys information (GSE 46-B1).
- Can rewrite a basic text to correct mistakes (GSE 42-A2+).
- Can identify key details in a simple recorded dialogue or narrative (GSE 39-A2+).

Resources:

- SB: pages 34–35; Word List page 66

WARM-UP (10 minutes)

- 1 (T-S, S-T) Ask students to look at the texts and ask *What kind of messages are they?* (notices). Ask students *Do you write any notices? What for?* Take students' ideas.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 1. Put students into pairs. Ask them to discuss the questions. Allow two or three minutes. When they have finished, elicit students' answers and have a class discussion.

Answers

Students' own answers

PRESENTATION (5 minutes)

(T-S, S-S, S-T) Exercise 2. Ask students to look at the notices and ask if anyone has headphones or a fitness tracker. Ask students to read the notices and do the exercise, then peer-check. Ask volunteers to give the correct answer.

Answers

1 A 2 B

PRACTICE (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 3. Ask students to read the notices again and answer the questions, then check in pairs. Allow two or three minutes. Don't give any answers yet.

Answers

Students' own answers

- 2 (T-S, S-T) Exercise 4. Ask students to study the Writing box to check their answers. Allow one or two minutes. Go through the information and answer any questions students have.

Answers

- 1 Notice A is better. It has a big heading, it's easy to read because it's short and in note form, and it's colourful.
- 2 Notice A: You could take out the information about how the headphones were a present. However, this is sometimes useful information to include – see Exercise 5.
Notice B: 'I got it from my brother when he bought a new one but I never use it' is not necessary.
- 3 Notice B: There isn't a FOR SALE heading or a price and Hamzah's contact details are missing.

- 3 (T-S, S-T) Exercise 5. Read the rubric and the sentence from notice A with the class. Have a quick class discussion. Ask students why the information is important in notice A but not in notice B. Elicit students' ideas, then go through the answer with the class. Allow two or three minutes.

Answers

They show the writer's emotions. A reader of this notice will feel more motivated to help.

- 4 (T-S, S-S, S-T) Exercise 6. Ask students to rewrite notice B following the tips in the Writing box. You could have a quick class brainstorm about ideas on how to make it better. You could ask *What can you leave out?*, *What information do you need to add?* (e.g. price) Allow two or three minutes for students to make suggestions. Write some ideas on the board if necessary. Ask students to make changes. Allow three or four minutes. Students who need more support can work in pairs. Then students swap their work to peer-check. Ask students to check for any grammar and spelling errors. Then ask them to check that the new notice looks more like notice A. Have students get into pairs and give peer feedback.

Answers

FOR SALE

I'm selling my Bean Z1 fitness tracker. It's only six months old and it's in perfect condition. Send me an email if you're interested: HamzahA@mailme.net

- 5 (T-S, S-S, S-T) Exercise 7. Ask students to read the text first. Read the example with the class, then ask students to listen and complete the text. Play the recording. Allow one or two minutes for students to compare their answers with a partner. Then ask volunteers to give the correct answers. You could put students into pairs and ask them to plan two notices, one for a lost item and one for an item for sale using the situations 1–2 in Exercise 7. Allow six to eight minutes for students to plan their notices in pairs.

Answers

2 Z3 3 480 dinars 4 240 dinars 5 two 6 perfect
7 phone 8 S9 9 restaurant 10 5 11 50 dinars



Audioscript 8.8

A = Asma **F** = Fawzi

M = Mum

1

A: I want a new laptop. Mine is a Z3 with a thirteen-inch screen but I want a Z4, because it is faster and has a fifteen-inch screen. So, I'm going to sell my Z3. I bought it for 480 dinars two years ago. It's in perfect condition and I only want 240 dinars for it – that's half price!

2

F: I lost my phone! My new Bean S9!

M: No! Where?

F: I left it in a restaurant on Upper Street. I was there until about five. I rang them, but they haven't got it. They told me to put up a notice.

M: That's a good idea. Offer a reward, too.

F: Yes. Good idea. I really want it back. I'm going to offer 50 dinars.

PRODUCTION (10 minutes)

(T-S, S-T) Exercise 8. Ask students to choose one situation and one of the two notice plans they prepared. Ask students to write the final version of their notice. Allow five or six minutes. Go round and be on hand to offer help where necessary. Encourage students to peer-review each other's notices and make corrections. If you have materials, such as A3 paper, pens/pencils, etc., and time allows, students could make the notices to post on the classroom wall.

Answers

Students' own answers

TIP

If students have difficulty getting started with the writing, do it as a 'speed writing' activity. Tell the class to work in pairs and choose which notice to write. One student writes and the other dictates what to write. Tell students they have only four minutes to write their notice. As they begin to write, count down the minutes. When the four minutes are up, tell students to put their pens down. Give students a further two minutes to make any changes they want to their notice in pairs, but make it clear that they cannot add anything to the end of the text. Students can then write a second draft based on the amendments to the first draft they made.

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 can create a notice for something they have at home that they'd like to sell.

CONTINGENCY PLAN

If your students need more support with the writing task, allow students to work in small groups to create the notice together.

If your students need an extra challenge, ask them to create two notices, one for each situation in Exercise 7.

OVERVIEW

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

Objectives:

- All language-related objectives from Unit 8.

Resources:

- SB: Word List page 66; Grammar Reference page 71
- WB: pages 26–27; Self-assessment 8 page 25
- Assessment: Unit 8 Language Test

VOCABULARY AND GRAMMAR

Exercise 1.

Answers

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

Exercise 2.

Answers

- 2 smartphone
- 3 document
- 4 screen
- 5 Save
- 6 attach

Exercise 3.

Answers

- 2 I'll move
- 3 I won't have
- 4 I'll be
- 5 I won't stay

Exercise 4.

Answers

- 1 safe, quickly
- 2 urgently
- 3 well
- 4 easily

USE OF ENGLISH

Exercise 5.

Answers

1 a 2 a 3 d 4 c 5 a

Exercise 6.

Answers

- 2 will be
- 3 will get

LISTENING

Exercise 7.

Answers

1 c 2 b



Audioscript 8.13

T = Teacher J = Jack

P = Presenter E = Expert

1

T: Oh, dear. You look tired this morning, Jack!

J: Yes, well, I didn't sleep very well last night.

T: Did you go to bed late?

J: Er, no, not really – about 9.30. But I started reading a new book, so I didn't go to sleep until 11 p.m.

T: Well, I'm not surprised you're tired then! Personally, I think it's a good idea to set a time limit, so you don't read for too long.

J: Yes, I think you're right. Maybe tonight I'll go to bed earlier and only read for an hour.

T: Yes, that's a good idea.

2

P: Welcome to the show, professor. Now, in your opinion, what's the most important invention of the last fifty years? Is it the Internet?

E: Er, no, I don't think so. Personally, I think it's the electric car.

P: Really? Why?

E: Because it will help us to save the planet. In twenty years' time, all new cars will be electric and our cities will become much cleaner places.

P: But electric cars can't travel very far, can they?

E: Well, yes, you're right. At the moment, you need to charge their batteries every two to three hundred kilometres. But in the future you'll be able to drive for 500 kilometres on one battery charge.

SPEAKING

Exercise 8.

Answers

Students' own answers

WRITING

Exercise 9.

Answers

Students' own answers

OVERVIEW

Objectives:

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

Resources:

- SB: pages 36-37

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. Ask students *How often do you go online?* Take answers. Put students into pairs. Give students one minute to write as many things they do on the Internet as possible. Elicit students' ideas and have a class discussion.

Answers

Students' own answers

PRE-READING (5 minutes)

(T-S, S-S, S-T) Exercise 1. Books open. Go through the questions with the class and check understanding. Put students into pairs to discuss the questions. Have a class discussion for students to share their ideas with the rest of the class.

Answers

Students' own answers

WHILE READING (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Ask students to read the posts and complete them with the sentences alone, then check in pairs. Allow three or four minutes. Ask students *What problems did the people have?* and elicit their answers. Check answers with the class.

Answers

1 B 2 A 3 C

- 2 (T-S, S-S, S-T) Exercise 3. Ask students *Have you had similar problems to what you read about in the forum posts?* Take answers and have a brief class discussion. Tell students that they are going to listen to someone talking about staying safe online. Ask students to listen and tell a partner what advice the person is giving. Play the recording once. Allow one or two minutes for students to compare what they heard. Ask students to listen again and complete the advice with the words in the box. Allow one or two minutes for students to peer-check. Then ask volunteers to share their answers. Ask students to match the tips to the forum posts 1-3 on page 36. Ask students to work in pairs. Allow two or three minutes. Get students to listen again and check their answers.

Answers

2 strangers 3 online 4 check 5 post 6 social
7 passwords 8 share 9 identity 10 horrible
11 cyberbully

1 c 2 a 3 b



Audioscript 8.9

P = Presenter S = Shannon

P: Good morning. Our guest on today's show is Shannon Wilson. She's a Professor of Internet Studies and she's going to give us some advice on how to use the internet safely.

S: Thank you. Well, there are a number of things that you can do to stay safe on the internet. But today I'd like to talk specifically about staying safe when you use social media sites.

First, think about your privacy settings. It isn't a good idea if complete strangers can see what you're posting online, so check your settings carefully. You only want your family and friends to see your posts and your photos when you use social media.

Secondly, it's fun to show people the photos of you and your family or your holiday. And we all like seeing our friends' photos online. But think carefully before you post a photo. Would the other people in the photo be happy to see it on social media? Would you like your parents to see it? Or your headteacher? Or your future boss? Don't forget that lots of companies will look at what you share on social media before they decide to give you a job.

Next, never put any personal information online when you're using social media. You don't want complete strangers to know things like which school you go to, where you live, your phone number or your date of birth. In fact, it's a good idea NOT to use your real name on your personal profile. And of course, keep your passwords secret. Don't share them with anyone. That way, you can protect your identity.

My final piece of advice is to be nice to other people when you're online. Always imagine that you are speaking to someone face to face. Never say anything horrible to another person online. Don't be a cyberbully. And if someone is horrible to you, tell your parents or your teacher. They can help you.

POST-READING (5 minutes)

(T-S, S-S, S-T) Exercise 4. Ask students to read the *Life Skills* box and check understanding of the advice. Allow one or two minutes. Ask students *Are you a smart Internet user? Why or Why not?* Take answers. Put students into groups and ask them to discuss how often they follow each piece of advice. Ask groups to share their ideas with the rest of the class and have a brief class discussion.

Answers

Students' own answers

PRODUCTION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 5. Put students into groups of four. Refer students to the rubric. Allow two or three minutes for students to agree or disagree with statements 1 and 2. Ask students to share their ideas with the rest of the class. Have a whole-class discussion.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 6. Put students into pairs. Read the *Life Skills* Project box with the students. Check students understand the instructions. Ask them to discuss, agree on and write their personal action plan. Tell them to check their online social media accounts and make the necessary changes according to the action plan. Pairs could help each other at this stage. Then get them to check if the changes they made work. Once students complete the first two steps, have a class discussion about the actions they took to improve their online safety.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Tell students to reflect on what they have learnt and to think about what they have found interesting, new, easy or challenging.

HOMEWORK

Exercise 6. Ask students to finish the project if you didn't have time to finish it in class. Or ask students to create a notice on how to use the Internet in a safe way .

NOTES

Handwritten notes in Arabic script, including the phrase "نفسه في الأعداد" (Nafse fi al-Adad) and "والأشياء" (wa-al-Ashya).

09 UNIT 9 MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 9 Fit and healthy	Theme 3: Science and Technology Theme 5: Welfare Theme 6: Recreation	<p>Listening: analysing and discussing main ideas and supporting details; responding to critical thinking questions before, during, and after listening</p> <p>Speaking: expressing opinion and point of view; summarising main ideas</p> <p>Reading: using contextual clues and metalinguistic knowledge to infer the meaning of words; using note-taking strategies to record key ideas and specific details; summarising the main ideas of a reading text; explaining what the text says by quoting from it</p> <p>Writing: using writing strategies (brainstorming, outlining, drafting, revising, editing, redrafting, and publishing); using freewriting to create personal and reflective narratives, essays, and other texts; composing a coherent text of 2-3 paragraphs</p> <p>Viewing and Presenting: understanding visual information by asking relevant questions and discussing intended meaning</p>	<p>Reading: explain the relationship between characters, events, ideas or concepts in a reading text</p> <p>Listening: Understanding and responding to spoken English in a variety of simple authentic formats and contexts; understand and respond to spoken English in a variety of simple authentic presentations, instructions, questions, and conversations</p> <p>Speaking: paraphrase what was said by other students in class; partake in formal exchanges and dialogues using appropriate expressions</p> <p>Writing: revise written texts for clarity, correctness, and coherence; compose a coherent text</p> <p>Viewing and Presenting: present and develop ideas and opinions on a variety of topics orally and/or visually with posters; discuss personal experiences that connect with visual images; discuss personal experiences that connect with visual images</p>



OVERVIEW

Objectives:

- Can express their likes and dislikes in relation to familiar topics using simple language (GSE 31-A2).
- Can understand the general meaning of short, simple informational material and descriptions if there is visual support (GSE 34-A2).
- Can write a notice that clearly conveys information (GSE 46-B1).
- Can use 'must' to express obligation and necessity in the present and near future (GSE 37-A2+).
- Can use 'needn't' and 'don't/doesn't have to' to express absence of obligation in the present and future (GSE 43-B1).
- Can use 'mustn't' to express obligation and necessity in the present and near future (GSE 46-B1).
- Can use language related to sports actions (GSE 30-42 - A2-A2+).
- Can explain the rules of a familiar game or sport using simple language (GSE 45-B1).
- Can give brief reasons and explanations, using simple language (GSE 45-B1).

Resources:

- SB: pages 38-39; Word List page 67; Grammar Reference page 72
- Culture Notes page 139
- Online resources: Photocopiable Resource 38
- Assessment: Grammar Quiz Unit 9 Lesson 1

WARM-UP (7 minutes)

- 1 (T-S, S-T) Books closed. Ask students to make a list of sports. Tell students that they will get a point for each sport on the list that is not on other students' lists. Allow two or three minutes. Ask the first student to name three sports and write them on the board. The next student cannot repeat any of the sports already mentioned. Students get a point for each sport they can name which has not been said before. You could allow two more minutes for students to think of and write down unusual or less popular sports in order to win points.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 1. Ask students to open their books. Go through the questions with the class and check understanding. Put students into pairs. Ask students to discuss the questions. When they have finished, ask a few students to share any interesting information they found out about their partner with the class.

Answers

Students' own answers

PRESENTATION (10 minutes)

- 1 (T-S, S-T) Exercise 2. Get students to look at the photos and ask what's unusual about them. Allow one or two minutes. Ask students to read the text and check. Check answers with the class. You could ask students to find some information in the text before you move on to the next stage, e.g. *What do you need to do the sport?* or *What kind of people do these sports?*

Answers

Cycle ball/Radball; it's unusual because you play football on a bike in a gym.

Sandboarding; it's unusual because you need sand to do it.

- 2 (T-S, S-S, S-T) Exercise 3. Ask students to read the examples from the text. In pairs, students complete the sentences. Then elicit the correct answers from pairs. Check students' understanding by asking questions, e.g. *Which modal verbs mean 'it's necessary'?* (must, have to), *Which one means 'it's not necessary' when it's in the negative form?* (don't have to), *Which modal verb means 'it's not allowed' when it's in the negative form?* (must not = mustn't). Get students to read the examples again and notice any difference in form. Explain that *must* is followed by the base form of the verb without *to*. Ask students to think of their favourite sport and write some sentences to describe it, e.g. *What do you need to play it?*, *What do the players have to do?*, *What are you not allowed to do?*

Ask students to read their sentences to a partner for them to try and guess the sport.

Answers

1 must, have to 2 don't have to 3 mustn't

Refer students to the Grammar Reference section on page 72 for more information.

TIP

Drill the pronunciation of *have to* with the class and explain that the *v* is unvoiced /f/, not voiced /v/ as in *have*.

PRACTICE (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 4. Ask students to complete the rules in pairs. Allow two or three minutes. Elicit correct answers from pairs.

Answers

2 must have 3 mustn't eat 4 mustn't push 5 mustn't run
6 must use

09 LESSON 1A VOCABULARY AND GRAMMAR (SB)

- 2 (T-S, S-S, S-T) Exercise 5. Ask students to look at the words in the box and check understanding. Allow one minute. Read the examples with the class and elicit when we use each verb (*go* + verb + *-ing*, *play* + ball games, *do* + other activities). Ask students to do the exercise on their own, then peer-check. Ask volunteers to give you the correct answers.

Answers

do: athletics, karate
go: cycling, horse riding, mountain biking, skateboarding, swimming
play: hockey, rugby, tennis, volleyball

PRODUCTION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 6. Ask students to choose a sport from Exercise 5. Refer students to the rubric. Add an example to the board, e.g.

A: *You don't have to do this with other people. You don't have to do this indoors. You mustn't forget your helmet. You mustn't do this on a road.*

B: *Is it skateboarding?*

Allow two or three minutes to write their sentences. Then put students into pairs. Get students to take turns to describe and guess the sport. When they have finished, ask a few students to share their sentences for the class to guess.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) On the board, write *Would you like to be an elite sportsperson?* You could give your answer first to demonstrate. Be sure to say why and encourage this in students' answers. Ask students to discuss the question in pairs. Allow two or three minutes. When they have finished, elicit students' answers and have a brief class discussion.

Answers

Students' own answers

- 3 (T-S, S-S, S-T) Exercise 7. Refer students to the rubric. Get students to read the question and ask: *How would you answer this question?* Tell them to make notes of the ideas they have, organised under two headings: what a professional sportsperson *has to do* and *mustn't do*. Allow a minute or two for making notes. Play the recording. Students tick off the ideas they hear on their list and add the new ones the speakers talk about. Get students to compare their answers in pairs or small groups. Elicit answers as a class. Then students answer the question in the same pairs or groups, adding ideas they didn't hear in the recording.

Answers

Students' own answers



Audioscript 9.1

N = Narrator R = Ruby K = Kyle

F = Faten Fr = Frank H = Hassan

- N: What do you have to do when you're a professional sportsperson?
- N: Ruby
- R: When you're a professional sportsperson you have to eat well and train regularly. You mustn't eat fast food and you mustn't have an unhealthy lifestyle.
- N: Kyle
- K: I think a professional sportsperson must eat the right foods and have a healthy diet.
- N: Faten
- F: A professional sportsperson mustn't eat junk food.
- N: Frank
- Fr: A professional sportsperson mustn't cheat at their sport.
- N: Hassan
- H: You have to be fit and do a lot of exercise. You have to practise a lot and be dedicated.

WRAP-UP (3 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 online for the rules of an unusual sport and prepare a poster. They should use modal verbs from this lesson to explain the rules. They can share and discuss their posters in groups in the next class. Alternatively, the posters can be displayed in the classroom and the class can vote for the most interesting/unusual sport. You could also assign Grammar Quiz Unit 9 Lesson 1 as homework.

CONTINGENCY PLAN

If your students need more support with the grammar structures, add some gapfill sentences to the board and have students work in pairs to complete them with *have to*/*don't have to*/*must*/*mustn't*, e.g.

I ___ do my homework before I can play games.

She ___ wash up after dinner. Her mum does the washing up.

My brother ___ fail his exams. He wants to go to university.

If your students need an extra challenge, in groups, ask them to invent a new unusual sport and to write rules using *have to*/*don't have to*/*must*/*mustn't*.

There is a downloadable photocopiable resource number 38 to use.

OVERVIEW

Objectives: Grammar

- Can use 'must' to express obligation and necessity in the present and near future (GSE 37-A2+).
- Can use 'needn't' and 'don't/doesn't have to' to express absence of obligation in the present and future (GSE 43-B1).
- Can use 'mustn't' to express obligation and necessity in the present and near future (GSE 46-B1).
- Can use language related to sports actions (GSE 30-42 - A2-A2+).
- Can explain the rules of a familiar game or sport using simple language (GSE 45-B1).

Resources:

- SB: pages 38-39
- WB: pages 28-29

WARM-UP (10 minutes)

(T-S, S-S) Ask a student to explain the rules of a sport without naming it. Other students guess the sport. Repeat with other students.

PRACTICE (15 minutes)

- 1** (T-S, S-S, S-T) ★ Exercise 1. Ask students to read the information carefully before they work individually to answer true or false. They can then check in pairs. Check answers with the class.

Answers

1 F (it is free for students in Grades 8-12) **2** F (it is for everyone, even those who aren't fit) **3** T **4** F (bring trainers)

- 2** (T-S, S-T) ★★★ Exercise 2. Read the first sentence as a class and elicit the correct answer. Students can work individually to complete the task. Check answers with the class.

Answers

1 don't have to **2** mustn't **3** must/have to **4** don't have to

- 3** (T-S, S-T) ★★ Exercise 3. Ask students to read the poster and the example sentence. Then ask students to work individually to complete the sentences. Check answers with the class. Ask students to read the completed sentences aloud.

Answers

2 have to **3** mustn't **4** mustn't **5** don't have to **6** don't have to **7** mustn't

- 4** (T-S, S-T) ★★★ Exercise 4. Ask students to say what they can see in the picture, then ask a student to read the opening paragraph and elicit the answer to the first one. Then ask students to work individually to complete the sentences. Check answers with the class.

Answers

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

PRODUCTION (15 minutes)

- 1** (T-S, S-S, S-T) ★★★ Exercise 5. Read the example as a class. Students can then work in pairs to complete the gaps. Encourage them to count the number of gaps so they know how many words are needed. Check answers with the class. Ask students to read the completed sentences aloud.

Answers

2 don't have to join **3** have to wear **4** mustn't do

- 2** (T-S, S-T) Exercise 6. Go round and monitor as students write, offering help and support.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Ask students to read out some of the things they have to do/don't have to do/mustn't do at home and at school.

HOMEWORK

Ask students to research some interesting sports facts for the next lesson.

CONTINGENCY PLAN

If your students need more support with Exercise 5, give the first word for each gap.

If your students need an extra challenge: After Exercise 1, ask students to correct the false sentences.

OVERVIEW

Objectives:

- Can use language related to sports (GSE 30–42 – A2–A2+).
- Can answer simple questions about their life and experiences (GSE 35–A2).
- Can understand simple questions in questionnaires on familiar topics (GSE 31–A2).
- Can derive the probable meaning of simple unknown words from short, familiar topics (GSE 46–B1).
- Can identify basic factual information in short, simple dialogues or narratives on familiar topics, if spoken slowly and clearly (GSE 33–A2).
- Can identify key details in a simple recorded dialogue or narrative (GSE 39–A2+).
- Can use language related to matches, races, competitions and events (GSE 30–42 – A2–A2+).
- Can give simple opinions using basic fixed expressions (GSE 34–A2).

Resources:

- SB: page 40; Word List page 67
- Online resources: Photocopiable Resource 39

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. Write *board* and *sand* on the board. Ask students *What sport is it?* (sandboarding). Ask students *Do you do, play or go sandboarding?* (go). Write *bike* and *ball* on the board. Ask students *What sport is it?* (cycle ball). Elicit the collocation *play cycle ball*. Ask students to discuss what they can remember about the unusual sports. Allow two or three minutes for students to discuss in pairs. Elicit the rules for both sports. If you set the homework to make sports posters, ask students to share their posters in pairs. Ask students to discuss their posters. Then, as a class, students can share their posters and vote for the best/most interesting.

PRE-LISTENING (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Read the question and go through an example on the board with the class, e.g. *I play basketball three times a week and I go to football matches every weekend. What about you?* Put students into groups of four to discuss the question. When they have finished, ask students to share their answers with the class and ask *Who likes sports the most?* Have a quick class discussion.

Answers

Students' own answers

- 2** (T-S, S-S, S-T) Exercise 2. Ask students to read the quiz questions and work out the meaning of the highlighted words in their groups. Ask students some questions to check understanding, e.g. *What do you use to hit a ball in tennis?* (a racket), *What do you use in baseball?* (a bat), *Where do you put goggles?* (on your eyes) Ask students to do the quiz. Then have students check their answers on page 76. When they have finished, ask a few students how many answers they got right and if they found any of the information in the quiz surprising.

Answers

- 1** b
2 b
3 bat: table tennis, baseball, cricket; racket: tennis, badminton
4 the goalkeeper
5 b
6 Possible answers: climbing, cycling, horse riding, mountain biking, skateboarding, skiing, snowboarding
7 a
8 c

WHILE LISTENING (15 minutes)

- 1** (T-S, S-T) Exercise 3. Tell students they are going to listen to three conversations. Ask students to read the *Active Listening* box first and answer any questions they have about the information. Focus attention on the photos and elicit what students can see. Take answers. Ask students to predict the words they will hear in the conversations. Get them to write a list individually in two or three minutes.

Answers

Students' own answers

- 2** (T-S, S-S, S-T) Exercise 4. Ask students to read the questions. With classes which need more support, go through the questions first and check understanding. Ask students to listen again and choose the best answer. Play the recording again. Ask students to peer-check. Then ask volunteers to give you the correct answers. Ask the class to share how many words on their predicted lists they heard in the recording. Play the recording again if necessary.

Answers

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



Audioscript 9.2

J = Jaber H = Hassan

A = Adel L = Laith

1

- J:** I'm looking forward to mountain biking tomorrow.
H: Yeah, me too. It's going to be a lot of fun. Have you got everything you need, Jaber?
J: I think so. My helmet is at your house, right?
H: Yes, I put it in my bag with mine.
J: And I bought some new gloves, so I don't have to borrow yours again.
H: Cool. So, it's 8.00 at the station. OK? Don't oversleep!
J: Yeah, that's early. I can set an alarm on my phone, but I'm going to ask my parents for their alarm clock, too – just to be sure because sometimes I don't hear the alarm on my phone.
H: OK. I can phone you when I wake up, too, if you want.
J: Yeah, that's a good idea. Thanks. Ok. See you tomorrow. Bye!

2

It was a great final. Really exciting! Before the game, we thought, 'Let's just do our best.' We thought they were too good. But when we scored, we realised: we can actually win this! And now we're the champions! After the game, we got this. It's really heavy and it's got the names of all the other winners. We have to give it back next year. Everyone's really excited about the future now. The team wants to buy new shirts – it's going to cost 240 dinars for all of us. We want our names on the back of each one.

3

- A:** Hi Laith. How was Sunday? Did you go sandboarding again?
- L:** No, I was ready to go, with my helmet and board, but unfortunately, they cancelled it at the last minute because of bad weather.
- A:** Oh, no. What did you do instead?
- L:** Well, I decided to go swimming with my brother, so I put my goggles and my towel and my costume in my bag, and we went to the swimming pool, but there was a problem with the water and the pool was closed.
- A:** Oh, bad luck. So what did you do?
- L:** Well, on the way home, we saw some boys from school playing football in the park.
- A:** Was it a good game? Did you score any goals?
- L:** Um, no, I didn't feel like playing. It was raining. So we went home and played football on the computer.
- A:** Did you win?
- L:** No, I never beat my brother. He's too good.

PRODUCTION (5 minutes)

(T-S, S-S, S-T) Exercise 5. Put students into pairs. Refer students to the rubric. Ask them to discuss the questions. Allow three or four minutes. When they have finished, elicit students' answers and have a class discussion.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to write a short 50-word paragraph about their favourite sport. Tell them they should try to include vocabulary from the lesson.

CONTINGENCY PLAN

If your students need more support with the listening task, pause the audio after each question and ask students to tell what they have heard and understood. Then play the same question again before students decide on their answer.

If your students need an extra challenge, have them write five extra quiz questions about five different sports.

There is a downloadable photocopiable resource number 39 to use.

OVERVIEW

Objectives: Listening

- Can use language related to sports (GSE 30–42 – A2–A2+).
- Can identify basic factual information in short, simple dialogues or narratives on familiar topics, if spoken slowly and clearly (GSE 33–A2).
- Can identify key details in a simple recorded dialogue or narrative (GSE 39–A2+).
- Can use language related to matches, races, competitions and event (GSE 30–42 – A2–A2+).

Resources:

- SB: page 40
- WB: page 30

WARM-UP (5 minutes)

(T-S, S-T) Ask students to tell you briefly about a sports fact that they found out for homework.

PRACTICE (15 minutes)

- 1 (T-S, S-T) Exercise 1. Explain that they will hear three conversations. The first time they listen, they need to match the conversation with the activities a–c.

Answers

1 b 2 c 3 a



Audioscript 9.7

1

Boy 1: How was your holiday?

Boy 2: Amazing! We went on a 19-kilometre walk in the mountains.

Boy 1: Did you feel OK at the end of it?

Boy 2: Yes. I knew it was a long walk, so I wore a good pair of boots. Some people in the group wore trainers and, at the end of the walk, their feet really hurt. Mum told me to wear long trousers, but I wore shorts and they were more comfortable. Mum also told me to wear a sunhat. I took one but it was cloudy, so I didn't need it and I kept it in my backpack.

2

Girl 1: I went to Cornwall in the west of England last year. My brother wanted to go surfing.

Girl 2: Surfing? In England?

Girl 1: Yes, it's quite popular. I didn't go to the beach with him. The sea was too cold, and anyway, there was a small indoor swimming pool at the hotel. I spent most of the holiday there.

Girl 2: So did your brother go surfing?

Girl 1: Yes. He had a brilliant time. Mum and Dad watched him. Cornwall is usually sunny in the summer, but it

was cloudy and windy when we were there. Luckily, it didn't rain but it was still really cold on the beach. My brother's face was blue when he finished!

Girl 2: I think you made the right decision.

3

Boy 3: How was Chile?

Boy 4: Wonderful! We were there for two weeks.

Boy 3: What was the best thing you did?

Boy 4: Mountain biking! I went mountain biking in the hills. We came down really fast!

Boy 3: Isn't that dangerous?

Boy 4: Yes, but we had great instructors and I wore a helmet. Mum and Dad were a bit anxious, but I didn't feel worried at all. And the views from the top of the hills were awesome! I could see mountains far away with snow on them.

Boy 3: Did you see any interesting wildlife?

Boy 4: Yes, but not when I was on the bike. On another day, we went to an island on a ferry and saw some whales. That was great!

- 2 (T-S, S-T) Exercise 2. Ask students to look at the questions and pictures first so they know which information to check for before they listen again to answer. Play the audio more than once if necessary. Check answers with the class.

Answers

1 A 2 C 3 B

PRODUCTION (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 3. Encourage students to discuss the task in pairs before they write. Encourage them to use some of the vocabulary from the lesson. Go round and offer help and support as they work.

Answers

Students' own answers

- 2 (T-S, S-T) Exercise 4. Read the *Active Pronunciation* box as a class. Then play the audio for them to answer. Ask them to repeat what they hear using the correct intonation.

Answers

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



Audioscript 9.8

S = Speaker

1

Speaker A: How was your holiday?

Speaker B: Amazing!

2

S: Luckily, it didn't rain, but it was still really cold on the beach.

3

S: I wasn't worried about the danger, but the water was freezing!

4

S: It was beautiful!

5

S: We came down really fast!

6

S: That was great!

3 (T-S, S-T) Exercise 5. Play the audio again. Ask them to repeat what they hear using the correct intonation.

WRAP-UP (5 minutes)

(T-S, S-T, S-S) Exercise 6. Ask students to listen to the response. They can repeat this first chorally as a class, and then in pairs.



Audioscript 9.10

Huda I went to Cornwall in the west of England last year. My brother wanted to go surfing.

Eman Surfing? In England?

HOMEWORK

Ask students to write a short dialogue in which one of the speakers expresses surprise or emotion. Encourage them to read it out in the next lesson.

CONTINGENCY PLAN

If your students need more support with Exercises 1 and 2, pause the audio after each key piece of information and give them time to answer.

If your students need an extra challenge: For Exercise 2, ask them to try to answer the questions with the pictures covered.

09 LESSON 3A VOCABULARY (SB)

OVERVIEW

Objectives:

- Can give brief reasons and explanations, using simple language (GSE 45-B1).
- Can describe skills and abilities using simple language (GSE 33-A2).
- Can use language related to parts of the body and mind (GSE 30-42 - A2-A2+).
- Can derive the probable meaning of a few unknown words from short, familiar contexts (GSE 48-B1).
- Can use simple language to describe people's appearance (GSE 34-A2).

Resources:

- SB: page 41; Word List page 67
- Culture Notes page 139
- Online resources: Photocopiable Resource 40
- Assessment: Vocabulary Quiz Unit 9 Lesson 3

WARM-UP (5 minutes)

(T-S, S-S, S-T) Put students into groups of three. Ask students if they have a favourite (famous) sportsperson. Have students discuss why they like those sportspeople. Allow two to four minutes.

Answers

Students' own answers

PRESENTATION (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to look at the photos and say what sports they show. Take answers. Then ask students to discuss the questions in pairs. When they have finished, elicit answers from a few students and find out if others agree.

Answers

tennis, running
Students' own answers

PRACTICE (20 minutes)

1 (T-S, S-S, S-T) Exercise 2. Ask students to look at the body of the sportsperson in photo A. Elicit the five parts 1-5 (*face, shoulder, arm, knee, foot*). Point to the parts of your body if necessary. Put students into pairs. Ask them to match numbers 1-11 with the words in the box. Allow two or three minutes. Elicit the correct answers from pairs. Ask students to look at photo B. Elicit the five parts 12-16 (*head, ear, neck, elbow, hand*). Put students into new pairs. Ask them to match numbers 12-20 to the words in the box. Elicit correct answers from pairs. Drill the words chorally and individually.

Answers

A: 1 face 2 shoulder 3 arm 4 knee 5 foot 6 body
7 finger 8 wrist 9 leg 10 ankle 11 toe
B: 12 head 13 ear 14 neck 15 elbow 16 hand 17 eye
18 nose 19 mouth 20 stomach
(the word *back* is not in the photos)

EXTRA ACTIVITY

Ask students to study the words. Allow two minutes. Have students cover the box and in pairs they name the parts of the body 1-20. You could also put students into pairs and get them to test each other. One student calls out a number between 1-20, the other student names the part of the body. Then students swap.

2 (T-S, S-S, S-T) Exercise 3. Look at the rubric with the class. Ask students to read the text and answer the question alone, then check in pairs. Allow one or two minutes. Ask a volunteer to give the correct answer.

Answers

She wants to find out how your body is different if you are a professional sportsperson.

3 (T-S, S-S, S-T) Exercise 4. Ask students to read the comments and discuss the questions in their pairs. Elicit correct answers from pairs.

Answers

Kim is talking about *marathon* running. Professional marathon runners don't have to be *slim*, but they must have strong legs. Adnan is talking about *tennis*. Top tennis players usually have wide shoulders and strong backs and one of their arms is stronger than the other.

4 (T-S, S-S, S-T) Exercise 5. Ask students to read the words in the first column. Check students' understanding: draw wide shoulders and narrow shoulders on the board and elicit the adjectives *wide* and *narrow*; draw a circle and elicit *round*. Draw a thin line and a thick line and elicit *thin* and *fat*. Put students into pairs. Ask students to find the opposites in the text and complete the table. Elicit answers from the pairs. For extra practice, you could refer students to photos A and B in Exercise 2. Ask students to describe each sportsperson (e.g. *The tennis player is strong. He's got wide shoulders and strong legs. The runner is slim. She has narrow shoulders.*)

Answers

1 wide 2 flat 3 strong 4 slim/thin 5 thin/slim

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 6. Look at the rubric with the class. Put students into new pairs. Get students to take turns describing their sportsperson's body to partners. Allow three or four minutes. When they have finished, ask a few students to describe their sportsperson to the class for them to try and guess who he/she is.

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

You can assign Vocabulary Quiz Unit 9 Lesson 3 as homework.

CONTINGENCY PLAN

If your students need more support with the body vocabulary, with books closed, tell students to draw the outline of a body or a stick figure. Then, in pairs, students swap drawings and label their partner's drawing with the parts of the body. Alternatively, before class, prepare pelmanism cards. Have pairs of cards, one with a simple drawing of a part of the body, e.g. a hand, and the other with the word 'hand'. Students have to find pairs.

If your students need an extra challenge, have them write a paragraph describing their favourite sportsperson using the text and adjectives in the lesson to help them.

There is a downloadable photocopiable resource number 40 to use.

09 LESSON 3B VOCABULARY (WB)

OVERVIEW

Objectives: Vocabulary

- Can use language related to parts of the body and mind (GSE 30–42 – A2–A2+).
- Can use simple language to describe people's appearance (GSE 34–A2).

Resources:

- SB: page 41
- WB: page 31

CONTINGENCY PLAN

If your students need more support with Exercise 1, write the first and last letters of each word 2–12 on the board to help them.

If your students need an extra challenge: After Exercise 2, ask them to write similar sentences about other parts of the body for their partner to answer.

WARM-UP (5 minutes)

(T-S, S-T) Spend a few minutes eliciting some of the new words students learnt in the last lesson. Encourage them to use the new words in context.

PRACTICE (20 minutes)

- 1 (T-S, S-S, S-T) ★ Exercise 1. Point to the picture and the example answer. Ask students to complete the crossword in pairs. Check answers with the class.

Answers

2 wrist 3 stomach 4 feet 5 face 6 elbow 7 leg
8 hand 9 ankle 10 neck 11 shoulder 12 back

- 2 (T-S, S-T) ★ Exercise 2. Read the example as a class. Then ask students to work individually to complete the definitions with words from the box. Check answers with the class.

Answers

2 toes 3 nose 4 mouth 5 fingers 6 eyes 7 ears

- 3 (T-S, S-S, S-T) ★★ Exercise 3. Ask students to describe Omar and Courtney. Then ask them to read the descriptions and complete them with words from the box. They can do this individually and then compare answers in pairs. Check answers with the class.

Answers

2 wide 3 narrow 4 flat 5 round

PRODUCTION (15 minutes)

(T-S, S-S, S-T) Exercise 4. Ask students to describe themselves and their friends to their partner first before they write their descriptions. Go round and monitor, offering help and support.

WRAP-UP (5 minutes)

Ask students to describe a person in the class without naming them (ensuring the descriptions are not unkind). Other students guess the person.

HOMEWORK

Ask students to write a brief description about how they stay fit in preparation for the next lesson.

OVERVIEW

Objectives:

- Can express their likes and dislikes in relation to familiar topics using simple language (GSE 31-A2).
- Can understand the general meaning of short, simple informational material and descriptions if there is visual support (GSE 34-A2).
- Can use 'should(n't)' to offer or ask for advice or suggestions (GSE 36-A2+).
- Can use language related to advising and suggesting (GSE 30-42 - A2-A2+).
- Can express agreement using simple fixed expressions (GSE 33-A2).
- Can give basic advice using simple language (GSE 39-A2+).
- Can ask for basic advice using simple language (GSE 34-A2).
- Can describe skills and abilities using simple language (GSE 33-A2).

Resources:

- SB: page 42; Word List page 67; Grammar Reference page 72
- Online resources: Photocopiable Resource 41
- Assessment: Grammar Quiz Unit 9 Lesson 4

WARM-UP (5 minutes)

- (T-S, S-T) Books closed. Write *fit* on the board. Ask students *Are you fit?* Take answers. Ask students to give examples of when someone is fit and have a brief class discussion.

Answers

Students' own answers

- (T-S, S-S, S-T) Exercise 1. Ask students to open their books. Put students into pairs to discuss the question. Allow two or three minutes. When they have finished, ask students to share their ideas with the rest of the class.

Answers

Students' own answers

PRESENTATION (15 minutes)

- (T-S, S-S, S-T) Exercise 2. Look at the rubric and write an example on the board, e.g. *I don't do exercise every day, only at weekends or in PE class. What about you?* Students read Part 1 of the leaflet, then discuss in pairs. Have a quick class survey to find who does the most exercise in the class. Then you could also ask students some questions about the text to check students' understanding, e.g. *How often is it a good idea to do exercise?* (every day), *Is it a good idea to take the lift?* (no), *What's the advice here?* (to use the stairs), *Is it a good idea to spend a lot of time in front of a screen?* (no), *What is the advice in the text?* (to get outside).

Answers

Students' own answers

- (T-S, S-T) Exercise 3. Ask students to look at the sentences and say if the explanations are true or false. Don't give any answers yet.
- (T-S, S-S, S-T) Exercise 4. Ask students to study the Grammar box to check their answers. Check answers with the class. Then ask students to find other examples in the text. Allow two or three minutes. Elicit examples. Ask students questions to check their understanding, e.g. *Does 'should' mean it's a good or bad idea?* (good), *Does 'should' change for 'he/she'?* (no, it has the same form for all persons), *What is the form of the verb after 'should'?* (base form without to), *How do you make questions?* (we put *should* before the subject), *How do you make negatives?* (we add *not* to *should*), *What is the contracted form of 'should not'?* (*shouldn't*). Tell students you need some advice. Tell the class, *I need to get fit*. Get students to give some advice, e.g. *you shouldn't eat unhealthy food, you shouldn't sit for too long*, etc.

Answers

1 T 2 F

Refer students to the Grammar Reference section on page 72 for more information.

TIP

Check students are pronouncing *should* with the correct vowel sound (/ʊ/ as in book) and with a silent l. Drill it chorally and individually.

PRACTICE (10 minutes)

- (T-S, S-S, S-T) Exercise 5. Look at the rubric and read the example with the class. Ask students to work individually. Allow two or three minutes. Then have students peer-check. Ask volunteers to share the correct answers with the rest of the class. Put students into pairs. Ask them to discuss whether they agree or disagree with the recommendations. You could ask students to share their ideas with the rest of the class. Have a class discussion.

Answers

2 shouldn't 3 should 4 should 5 Should
6 should 7 should 8 should
Students' own answers

- (T-S, S-S, S-T) Exercise 6. Ask students to read the sentences and work out the meaning of the highlighted expressions in pairs. Go round and offer help where necessary. With classes which need more support, go through each expression with the class and explain the meaning. Ask students to read the *Watch Out!* box and answer any questions they have about the information. Ask students to look at the words ending with *-ache* and tell a partner what hurts. Allow two or three minutes. Elicit explanations from pairs.

Answers

Students' own answers

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 7. Put students into pairs. Ask students to think of some advice for the problems in Exercise 6. Go round and help with vocabulary where necessary, writing any new words or phrases on the board. Students use *should/shouldn't* and ideas from the lesson. Then have students work in pairs to share their advice. Allow three or four minutes. For extra practice, you could ask students to look at the parts of the body in 3A on page 41 Exercise 2 and think of three more health problems. Provide prompts as necessary, e.g.

I have a pain in my (arm).

I've got a(n) (earache).

My (ankle) hurts.

Have students take turns to ask for/give advice, e.g.

I have a pain in my (arm): You should take medication. You shouldn't play tennis today.

I've got a(n) (earache): You should see a doctor. You shouldn't go outside.

My (ankle) hurts: You should put your foot up. You shouldn't go for a walk.

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

You can assign Grammar Quiz Unit 9 Lesson 4 as homework.

CONTINGENCY PLAN

If your students need more support talking about health problems, have students work in small groups. One student mimes a health problem, e.g. *I've got backache*, and the other students guess the problem, *You've got backache. You should lie down.*

If your students need an extra challenge, have them design an information leaflet like the one on page 42. Their leaflet should give advice about what to do when you have different health problems, like the ones in Exercise 6.

There is a downloadable photocopiable resource number 41 to use.

OVERVIEW

Objectives: Grammar

- Can use 'should(n't)' to offer or ask for advice or suggestions (GSE 36-A2+).
- Can use language related to advising and suggesting (GSE 30-42 - A2-A2+).
- Can give basic advice using simple language (GSE 39-A2+).
- Can ask for basic advice using simple language (GSE 34-A2).

Resources:

- SB: page 42
- WB: page 32

HOMEWORK

Ask students to write a short text about what they should and shouldn't do before they take exams at school.

CONTINGENCY PLAN

If your students need more support with Exercise 3, write the verbs they can use on the board, but in the wrong order.

If your students need an extra challenge: For Exercise 4, ask them to write advice for a hobby and an activity.

WARM-UP (5 minutes)

(T-S, S-T) Ask students to discuss things that they should or shouldn't do to keep fit.

PRACTICE (20 minutes)

- 1** (T-S, S-S, S-T) ★ Exercise 1. Ask a student to read the example. Then ask students to work individually to complete the sentences. They can then check in pairs. Check answers with the class.

Answers

- 2** shouldn't laugh **3** should help **4** Should I get
5 shouldn't do **6** should I choose **7** should always warm up
8 Should we wear

- 2** (T-S, S-S, S-T) ★★ Exercise 2. Read the example answer and question as a class. Make sure students understand that they need to write the question to elicit the given answers. Ask students to work individually. They can then check in pairs. Check answers with the class.

Answers

- 2** should I/we start training **3** Should I see a doctor
4 Should I have/get **5** should I eat **6** should I wear
7 Should I run **8** should I do/wear

- 3** (T-S, S-T, S-S) ★★★ Exercise 3. Read the example as a class, then ask students to work individually to complete the sentences. They can then check in pairs. Check answers with the class. Ask students to read the completed sentences in pairs.

Answers

- 2** shouldn't spend **3** should go **4** should eat
5 shouldn't be **6** should walk

PRODUCTION (15 minutes)

(T-S, S-S, S-T) Exercise 4. Ask students to discuss the task in pairs or small groups first, before they write. Go round and offer help and support as they write.

WRAP-UP (5 minutes)

Ask students to discuss what they should and shouldn't do before they take exams at school.

09 LESSON 5A SPEAKING (SB)

OVERVIEW

Objectives:

- Can understand short, simple texts about everyday activities (GSE 31–A2).
- Can ask and talk about very basic symptoms and ailments (e.g. cold, flu) (GSE 36–A2+).
- Can give basic advice using simple language (GSE 39–A2+).

Resources:

- SB: page 43; Word List page 67; Communication pages 75–76

WARM-UP (10 minutes)

- 1 (T-S, S-T) Books closed. Invite students to tell the class about the last time they fell ill. In bigger classes, students could do this in groups, then share their experiences with the class.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 1. Ask students to open their books and look at the photo. Ask students *What do you think is going to happen?* Have students tell a partner. When they have finished, elicit students' ideas and have a brief class discussion.

Answers

Students' own answers

PRESENTATION (10 minutes)

(T-S, S-S, S-T) Exercise 2. Ask students to listen to the recording to check their predictions. Play the audio once. Ask students *What's the matter? What should the girl do?* Elicit answers from volunteers. Then ask students to listen to the conversation again and answer the question in pairs. Play the audio. Allow one or two minutes for students to compare their answers. Elicit the correct answer from pairs. Ask students some more questions about the recording, e.g. *What happens to Farid on Thursday?* (he looks ill), *What does Mum say he should do?* (he should go to bed). Take answers.

Answers

Because he might miss his exams at school.



Audioscript 9.3

S = Speaker M = Mum

H = Halima F = Farid

S: **Wednesday morning ...**

M: Halima, what's the matter?

H: I feel sick and my throat hurts.

M: Come here ... Let me see ... Oh dear! You've got a temperature. You shouldn't go to school today. You should try to eat something.

H: Farid, do you want my cereal? I can't eat it.

F: No, thanks. I don't want to be sick. I've got exams next week. Get well soon!

S: **Thursday afternoon ...**

F: How are you feeling, Halima?

H: I feel a lot better. I'll be fine to go to the restaurant this evening, I think.

H: You look terrible, Farid. Are you feeling alright?

M: Let's see ... Uh, oh. You've got the same thing as Halima.

F: But it's the dinner this evening.

M: Sorry Farid. You must go to bed. Halima's illness only lasted two days. Don't worry. You'll be OK for your exams next week.

PRACTICE (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 3. Go through the phrases in the Speaking box and check students' understanding. Ask students to order the conversation alone, then check in pairs. Get students to listen and check. Ask students *What's the matter with Rashed?* (he's got earache, a sore throat, a problem with his tooth), *What does he have to do?* (he must see a dentist). Check answers with the class.

Answers

2 g 3 e 4 c 5 a 6 h 7 b 8 d 9 k 10 j 11 f



Audioscript 9.4

D = Doctor R = Rashed

D: Sit down, Rashed. How are you feeling today?

R: Hi doctor. I've got earache. It's really bad.

D: Which side? Or is it both?

R: It's my left ear. It really hurts.

D: OK. I'll just have a look. Well, the ear seems to be healthy. Does anything else hurt?

R: I've got a sore throat too.

D: I see. Can I look? Say 'Ah'.

R: Ah.

D: OK. Ah. There's a problem with a tooth at the back. You must see a dentist, Rashed.

R: Ah, OK. I'll call my dentist this afternoon. Thanks doctor.

D: You're welcome. I hope you feel better soon.

- 2 (T-S, S-S, S-T) Exercise 4. Refer students to the rubric and read the example with the class. Ask students to do the exercise individually. Allow two or three minutes. Then have students peer-check. Check answers with the class. Ask students to practise the conversations.

Answers

2 take a paracetamol 3 go to the hospital

4 eat anything sweet

EXTRA ACTIVITY

Ask students to practise turn-taking. Brainstorm some advice for turn-taking and write it on the board, e.g.

Do not use one-word answers.

Wait for your turn to speak.

Use body language.

Use polite expressions to interrupt.

Ask students to work with a partner, taking turns to speak and listen.

Invite students to listen carefully to what their partner says and then respond appropriately.

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 5. Tell students that they are going to role play a situation. Assign students a role (A or B). Ask Student A to turn to page 75, ask Student B to turn to page 76. Have students role play, then change roles. Monitor and encourage students to use the phrases from the Speaking box. When they have finished, ask one or two pairs to perform their roleplays for the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to write a note to a friend who invited them to a family dinner. They should apologise and explain that they can't come to the dinner because they are ill. They should explain what is wrong.

CONTINGENCY PLAN

If your students need more support with the ordering in Exercise 3, point out that they should look for similar words or words/phrases which go together. E.g. *Sit down*, *Rashed. How are you feeling today?* tells us that Rashed has just arrived in the doctor's surgery. *Hi Doctor.* is a greeting, so we know it's the first time that Rashed speaks to the doctor.

If your students need an extra challenge, in pairs, students write a new dialogue between a doctor or dentist and their patient.

09 LESSON 6A READING AND VOCABULARY (SB)

OVERVIEW

Objectives:

- Can express opinions using simple language (GSE 45-B1).
- Can scan a simple text, identifying the main topic(s) (GSE 40-A2+).
- Can read a simple text and extract factual details (GSE 35-A2).
- Can identify specific information in a simple factual text (GSE 39-A2+).
- Can derive the probable meaning of a few unknown words from short, familiar contexts (GSE 48-B1).
- Can give basic advice using simple language (GSE 39-A2+).
- Can give brief reasons and explanations, using simple language (GSE 45-B1).

Resources:

- SB: pages 44-45; Word List page 67
- Culture Notes page 139

WARM-UP (5 minutes)

(T-S, S-T) Books closed. Ask students *Would you like to travel into space? Why/Why not? How important is learning about space? Why?* Discuss the questions as a class. Encourage students to give reasons. You could also ask students if they would like to work in space or want to become astronauts. Take answers. Then ask students *What do you think you should do to become an astronaut?* Elicit answers e.g. *study a lot, go to university, get fit*, etc.

Answers

Students' own answers

PRE-READING (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to open their books and look at the photos on pages 44 and 45. Elicit what students can see. Put students into pairs. Ask them to discuss the questions. Have a class discussion and pre-teach some useful vocabulary, e.g. *zero gravity, running water and float/fly away*.

Answers

Students' own answers

WHILE READING (10 minutes)



1 (T-S, S-S, S-T) Exercise 2. Ask students to read the text to check their answers from Exercise 1. Allow two or three minutes. Put students into pairs to tell each other what they have learnt. You could ask them to highlight the new pieces of information in the text. When they have finished, ask a few students to share what they learnt with the class.

Answers

Students' own answers

TIP

Raise students' awareness on the importance of selecting key information in a longer text. Ask students to work in pairs and highlight any pieces of information in the text that answer the question in Exercise 1 (*What is difficult when you live or work in space?*). Allow three or four minutes. Then have a class discussion for feedback.

- 2 (T-S, S-S, S-T) Exercise 3. Ask students to read the text again and choose the correct answers. Have students work individually, then peer-check. Go round and offer help where necessary. Ask volunteers to give you the correct answers. To check students' understanding, you could make three false statements and get students to correct them. Once you have demonstrated the task, you could get students to write false statements to say to a partner. Have students listen and say why each statement is false. Students get a point for each statement they correct.

Answers

1 b 2 c 3 a

POST-READING (5 minutes)

- 1 (T-S, S-S, S-T) Exercise 4. Refer students to the rubric and read the example with the class. Put students into new pairs to do the exercise. Allow two or three minutes. Elicit answers from pairs.

Answers

2 heart 3 muscles 4 bones 5 skin 6 mind

- 2 (T-S, S-T) Ask students if they have changed what they thought about going into space now they have read the text. Take students' answers. Have a class discussion about the health problems astronauts can have.

Answers

Students' own answers

PRODUCTION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 5. Put students into pairs. Refer students to the rubric and go through an example on the board with the class, e.g. *You have to go to the gym to develop strong muscles*. Ask them to discuss the questions. When they have finished, elicit students' answers and have a brief class discussion.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 6. Ask students *Astronauts must be good team players. Do you agree?* Take students' answers. Encourage students to give reasons. Allow two or three minutes for the discussion. Then put students into groups of three. Write up an example on the board and read through it with the class, e.g. *In my opinion, you should agree with others*. Then ask students to discuss the question. Allow three or four minutes. Invite each group to share their ideas with other groups. Have a class discussion.

Answers

Students' own answers

3 (T-S, S-S, S-T) Exercise 7. Put *Life in zero gravity* on the board. Ask students *What do you think life is like in zero gravity?* Give students one or two minutes to discuss ideas in pairs. Elicit ideas from students and put them on the board. Then get students to read the rubric and the questions so they know what to listen for. Answer any questions students have. Tell them to make notes as they listen. Play the recording. Ask students to work with their partner again and answer the questions, taking turns. Ask them to compare the answers from the listening to their ideas. Elicit answers from the class. If needed, play the recording again. If time allows, ask students to discuss what they found surprising in the documentary.

Answers

- 1 around Earth
- 2 for 6 months
- 3 They build parts of the space station and do experiments and tests.
- 4 It stays there floating.
- 5 the astronauts
- 6 He loves running, and he uses a special machine to run.
- 7 There is no gravity.
- 8 They travel in a capsule



Audioscript 9.6

N = Narrator **A** = Astronaut
WW = William Wood

- N:** Our planet, in space. The International Space Station moves around Earth. Each astronaut works and lives on it for 6 months. They have to build parts of the space station and do experiments and tests, such as what water does in zero gravity.
- A:** It just stays there floating.
- N:** When the station has a problem, the astronauts go outside, find the problem and fix it. They mustn't go out without their space suits. Life on the space station is different to life on Earth. All the food is dry and in packets. It should have lots of vitamins and nutrients so that the astronauts stay healthy in space. But they can also have fun with their food. They must do exercise every day to keep fit and healthy on the space station.
- WW:** We exercise to keep our bones and our muscles strong.
- N:** William loves running and uses a special machine to run every day. He uses his arms, legs and heart to push blood around his body. Other simple activities can be difficult with no gravity. How do you think astronauts wash their hair in space?
- WW:** To get started these are the things I need. A bag of warm water, a little no-rinse shampoo, towel and my comb.
- N:** Using dry shampoo is not easy, but William does his best to keep his hair clean and tidy. Sleeping on the space station is also different. Astronauts don't sleep on a bed. They use a sleeping bag that's connected to the wall and sleep inside a cabin where there's less light.
- WW:** This one is also designed to keep us from moving around so much, we can secure it to the floor or the walls or the ceiling if you really want to sleep in an unusual fashion.

N: After six months, astronauts like William say goodbye to their team and leave the space station. They travel in a capsule that flies to Earth very fast. A team of people collect the astronauts when they arrive. After an incredible experience, the astronauts are now home.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to think about and make a list of habits which young people may have that could be bad for their health.

CONTINGENCY PLAN

If your students need more support with Exercise 3, get them to highlight key words in the questions and answer options. Then they compare their choices with a partner before reading again.

If your students need an extra challenge, after Exercise 4, have them choose five words from the text which are new or interesting for them. They write a definition for each one. Then they can pass their definitions to a partner who has to find the correct words in the text.

09 LESSON 7A WRITING (SB)

OVERVIEW

Objectives:

- Can answer simple questions about their life and experiences (GSE 35-A2).
- Can understand short, simple messages on postcards, emails and social networks (GSE 31-A2).
- Can use common adverbials to express combinations and similarities between nouns and phrases (GSE 44-B1).
- Can write about personal experiences in a diary or online posting, given a model (GSE 44-B1).

Resources:

- SB: pages 46-47; Word List page 67

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. Put students into groups of four. Ask them to share the lists they made at home about habits young people often have which may be bad for their health. Allow two or three minutes. If you didn't set the homework, ask students to make lists in their groups. Elicit which things each group has in common and write them on the board. Ask students *Do you do any of these things?* Take answers. Ask students *Why are these things bad for your health?* Have a class discussion.

Answers

Students' own answers

PRESENTATION (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to open their books. Read the rubric and the example with the class. Put students into pairs to discuss the question. Allow two or three minutes. When they have finished, elicit their answers and find out if others agree.

Answers

Students' own answers

PRACTICE (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 2. Ask students to look at the posts. Ask students *Who's writing?* (students), *How old are they?* (15 and 16), *What kind of website is it?* (a student forum). Take answers. Ask students to read the online posts on their own and match them with the problems from Exercise 1. Then have students peer-check. Ask volunteers to give you the correct answers.

Answers

Olivia: not enough sleep, problems concentrating, feeling tired/no energy
Rakan: no exercise/fresh air, unhealthy diet

- 2** (T-S, S-S, S-T) Exercise 3. Ask students to read Olivia's post and complete the rules. Have students peer-check. Elicit correct answers from volunteers.

Answers

1 also **2** too

- 3** (T-S, S-S, S-T) Exercise 4. Ask students to read Rakan's post and complete it with the correct linkers. Have students work on their own and then peer-check. Allow two or three minutes. Check answers with the class.

Answers

1 too **2** also **3** also **4** also **5** too

TIP

Raise students' awareness of the correct use of linkers to make their texts clear and easy to read. You could write a list of common linkers (e.g. *and, or, but, also, too*, etc.) and a short list of functions (e.g. add information, give an option, contrast, etc.). Have students match the linkers to their functions.

- 4** (T-S, S-S, S-T) Exercise 5. Ask students to read the Writing box and answer any questions they have. Get students to find examples in the posts. Ask students to compare in pairs. Then elicit the examples from pairs.

Suggested answers

I know I must concentrate properly – I find that difficult, too. I don't get enough exercise or fresh air, and my diet is unhealthy, too! I sometimes read a book to help me fall asleep, but that doesn't work. PLEASE give me some advice on how to become a better and healthier me!

- 5** (T-S, S-S, S-T) Ask students to plan their own online forum post. Put students into new pairs and ask them to brainstorm some ideas about typical problems young people have that may be bad for their health. Allow two or three minutes. Ask students to choose a problem they want to write about and make notes about the following three points suggested in the Writing box:

Give details about the problem.

Say how you feel about it.

Say how you tried to solve the problem(s).

Allow three or four minutes. Ask students to swap their plans to peer-check. Ask students to check grammar and spelling errors, then make suggestions for improvements. Go round and be on hand to offer help and answer any questions students have. Allow two or three minutes.

Ask students to look at the structure of an online forum post in the Writing box and say what is missing from their plan (asking for advice). Ask students to brainstorm a few expressions to ask for advice. Allow two or three minutes. Ask students to write examples. Elicit students' ideas, e.g. *What should I do? Please, give me some advice about ... , Have you got any experience of ...?*

Answers

Students' own answers

PRODUCTION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 6. Look at the rubric with the class. Ask students to use the notes in their plans to write an online forum post. Remind students to use the expressions in the Writing box and other examples in Olivia's and Rakan's posts. Set a time limit of seven to ten minutes. Go round and help with vocabulary where necessary, writing any new words or phrases on the board. Put students into pairs and ask students to swap their work with a partner for peer feedback.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Ask peers to check their partner's piece of writing. Write these questions on the board to help guide students: *Is the online forum post easy to read?, Is the grammar/spelling/vocabulary correct?, Does it explain the problem clearly?, Does it say how the writer feels about the problem?, Does it ask for advice?, Which expressions did the writer use?*
Allow three or four minutes. Then ask students to get into pairs and give each other feedback or make suggestions for improvements. Monitor and be on hand to offer help and answer any questions students have.

EXTRA ACTIVITY

You could set up a class forum online, and ask students to post their writing there. Students then read each other's posts and write their advice.

WRAP-UP (5 minutes)

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

HOMEWORK

If you can make copies of the students' writing, give each student a different forum post and have them write a reply with advice, using *should/shouldn't*.

CONTINGENCY PLAN

If your students need more support with the Writing Task, ask them to use Olivia or Rakan's post as a model. They should change any details to suit their plan.

If your students need an extra challenge, have them write a second forum post about a friend that they are worried about.

OVERVIEW

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

Objectives:

- All language-related objectives from Unit 9.

Resources:

- SB: Word List page 67; Grammar Reference page 72
- WB: pages 34–35; Self-assessment 9 page 33
- Assessment: Unit 9 Language Test

WRITING

Exercise 8

Answers

Students' own answers

VOCABULARY AND GRAMMAR

Exercise 1

Answers

do: judo, karate

go: climbing, cycling, swimming

play: hockey, rugby, tennis, volleyball

Exercise 2

Answers

2 goggles 3 gloves 4 trophy 5 bat 6 helmet

Exercise 3

Answers

2 back 3 bone/s 4 elbow 5 eye 6 finger/s 7 neck

8 shoulder 9 wrist

Exercise 4

Answers

2 well 3 matter 4 hurts 5 temperature 6 sick/ill/bad

7 doctor/hospital 8 better

Exercise 5

Answers

1 mustn't 2 don't have to 3 have to 4 mustn't 5 have to

6 must

Exercise 6

Answers

Students' own answers

USE OF ENGLISH

Exercise 7

Answers

2 shouldn't/mustn't 3 have/need 4 head 5 knees

6 hands 7 mouth 8 must/should

NOTES

Handwritten notes in Arabic script, including the phrase "نفسه في الأعداد والتجديد" (Nafse fi al-Adad wal-Tajdid), are visible across the lined page.

10 UNIT 10 MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 10 Our planet, our hands	Theme 4: Environment Theme 5: Welfare Theme 6: Recreation Theme 7: National identity and world affinities	<p>Listening: analysing and discussing main ideas and supporting details; responding to critical thinking questions before, during, and after listening</p> <p>Speaking: expressing opinion and point of view; summarising main ideas; conducting table topics</p> <p>Reading: using note-taking strategies to record key ideas and specific details; summarising the main ideas of a reading text; finding words that show the writer's view point; using text-to-self-connections to reflect on personal life experiences</p> <p>Writing: using writing strategies (brainstorming, outlining, drafting, revising, editing, redrafting, and publishing); using freewriting to create personal and reflective narratives, essays, and other texts; reorder clauses in sentences using a variety of coordinating, subordinating, correlative and adverbial conjunctions</p> <p>Viewing and presenting: justifying own feelings in response to visual messages</p>	<p>Listening: respond to critical thinking questions before, during, and after listening; make a variety of simple inferences (setting, relationship between speakers, speaker's feelings, or motivation); tell the intention of the speaker</p> <p>Speaking: voice an opinion or point of view in meaningful, connected sentences; articulate evidence-based and sound table- topic discussions; present information, findings, and supporting evidence conveying a clear and distinct perspective.</p> <p>Reading: explain how an author uses reasons and evidence to support particular points in a text, identifying which reason(s) and evidence support which point(s).</p> <p>Writing: use different ways to capture ideas and plan for writing (concept maps, flow charts); use reference materials and electronic resources (Internet) to locate specific information; use correlative and adverbial conjunctions to link clauses, sentences, and paragraphs</p> <p>Viewing and Presenting: discuss and justify own feelings in response to visual messages; make connections to more than one of the six course themes and respond to questions related to the visual texts</p>



OVERVIEW

Objectives:

- Can give brief reasons and explanations, using simple language (GSE 45-B1).
- Can use language related to geographic features (GSE 30-42-A2-A2+).
- Can communicate in routine tasks requiring simple, direct exchanges of information (GSE 36-A2+).
- Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) (GSE 47-B1).
- Can use the Present Perfect to refer to personal experiences in the past (GSE 41-A2+).
- Can ask questions using the Present Perfect with 'ever' (GSE 41-A2+).
- Can introduce a conversation topic with the Present Perfect and provide details in the past (GSE 48-B1).
- Can give an extended description of everyday topics (e.g. people, places, experiences) (GSE 38-A2+).

Resources:

- SB: pages 48-49; Word List page 68; Grammar Reference page 73
- Culture Notes page 139
- Online resources: Photocopiable Resource 42
- Assessment: Grammar Quiz Unit 10 Lesson 1

WARM-UP (5 minutes)

- (T-S, S-T) Books closed. Write *The natural world* on the board. Ask students *What makes up the natural world?* and elicit their ideas. Pre-teach *the environment* and *wildlife*.

Answers

Students' own answers

- (T-S, S-S, S-T) Exercise 1. Ask students to open their books. Ask students to look at the photos and the title/subtitles. Ask students *What kinds of projects are these?* Elicit environmental projects and wildlife projects. Check students' understanding of *volunteer* and ask students *Do these people work there? (yes) Are they working for money? (no)*. Ask students to discuss the question in Exercise 1 in pairs. Allow two or three minutes. When they have finished, ask students to share their ideas with the rest of the class.

Answers

Students' own answers

PRESENTATION (15 minutes)

- (T-S, S-S, S-T) Exercise 2. Look at the rubric with the class. With classes which need more support, go through the words in the box and check their understanding. Put students into pairs to discuss which of the geographical features they can see in the photos. Check answers with the class.

Suggested answers

Left: coast, river/lake/sea, forest/jungle
Middle: desert, hill/mountain, rocks, valley
Right: beach/coast, ocean/sea, sand, rocks

- (T-S, S-S, S-T) Exercise 3. Read the example with the class. Have students stay in their pairs and complete the sentences with the words in the box. Allow two or three minutes. Then elicit answers from pairs.

Answers

2 ocean 3 waterfall 4 desert

- (T-S, S-S, S-T) Exercise 4. Look at the rubric and write an example on the board, e.g.:

A: *You often find this next to a valley.*

B: *Is it a mountain?*

A: *No, it isn't. It's similar, but it isn't as high as a mountain.*

C: *Is it a hill?*

A: *Yes, your turn.*

Put students into groups. Ask students to take turns to think of a word in Exercise 2 and give clues. Have students listen and guess. You could demonstrate the game with one example if necessary. Allow three or four minutes. For extra practice, ask students to write the names of mountains, rivers, lakes, seas, etc. in Jordan in three minutes. Put students into pairs. One student says a name and the other says what geographical feature it is, e.g.

A: *Everest*

B: *mountain*

A: *Nile*

B: *river*

Answers

Students' own answers

- (T-S, S-S, S-T) Exercise 5. Tell students that they are going to listen to an interview with someone who wants to join a volunteer project. Ask students *Which project do you think the volunteer wants to join?* Take students' predictions. Then play the interview once for students to check their predictions. Go through the questions with the class so they know what to listen for. Ask students to listen and answer the questions alone, then check in pairs. Set a time limit of two or three minutes. Elicit the correct answers from pairs. Check students' understanding of *cage* and *feed the animals* by asking concept checking questions, e.g. *Where do animals live at a zoo? (cages), Which verb means 'give food to animals'?* (feed).

Answers

- 1 He wants to join the Elephant Project in Thailand.
- 2 Yes, he's going to study Veterinary Medicine, he wants to work with elephants and he works as a volunteer in a zoo.
- 3 Last year, he went to the islands in the south with his family and they spent a lot of time at the beach.
- 4 Because he has experience of working as a volunteer on the Elephant Project.

10 LESSON 1A VOCABULARY AND GRAMMAR (SB)



Audioscript 10.1

F = Fadi M = Malek

- F: Hello, Malek. How are you?
M: Oh, wait a second. My camera isn't on. There. Hello!
F: Hello! So, I'm Fadi Alsayegh and I run the Elephant Project in Thailand. Thanks for your application and for speaking to me today.
M: Thank you. I'd really love to be part of the team. I'm on my gap year at the moment and next year, I'm going to study Veterinary Medicine at university.
F: Excellent. Now, in your application it says you've volunteered at a zoo in the UK for a while.
M: That's right.
F: When did you start?
M: I started two years ago. I haven't worked with elephants but I've worked with other animals. I've done lots of things. I've cleaned the places where they live, I've given them their food and ...
F: Okay. Now, this is a three-month project. Have you ever lived abroad?
M: No, I haven't. I've never lived abroad but I've travelled abroad a lot with my family. In fact, we went to Thailand last year.
F: Oh, you've visited Thailand! Where did you go?
M: We visited the islands in the south. We spent a lot of time at the beach.
F: Well, there aren't any beaches in this project. It's in a village over 500 km from the sea, on a river in the middle of a jungle!
M: Yes, I know. A friend of mine has volunteered on your project. Logan Tench? He's told me all about it. It sounds amazing.
F: Ah, yes. Logan was a fantastic volunteer. You should talk to him more before you come.
M: Do you mean ...? Are you saying ...?
F: Yes, I think you're exactly the type of person we're looking for, Malek.
M: Thank you very much.

- 5 (T-S, S-S, S-T) Exercise 6. Look at the rubric with the class. Ask students to read the sentences and choose the best answers, then compare answers in pairs. Don't give any answers yet.
- 6 (T-S, S-S, S-T) Exercise 7. Ask students to study the Grammar box and check their answers. Ask students *When do you use the Present Perfect?* (to talk about experiences but not about when exactly they happened). Ask students *How do you form the Present Perfect?* (*has/have* + past participle). Elicit which are the regular and irregular participles in the examples in the Grammar box. Write on the board *Has Adnan ever been to Thailand? He has never been to Thailand.* Get students to notice the use of *ever* (= at any time in his life) in questions and *never* in negative sentences (= at no time in his life).

Answers

1 have 2 experiences 3 don't use 4 ever, never

Refer students to the Grammar Reference section on page 73 for more information.

PRACTICE (10 minutes)

(T-S, S-S, S-T) Exercise 8. Write *sleep* and *forest* on the board. Elicit the question from students, e.g. *Have you ever slept in a forest?* Ask students to write the questions alone, then check in pairs. Allow three or four minutes. Check answers with the class and write them on the board.

Answers

- 1 Have you ever swum in a lake?
- 2 Have you ever climbed/seen a mountain?
- 3 Have you ever visited a country in Asia?
- 4 Have you ever seen/visited a waterfall?

PRODUCTION (10 minutes)

(T-S, S-S) Exercise 9. Put students into pairs to ask and answer the questions. Tell students to ask for more details and make notes. Then put students in new pairs. Tell them to use their notes to talk about their partner's experiences, e.g. *Dana has lived in Bahrain. She spent a year there when she was four, but she doesn't remember much about it.*

Answers

Students' own answers

TIP

Getting students to repeat sentences helps them to focus on how when we speak we connect words in meaningful chunks. This practice also draws attention to the stress in the chunks (stress lies on verbs and nouns, prepositions, articles are not stressed).

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 online for some interesting/weird/funny animal facts to share with the class in a future lesson. You could also assign Grammar Quiz Unit 10 Lesson 1 as homework.

CONTINGENCY PLAN

If your students need more support with the Present Perfect for experiences, ask them to look at the irregular verb list on page 74. In pairs, have them ask a question, e.g. *Have you ever eaten spaghetti?* If their partner answers yes, they ask a follow-up question, e.g. *When did you eat spaghetti?* Point out that the follow-up question is Past Simple, so you can talk about specific time.

If your students need an extra challenge, have them work in pairs to write a dialogue using the Present Perfect for experiences, and Past Simple to ask for more information. They can say their dialogues for the class.

There is a downloadable photocopiable resource number 42 to use.

OVERVIEW

Objectives: Grammar

- Can use the Present Perfect to refer to personal experiences in the past (GSE 41–A2+).
- Can ask questions using the Present Perfect with 'ever' (GSE 41–A2+).
- Can introduce a conversation topic with the Present Perfect and provide details in the past (GSE 48–B1).

Resources:

- SB: pages 48–49
- WB: pages 36–37

WARM-UP (5 minutes)

(T-S, S-T) Ask students to name some of the vocabulary for geographical features they learned in the last lesson. Ask students to say which of the things they have seen or been to.

PRACTICE (15 minutes)

- 1** (T-S, S-S, S-T) ★ Exercise 1. Read the first sentence as a class and elicit the answer. Then ask students to work individually to complete the task. They can then check in pairs. Check answers with the class.

Answers

1 have **2** has **3** never **4** driven **5** ever

- 2** (T-S, S-S, S-T) ★ Exercise 2. Ask a student to read the example. Then ask students to work individually to write the answers. They can then check in pairs. Check answers with the class. Ask students to read the completed sentences aloud.

Answers

2 Has your dad ever lived abroad? **3** I've never swum under a waterfall. **4** My grandparents have never used social media.

- 3** (T-S, S-T) ★ Exercise 3. Ask a student to read the example sentence. Point out that a tick means Yes and a cross means No. Then ask students to work individually to write the answers. Check answers with the class. Ask students to read the completed sentences aloud.

Answers

2 No, she hasn't. **3** No, they haven't. **4** Yes, he has.

- 4** (T-S, S-T) ★ Exercise 4. Ask students to read the text carefully and read the example answer as a class. Then ask students to work individually to write the answers. Check answers with the class.

Answers

2 have done **3** have swum **4** have walked **5** have ridden
6 made friends **7** have taken

PRODUCTION (20 minutes)

- 1** (T-S, S-T) ★ Exercise 5. Ask a student to read the example sentence. Then ask students to work individually to complete the questions. Check answers with the class.

Answers

- 2** How many countries have you lived in?
3 Has Hamed ever done any voluntary work?
4 How many times have you been late for training this year?

- 2** (T-S, S-T) ★★ Exercise 6. Ask a student to read the example answer. Students complete the sentences individually. Check answers with the class. Students read the completed sentences aloud.

Answers

- 2** People have never lived on this island.
3 Has a teenager ever climbed this mountain?
4 Have people ever crossed this desert?

- 3** (T-S, S-S, S-T) ★★★ Exercise 7. Ask a student to read the example answer. Students complete the sentences individually using the prompts in the box. They can check answers in pairs. Check answers with the class. Students read the completed sentences aloud.

Answers

- 2** Have you ever flown **3** has she done **4** have you spent
5 have you taken

- 4** (T-S, S-S, S-T, S-S) ★★★ Exercise 8. Ask a student to read the example answer. Students complete the sentences individually using the prompts. They can check answers in pairs. Check answers with the class. Students read the completed mini-conversations in pairs

Answers

- 2** No, I haven't. I've never been to the United Arab Emirates.
3 Have you heard the news?
4 I haven't heard any news.
5 The school has found a new French teacher.
6 Have your parents ever been to China?
7 Yes, they have. They have also been to Japan, but they have never been to India.

- 5** (T-S, S-S, S-T) Exercise 9. Ask students to discuss the topic before they write. Go round and offer help and support.

WRAP-UP (5 minutes)

(T-S, S-T) Ask students what they have learned today and what they have found most interesting.

HOMEWORK

Students can write five sentences about places they have been to, and places they haven't been to yet but would like to go to.

CONTINGENCY PLAN

If your students need more support with Exercise 6, write the first and last words of each sentence on the board to get them started.

If your students need an extra challenge: After Exercise 7, ask students to answer the questions for themselves.

10 LESSON 2A VOCABULARY (SB)

OVERVIEW

Objectives:

- Can use language related to animals (GSE 30–42 – A2–A2+).
- Can understand short, simple descriptions of objects, people and animals if supported by pictures (GSE 28–A1).
- Can answer simple questions about their life and experiences (GSE 35–A2).
- Can give an extended description of everyday topics (e.g. people, places, experiences) (GSE 38–A2+).

Resources:

- SB: page 50; Word List page 68
- Online resources: Photocopiable Resource 43
- Assessment: Vocabulary Quiz Unit 10 Lesson 2

WARM-UP (10 minutes)

(T-S, S-S, S-T) Books closed. Put students into groups of three. Write these questions on the board for students to discuss: *What's your favourite animal? Why do you like it? Which animals don't you like? Why?* Allow two or three minutes. When they have finished, ask groups to report back to class what their partners said. Then refer students to the animal facts they found online (if you set this for homework). Ask students to say which animals they have researched. Have students discuss which animal is the most interesting/weird/fun.

PRESENTATION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Look at the rubric with the class. Allow two or three minutes for pairs to discuss. Ask pairs to share their ideas with the class. You could check students' understanding by describing some of the animals (*whale, bee, penguin*) and getting students to tell you what animal it is. You can also ask students to identify the animals in the photos.

Answers

Animals in the photos: bee, crocodile, duck, fly, monkey, penguin, salmon, shark, snake, whale

- 2 (T-S, S-S, S-T) Exercise 2. Ask students to do the quiz in pairs. Then have students listen and check. Ask students how many answers they got correct.

Answers

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



Audioscript 10.2

- 1 Mosquitoes cause illnesses, for example, malaria, which kills around 900,000 people every year. In comparison, snakes kill about 60,000 people a year, while sharks only kill around six people.
- 2 Scientists have noticed that ants protect their homes before a period of rain.
- 3 Salmon swim up rivers to lay their eggs. On the journey they jump up waterfalls up to 3.5 metres high.

- 4 Dolphins and penguins both recognise themselves in a mirror. But dogs generally can't do this.
- 5 Scientists have found evidence of crocodiles from 30 million years ago that are very similar to crocodiles today.
- 6 Elephant legs are different from other animals and they can't jump.

EXTRA ACTIVITY

Ask students to write three quiz questions about three animals they know about (e.g. the animals in Exercise 1 or the animals students researched at home). Get students to work in pairs. Then put students into groups of four to swap their questions with another pair. Students do the quiz. In feedback, ask students to ask one or two of their questions from the class.

PRACTICE (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 3. Read the questions with the class and check understanding. Put students into new pairs to discuss the questions. Allow two or three minutes. You could ask students to share their ideas/stories with the rest of the class.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 4. Look at the rubric and the example with the class. Have students categorise the animals alone, then check in pairs. Check answers with the class.

Answers

Birds: duck, penguin Fish: salmon, shark Insects: ant, bee, fly, mosquito Mammals: dolphin, elephant, lion, monkey, tiger, whale Reptiles: crocodile, snake
Students' own answers

- 3 (T-S, S-S, S-T) Exercise 5. Read the example with the class. Put students into pairs to match the animals in Exercise 1 to the descriptions. Allow two or three minutes. Elicit correct answers from pairs. You could put students into groups of four. Ask students to write a description of an animal in groups. Ask students to take a piece of paper. Each student writes a short sentence with some information about an animal, then other students add one piece of information at a time, e.g. (first student) *It's got a short tail.*, (next student) *It can swim quite fast.*, (next student) *It has wings and a beak.*, (last student) *It has black and white feathers.* Have students read the sentences again and guess which animal it is (*penguin*).

Answers

2 bee 3 crocodile 4 monkey 5 elephant 6 duck
7 penguin

PRODUCTION (5 minutes)

(T-S, S-S, S-T) Write on the board:

A: *This animal has grey skin and lots of sharp teeth.*

B: *A shark!*

Read the example with the class. Put students into pairs to describe animals from Exercise 1 to a partner. Allow three or four minutes. When they have finished, ask one or two students to describe an animal for the class to guess.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to make a list of the things they do to help protect the environment. You could also assign Vocabulary Quiz Unit 10 Lesson 2.

CONTINGENCY PLAN

If your students need more support with Exercise 4, encourage them to use a dictionary or to find information online.

If your students need an extra challenge, have them write a short 50-word descriptive paragraph about their favourite wild animal.

There is a downloadable photocopiable resource number 43 to use.

10 LESSON 2B VOCABULARY (WB)

OVERVIEW

Objectives: Vocabulary

- Can use language related to animals (GSE 30–42 – A2–A2+).
- Can understand short, simple descriptions of objects, people and animals if supported by pictures (GSE 28–A1).

Resources:

- SB: page 50
- WB: page 38

CONTINGENCY PLAN

If your students need more support with Exercise 1, write the answers on the board but unnumbered and not in the right order.

If your students need an extra challenge: After Exercise 3, ask students to write similar sentences about other animals for their partners to say if they are true or false.

WARM-UP (5 minutes)

(T-S, S-T) Spend a few minutes eliciting some of the new words students learnt in the last lesson. Encourage them to use the new words in context.

PRACTICE (25 minutes)

- 1 (T-S, S-S, S-T) ★ Exercise 1. Point to the first picture and example answer. Then ask students to complete the crossword in pairs. Check answers with the class.

Answers

2 shark 3 salmon 4 duck 5 whale 6 snake 7 monkey
8 mosquito 9 penguin 10 bee

- 2 (T-S, S-S, S-T) ★★ Exercise 2. Read the example as a class. Then ask students to work individually to identify the animals. They can check answers in pairs. Check answers with the class.

Answers

2 penguin 3 mosquito 4 tiger 5 bee 6 shark
7 crocodile 8 dolphin

- 3 (T-S, S-S, S-T) ★★ Exercise 3. Read the first sentence as a class and elicit the answer. Students can then work individually and then compare answers in pairs. Check answers with the class.

Answers

1 False 2 True 3 True 4 True 5 False 6 False

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 4. Ask students to discuss which animals they are going to describe before they write. Go round and offer help and support. If you have time, you can ask some students to read out their descriptions.

WRAP-UP (5 minutes)

Ask students which of the animals from the lesson they have seen.

HOMEWORK

Ask students to write about some animals that they have seen in the wild.

OVERVIEW

Objectives:

- Can understand short, simple messages on postcards, emails and social networks (GSE 31–A2).
- Can use the Present Perfect with 'just/already' (GSE 52–B1+).
- Can use the Present Perfect with 'yet' and 'still' (GSE 44–B1).
- Can use the Present Perfect with present reference (GSE 42–A2+).
- Can answer simple questions about their life and experiences (GSE 35–A2).

Resources:

- SB: page 51; Grammar Reference page 73
- Online resources: Photocopiable Resource 44
- Assessment: Grammar Quiz Unit 10 Lesson 3

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. Refer students to the lists they made at home of things they do to protect the environment and get them to share their ideas with the class. If you didn't set the homework, ask students to discuss what they do and make lists. Allow two or three minutes. Write students' ideas on the board, and elicit/check *recycle, save water, save electricity, clean beaches* and *volunteer*. Have a quick class survey.

Answers

Students' own answers

PRESENTATION (15 minutes)

- (T-S, S-S, S-T) Exercise 1. Ask students to open their books. Focus attention on the messages and ask *What are the messages about?* (things we do for the planet and the environment). Look at the rubric with the class. Have students do the exercise individually, then check in pairs. Check answers with the class. Check students' understanding of *conservation project, waste* and *rubbish*.

Answers

1 B 2 C 3 A

- (T-S, S-S, S-T) Exercise 2. With classes which need more support, go through the underlined words in the posts first and check students' understanding. Ask students to look at the underlined words in the posts and complete the sentences alone, then check in pairs. Allow two or three minutes. Don't give any answers yet.
- (T-S, S-S, S-T) Exercise 3. Ask students to study the Grammar box to check their answers, and answer any questions they have. Ask students some questions about the examples to check understanding, e.g. *I've just got home. When did they arrive home? A long or short time ago?* (short) Ask students *In what kind of sentences do you use 'already' and 'just'? Positive or negative?* (positive). Ask students to look at the sentence *We haven't been to Peru yet* and ask students *Did they plan to go to the jungle?* (yes), *In what kind of sentences do you use 'yet'?* (questions and negative sentences). Refer students to the things people have done in the posts. Ask students to write three sentences about two or three things

they have *already/just* done or two or three things they haven't done *yet*, e.g.

I have just recycled paper.

I haven't done a conservation project yet.

I have already collected rubbish in the park.

Allow three or four minutes.

Write the following on the board:

The past participle of the verb *go* is *gone* or *been*:

They've gone to the UK. (= They are in the UK or travelling there at the moment.)

They've been to the UK. (= They went to the UK and they returned.)

Go through it with the class and answer any questions. Elicit places students have been to, e.g. *I have been to Japan.*

Answers

1 just 2 already 3 yet 4 already, just

Refer students to the Grammar Reference section on page 73 for more information.

PRACTICE (10 minutes)

- (T-S, S-S, S-T) Exercise 4. Have students choose the correct alternatives alone, then check in pairs. When they are ready, play the recording for students to listen and check. Check answers with the class.

Answers

1 just 2 A: yet, B: just 3 already



Audioscript 10.3

1

Boy 1: Let's go for dinner.

Boy 2: I can't. I've just got back from holiday.

2

Girl 1: Have you finished your project yet?

Girl 2: No! I've just started.

3

Boy 1: This is my friend, Omar.

Boy 2: Hi, Omar. I think we've already met - at the school book club.

- (T-S, S-S, S-T) Exercise 5. With classes which need more support, elicit the first answer as an example and write it on the board. Ask students to write sentences and questions on their own. Allow two or three minutes. Monitor and offer help where necessary, and check students are forming the sentences/questions correctly. Then get students to peer-check. Ask volunteers to give you the correct answers. Tell students that you got home late. There's an important match on that you want to watch with your family. You ask *Has the match started yet? What will your family say?* Put students into pairs to discuss possible answers. Elicit *It hasn't started yet.*, *It has already started.*, and *It has just started.* Tell students to imagine the match already started ten minutes ago. Elicit *It started ten minutes ago.* Get students to notice that we use the Past Simple when we want to give details of when something happened exactly.

10 LESSON 3A GRAMMAR (SB)

Answers

- 1 My sister has just passed her driving test.
- 2 He's already gone/been to Thailand.
- 3 Has the match started yet?

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Display the following prompts on the board:

(do) any homework?

(post) any photos, questions or comments online?

(plan) your weekend?

(download) any apps on your phone?

(read) the news?

Put students into pairs. Tell students they are going to ask and answer questions about their partner's day using the Present Perfect and *already*, *just* and *yet*. They should add information using the Past Simple. With the class, put an example on the board, e.g. A: *Have you done any homework yet?* B: *Yes, I've already done Maths. I did it at lunchtime.* Then ask them to ask and answer the questions and give details. When they have finished, ask a few students to share anything interesting they found out about their partner with the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to make a list of things made of plastic which they use. You could also assign Grammar Quiz Unit 10 Lesson 3.

CONTINGENCY PLAN

If your students need more support, have them write the questions in the Production exercise before they start speaking.

If your students need an extra challenge, have them write four questions, two using *been* and two using *gone*, and a reply to each. This will demonstrate whether or not they have understood the difference.

There is a downloadable photocopiable resource number 44 to use.

OVERVIEW

Objectives: Grammar

- Can use the Present Perfect with 'just/already' (GSE 52–B1+).
- Can use the Present Perfect with 'yet' (GSE 44–B1).
- Can use the Present Perfect with present reference (GSE 42–A2+).
- Can answer simple questions about their life and experiences (GSE 35–A2).

Resources:

- SB: page 51
- WB: page 39

WARM-UP (10 minutes)

(T-S, S-T) Ask students to say what they have just done, and what they haven't done yet today.

PRACTICE (15 minutes)

- 1** (T-S, S-S, S-T) ★ Exercise 1. Read the example answer as a class and point out the position of the word yet. Ask students to work individually to complete the sentences. They can then check in pairs. Check answers with the class.

Answers

- 2** Our friends have just got back from their holidays.
3 Have you bought a new bike yet?
4 We've already been here for six days.

- 2** (T-S, S-S, S-T) ★ Exercise 2. Read the first sentence as a class and elicit the answer. Ask students to work individually to choose the correct word for each sentence. They can then check in pairs. Check answers with the class.

Answers

- 1** just **2** yet **3** already **4** already

- 3** (T-S, S-T, S-S) ★★ Exercise 3. Read the example as a class, then ask students to work individually to complete the mini-conversations. They can then check in pairs. Check answers with the class. Ask students to read the completed conversations in pairs.

Answers

- 2** gone **3** been

PRODUCTION (15 minutes)

- 1** (T-S, S-S, S-T) ★★★ Exercise 4. Ask students to read the texts carefully first, before they answer individually. They can then check in pairs. Check answers with the class.

Answers

- 2** yet **3** just **4** Have **5** has

- 2** (T-S, S-S, S-T) Exercise 5. Ask students to discuss what they can write in pairs first. Go round and monitor, offering help and support as they write.

WRAP-UP (5 minutes)

Ask students if they use plastic bags and if this is a good thing or not, in preparation for the next lesson.

HOMEWORK

Ask students to write a short text about what they have just learned in class and what they have already learned this semester.

CONTINGENCY PLAN

If your students need more support with Exercise 3, remind them that we use *gone* when someone is not here any more because they are somewhere else, but we use *been* when someone went somewhere but then returned to here.

If your students need an extra challenge: After Exercise 1, ask them to write three more sentences with *already*, *just* and *yet* in the correct place.

10 LESSON 4A READING AND VOCABULARY (SB)

OVERVIEW

Objectives:

- Can discuss everyday practical issues when the conversation is conducted slowly and clearly (GSE 49–B1).
- Can identify specific information in a simple factual text (GSE 39–A2+).
- Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (GSE 31–A2).
- Can scan a simple text, identifying the main topic(s) (GSE 40–A2+).
- Can extract key information from a simple academic text, if guided by questions (GSE 38–A2+).
- Can derive the probable meaning of a few unknown words from short, familiar contexts (GSE 48–B1).
- Can use language related to environmental issues (GSE 30–42 – A2–A2+).
- Can give or seek personal views and opinions in discussing topics of interest (GSE 46–B1).

Resources:

- SB: pages 52–53; Word List page 68

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. Refer students to the lists of things made of plastic they made at home and get them to compare these in pairs or small groups. If they didn't do the homework, ask students to create lists in their groups. In feedback, ask some questions from the class, e.g. *Do you use a lot of plastic? Do you think about plastic packaging before you buy something?* Have a class discussion.

Answers

Students' own answers

PRE-READING (5 minutes)

(T-S, S-S, S-T) Exercise 1. Tell students to open their books. Put students into pairs. Ask them to look at the photo on page 52 and discuss the questions. Allow one or two minutes. Elicit students' answers and have a whole class discussion. Check students understand *pollution*. Elicit some different types of pollution, e.g. *air pollution, water pollution, noise pollution*, etc.

Answers

plastic pollution
Students' own answers

WHILE READING (10 minutes)



1 (T-S, S-S, S-T) Exercise 2. Ask students to read the text quickly and choose the best introduction, then check in pairs. Allow two or three minutes. Elicit the correct answer from pairs. You could ask students to tell you why they have excluded the other option.

Answers

B

2 (T-S, S-S, S-T) Exercise 3. Ask students to read the article again and choose the best answer. Alternatively, play the recording. Get students to work on their own. Then ask students to compare their answers. Ask volunteers to share their answers with the class. Ask students *Do you know of any projects like BBPB? Do you think your country needs a BBPB project?* Have a class discussion.

Answers

1 c 2 a 3 b

POST-READING (10 minutes)

1 (T-S, S-S, S-T) Exercise 4. Put students into pairs. Ask them to look at the highlighted words in the article. Ask students if they can work out the meaning from the context and think of a possible explanation. Allow two or three minutes. Take students' ideas. Then ask them to match the words to the definitions. When they have finished, elicit the correct answers from pairs.

Answers

2 supporters 3 campaign 4 wildlife 5 pollution
6 decompose

2 (T-S, S-S, S-T) Exercise 5. Read the example with the class. Get students to complete the questions alone, then check in pairs. Allow one or two minutes. Check answers with the class, then ask students to ask and answer the questions in their pairs. You could ask students to share their opinion with other pairs. Encourage students to say if they agree or disagree and say why. In feedback, elicit answers from a few students and have a brief class discussion.

Answers

2 decompose 3 ban 4 supporters 5 pollution
6 wildlife
Students' own answers

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 6. Put students into new pairs to discuss the questions. Allow two or three minutes. Ask pairs to join another pair and compare their ideas. Have a class discussion in feedback.

Answers

1 Students' own answers
2 Suggested answers: We could stop buying food with packaging, especially bottled water, and use our own containers. We could go shopping more often – to avoid waste. We could grow our own food.

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 what has been done in Jordan to reduce plastic waste.

CONTINGENCY PLAN

If your students need more support with Exercise 4, have them work in small groups and use a dictionary.

If your students need an extra challenge, before they complete Exercise 5, have them write one sentence for each word highlighted in the text.

10 LESSON 5A LISTENING AND VOCABULARY (SB)

OVERVIEW

Objectives:

- Can ask and answer questions about habits and routines (GSE 38-A2+).
- Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly (GSE 38-A2+).
- Can use language related to weather (GSE 30-42 - A2-A2+).
- Can identify key details in a simple recorded dialogue or narrative (GSE 39-A2+).
- Can use language related to environmental issues (GSE 30-42 - A2-A2+).
- Can use basic words to describe common weather conditions (GSE 28-A1).
- Can answer simple questions about their life and experiences (GSE 35-A2).
- Can identify specific information in a simple factual text (GSE 39-A2+).
- Can take part in a very simple conversation on a familiar topic if the other speaker repeats questions and answers (GSE 34-A2).

Resources:

- SB: page 54; Word List page 68
- Online resources: Photocopiable Resource 45

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. Write *weather* on the board. Elicit some common adjectives to describe weather, e.g. *cold, warm, hot, sunny, nice* and *bad*. Then, write *yesterday, today* and *tomorrow* on the board. Teach the questions *What's the weather like? What was the weather like yesterday? What will the weather be like tomorrow?* Put students into pairs. Ask students to talk about the weather. Tell students to use two adjectives and the linkers *and* and *but*, e.g. *Yesterday the weather was nice but cold. Today is nice and sunny.* Allow two or three minutes. When they have finished, ask a few students to share their ideas with the class.

Answers

Students' own answers

PRE-LISTENING (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to open their books. Focus attention on the picture and elicit what it shows (a weather forecast). Put students into new pairs to discuss the questions. Allow two or three minutes. Ask students to share their ideas with the class.

Answers

Students' own answers

WHILE LISTENING (15 minutes)

1 (T-S, S-T) Exercise 2. Tell students that they are going to listen to four conversations about the weather. Read options A-D with the class and check understanding. Play the recording for students to match the situations and questions. Check answers with the class.

Answers

A 3 B 2 C 4 D 1



Audioscript 10.5

F = Forecaster I = Issa A = Ali P = Presenter
C = Clare Ca = Cameron M = Mum

1

F: Last week was very hot and sunny in Aqaba with temperatures up to 38 degrees. But next week temperatures will drop a little and there will be some cloud cover. However, there is little chance of rain.

2

I: Where are you going on holiday, Ali?

A: The south of France. We're going camping. But the forecast is terrible. Have you ever been to France?

I: Yes, I have. In fact, we've camped in the south of France. But don't worry about the forecast. It was wrong when we went. Mum and Dad packed raincoats, umbrellas, - everything - and there wasn't a cloud in the sky!

A: Huh, that's good news!

I: We spent every day in the sea. Then on the last day, it was windy but warm. I didn't remember to put sun cream on and I got sunburnt!

A: Oh, no!

I: Yeah. So, take plenty of sun cream with you and use it!

3

P: Storm Zara, Storm Dylan, Storm Fatima. Today our guest is Dr Clare Turner, a weather expert. Clare, why do we give storms names?

C: Well, there are some serious reasons for this. It isn't just to make them more interesting. So, one reason is that in the news, for example, it's useful to know which storm we are talking about - 'the storm last night' isn't very helpful. But, to me, the big one is that it can save lives. Scientists have discovered that when storms have names, people are more interested in reading about them. And that means people are more careful.

4

Ca: I can't find my coat anywhere. Have you seen it?

M: Look outside, Cameron. It's bright blue and there isn't a cloud in the sky.

Ca: Yeah, but I've got football training after school. I'll get cold on the way home.

M: You could take your jacket. The blue one.

Ca: That's really light. It's more like a thick shirt.

M: Wait. I can pick you up in the car today. I'm working late.

Ca: Great. So, I can stop looking?

M: Yes. See you later then.

TIP

Ask students to read the questions in Exercise 3 and underline the key words. These words help to set the context of the conversation, e.g. who is in the conversation, what/why the people are saying/speaking, etc. Tell students that understanding the context and the communicative aims of a conversation beforehand can help them choose the correct answers.

- 2** (T-S, S-S, S-T) Exercise 3. Ask students to read questions 1–4. Check students understand the questions. For example, for *storm* in question 3, you could refer students to the weather map (top right). Point to the weather in Paris and say *There will be a storm*. Ask students to listen to the recording again and choose the correct answers. Play the recording. Put students into pairs to peer-check. Elicit correct answers from the pairs.

Answers

1 a 2 b 3 a 4 c

POST-LISTENING (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 4. Have students match the words in the box to the places on the map, then check in pairs. Check answers with the class. Add an example to the board, e.g. *What's the weather like in London? It's rainy*. Then put students into pairs. Ask students to ask and answer questions about the weather.

Answers

cloudy – Brussels; foggy – Berlin; rainy – London; snowy – Vienna; stormy – Paris; sunny – Rome; windy – Madrid
Students' own answers

- 2** (T-S, S-S, S-T) Exercise 5. Look at the rubric and read the example with the class. Have students work on their own, then peer-check. Allow two or three minutes. Check answers with the class.

Answers

2 storm 3 rain 4 wind 5 fog 6 sun 7 snow

- 3** (T-S, S-S, S-T) Exercise 6. Read the example with the class, then ask students to complete the sentences in pairs. Elicit correct answers from the pairs.

Answers

2 foggy 3 stormy 4 wind

PRODUCTION (5 minutes)

(T-S, S-S, S-T) Display the following questions on the board:

- 1 Look at the map in Exercise 4 again. How is the weather in Jordan different to the weather in Europe?
- 2 Does the weather in Jordan change in different areas of the country?
- 3 What's the weather like today? How is it different from last week?
- 4 What's your favourite season: spring, summer, autumn or winter? Say why.
- 5 Have you ever had really bad weather during a holiday? What did you do?

Put students into groups of three to discuss the questions. When they have finished, ask students to share their answers with the class and have a brief class discussion.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to write a weather forecast for their area.

CONTINGENCY PLAN

If your students need more support with the listening in Exercise 3, pause the audio after each key piece of information and ask students what they heard.

If your students need an extra challenge, in pairs, have them research the weather that day in another major city, in any country in the world. They put together a weather forecast to present to the class.

There is a downloadable photocopiable resource number 45 to use.

10 LESSON 5B LISTENING AND VOCABULARY (WB)

OVERVIEW

Objectives: Listening

- Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly (GSE 38-A2+).
- Can use language related to weather (GSE 30-42 - A2-A2+).
- Can identify key details in a simple recorded dialogue or narrative (GSE 39-A2+).
- Can use basic words to describe common weather conditions (GSE 28-A1).

Resources:

- SB: page 54
- WB: page 40

WARM-UP (5 minutes)

(T-S, S-T) Ask students to tell you what the weather has been like recently. Has it been the same as usual or different?

PRACTICE (20 minutes)

- 1 (T-S, S-T) Exercise 1. Explain that students will hear four conversations. They need to match them to the descriptions 1-4. Play the audio. Check answers with the class.

Answers

a 4 b 1 c 3 d 2



Audioscript 10.9

1

- Frank:** Did you know that you can forecast the weather by watching animals?
- Lucas:** No. How?
- Frank:** Well, for example, cows lie down in the field before it rains.
- Lucas:** Really?
- Frank:** Yes. And sheep stand close to each other.
- Lucas:** No way!
- Frank:** It's true. You can also listen to frogs. When rain is coming, they make more noise than usual.
- Lucas:** Well, there aren't any cows, sheep or frogs near my house, so what can I do?
- Frank:** You can watch the birds. When they fly high in the sky, good weather is coming. When they fly near to the ground, it's going to rain.

2

- Man:** A lot of people ask why different websites don't all have the same opinions about the weather for the next few days. Do they look at different information? The answer is: no, they don't. The information comes from satellites in the sky and they all show the same thing. The problem is that it is very difficult to say what will happen in three or four days' time. We can't be sure about where the wind will blow the clouds. So, each website has experts who look

at the information and use their own programmes to say what the weather will be like in the future. Sometimes they are right and sometimes they are wrong, but my advice to you is not to take too much notice of any forecasts that are for more than three days in the future.

3

- Anna:** What a horrible day! I hate winter. It's cold and wet. I'd love to live in a country where it's hot all year.
- Zara:** Really? I lived in Egypt for two years. OK, I enjoyed the long, hot, dry summers, although they were too hot for my mum and dad. Winter wasn't cold. You could wear a T-shirt some days, but it was sometimes windy and there was a little bit of rain. They were the only two seasons really. In March, it started to get very hot and dry and it was summer until the end of November when winter came again. The first year I thought it was great but in the second year I missed the spring flowers and autumn colours with the yellow and red leaves in the trees. And I missed the snow.

4

- Muna:** And now to Randa. Let's get a check on the weather.
- Randa:** Hello there. This is an extreme weather warning for the Aqaba area. Today we have record temperatures with a high of 45 degrees. Tomorrow will be another hot day and the temperatures could be even higher although not as high as in 2020 when there were temperatures of 49. We advise you to stay indoors between the hours of 9 a.m. and 6 p.m. Keep your head covered in the sun and wear sun cream. Also, drink lots of water. The good news is that tomorrow will be the last day of the heat wave and on Thursday, temperatures will drop to an average of 33 degrees.

- 2 (T-S, S-T) Exercise 2. Ask students to read the questions and options first so they know which information to check before they listen again to answer. Check answers with the class.

Answers

1 b 2 c 3 c 4 a

PRODUCTION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 3. Ask students to work in pairs to discuss what they are going to write briefly first before they write. Go round and offer help and support.

Answers

Students' own answers

- 2 (T-S, S-T) Exercise 4. Read the *Active Pronunciation* box as a class. Then play the audio for them to answer. Check answers with the class.

Answers

1 noise 2 enjoyed



Audioscript 10.10

- 1 When rain is coming, they make more noise. Noise
- 2 I enjoyed the long, hot, dry summers. Enjoyed
- 3 (T-S, S-T, S-S) Exercise 5. Ask students to listen and write the words they hear. Check answers with the class by asking them to say the words.

Answers and Audioscript 10.11

join, boy, destroy, oil



- 4 (T-S, S-T, S-S) Exercise 6. Ask students to say what they can see in the pictures and to complete the word captions. They can do this in pairs. Then play the audio for them to check their answers. They can then repeat the words, first chorally, and then in pairs.

Answers and Audioscript 10.12

1 voice 2 boil 3 toy 4 noise



- 5 (T-S, S-T) Exercise 7. Ask students to complete the text with the correct words. They can do this individually. Then play the audio for them to check their answers.

Answers

2 destroy 3 join 4 oil



Audioscript 10.13

This girl and boy don't want people to destroy the planet. They want people to join their campaign to find clean energy instead of oil and gas.

WRAP-UP (5 minutes)

Ask students to say what the weather is usually like in the different seasons in Jordan, and what it has been like recently.

HOMEWORK

Ask students to write complete sentences using each of the words from Exercise 6.

CONTINGENCY PLAN

If your students need more support for Exercise 2, pause the audio after each key piece of information for students to answer.

If your students need an extra challenge: After Exercise 6, ask them to use a dictionary to find more words that contain the /ɔɪ/ sound and are spelled *oi* or *oy*.

10 LESSON 6A SPEAKING (SB)

OVERVIEW

Objectives:

- Can understand short written notices, signs and instructions with visual support (GSE 27-A1).
- Can identify key details in a simple recorded dialogue or narrative (GSE 39-A2+).
- Can react appropriately to good and bad news using fixed expressions (GSE 44-B1).
- Can use some basic interjections to express understanding, surprise, disappointment and excitement (GSE 42-A2+).
- Can talk about an event in the past using fixed expressions, given a model (GSE 38-A2+).
- Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly (GSE 34-A2).

Resources:

- SB: page 55; Word List page 68

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. Tell students about a real or imaginary competition you have entered, whether you won and what the prize was. Put students into small groups and tell them to talk about any competitions they have entered or would like to enter. Allow two or three minutes. When they have finished, ask a few students to share any interesting competitions with the class.

Answers

Students' own answers

PRESENTATION (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Ask students to open their books. Read the questions with the class and check students' understanding. Ask students to read the notice, then discuss the questions in pairs. Have a class discussion for feedback.

Answers

- 1 a competition
- 2 design a poster for supporting the environment in everyday life
- 3 500 JOD for their school

- 2** (T-S, S-S, S-T) Exercise 2. Ask students *Would you like to take part in the competition? Why/Why not?* Take answers. Then ask students to listen to the first part of the story and answer the question. Elicit the answer from pairs.

Answers

Dana and Hala



Audioscript 10.6

D = Dana **H** = Hala

- D:** Have you seen this, Hala?
- H:** 500 dinars? For a poster!?
- D:** It's 500 dinars for the school. But the five best posters will also appear in their campaign – thousands of people will see them. Are you going to enter? I am.
- H:** You're the best at art in the school, Dana.
- D:** No. Asma is really good too. You should enter!
- H:** OK. I think I will!

- 3** (T-S, S-S, S-T) Exercise 3. Ask students to listen to the second part of the story, then answer the questions with a partner. Elicit answers from pairs. Ask students *How did the students react to the news?* Elicit students' ideas.

Answers

Hala has won 1st prize – 500 JOD for the school.
Asma's poster came in the top five.
Dana didn't win anything.
Hala isn't happy in the end because she has to give a speech in front of the whole school.



Audioscript 10.7

M = Ms Turner **H** = Hala **D** = Dana

- M:** Girls! I've got some fantastic news! Two students from our school have won prizes in the *Go Green!* competition.
- H:** That's amazing news! Who won?
- M:** Well, Asma's poster is one of the top five. Well done, Asma.
- H:** Good for you, Asma!
- M:** I'm sorry, but you didn't win this time, Dana.
- H:** Oh, no!
- M:** Hala! You've won 500 dinars for the school!
- H:** Oh, wow! I'm sorry, Dana.
- D:** No. Don't worry. I'm happy for you.
- M:** Hala. More good news! The headteacher would like you to give a speech!
- H:** Oh, no!

PRACTICE (10 minutes)

(T-S, S-T, S-S) Exercise 4. Go through the phrases in the Speaking box with the class and check students' understanding. Then have students listen again and choose the correct alternatives to complete the conversation. Check answers with the class. You could put students into groups of three and ask them to practise the conversation.

Answers

- 1** fantastic **2** That's amazing news! **3** Good for you,
4 I'm sorry, but **5** Oh, no! **6** Don't worry.
7 More good news!

TIP

Teach intonation. Tell students that in English, the voice goes up and down when we are surprised or happy about something. The voice stays low when we are sad about something.

Practise intonation. Write three pieces of news on the board, e.g. *I lost my phone.*, *My school has just won a competition.*, *I've just bought a new car.* Elicit expressions to react to each piece of news from the Speaking box with the correct intonation. Do some choral or individual drilling as necessary.

PRODUCTION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 5. Ask students to write three pieces of news. Before students do it, ask them to read the conversation in Exercise 4 again and find examples in pairs. Ask students *What form are the people using?* (the Present Perfect). Review the form and use if necessary. Encourage students to use *just* for recent events in their news and expressions like *I've just heard...* from the Speaking box. Students who need more support can work in pairs. Fast finishers can write three extra pieces of news. Monitor and help where necessary, and check students are forming their sentences correctly.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 6. Put students into groups. Ask students to share their news and react to the news of their partners. Allow three or four minutes. Then ask students to repeat their partners' news to other students around the class. Have a class discussion about the worst/most surprising news. React to the news, modelling intonation. You could then share some more news about you, your family, your friends or your school. Have students react. Check intonation and practise if necessary.

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 a photo which could accompany an article about protecting the environment.

CONTINGENCY PLAN

If your students need more support with Exercise 6, when they have written their pieces of news, have them write down possible reactions to that news. Then have them practice voicing those reactions.

If your students need an extra challenge, after Exercise 4, in groups of three, ask students to try saying the dialogue from memory.

10 LESSON 7A WRITING (SB)

OVERVIEW

Objectives:

- Can speak in general terms about environmental problems (GSE 52–B1+).
- Can understand short written notices, signs and instructions with visual support (GSE 27–A1).
- Can identify specific information in simple letters, brochures and short articles (GSE 37–A2+).
- Can use simple headings to organise written work (GSE 43–B1).
- Can understand simple phrases related to familiar, everyday activities (GSE 46–B1).
- Can write short, simple essays with basic structure on familiar topics (GSE 46–B1).

Resources:

- SB: pages 56–57; Word List page 68

WARM-UP (3 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to look at photos A and B and elicit what they can see. Read the notice with the class. Put students into pairs. Ask students to discuss the questions. When they have finished, elicit students' answers and have a class discussion about the environmental problems.

Answers

Students' own answers

PRESENTATION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Ask students to read the article and answer the question alone, then check in pairs. Allow two or three minutes. Ask students to look at the article and, in pairs, highlight the parts in the text that answer the questions in the notice. Allow two or three minutes, then elicit answers from pairs.

Answers

Yes

- 2 (T-S, S-S, S-T) Exercise 3. Ask students to study the Writing box and answer any questions they have about the information. Allow two or three minutes. Check answers with the class.

Answers

Yes. The writer has an interesting title and introduced the topic. The next two paragraphs answer each question and there is an example from his school. There is also a short conclusion and it finishes with an interesting sentence.

EXTRA ACTIVITY

Draw students' attention to the highlighted words in the article. Explain that *however* and *furthermore* are used to link sentences within a paragraph in more formal writing. Elicit that *however* introduces a contrast, and *furthermore* signals more information. Point out or elicit that *either/or* indicates a choice between two alternatives and *neither/nor* indicates that none of the two choices are true, or acceptable.

PRACTICE (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 4. Ask students to read the notice. Then ask students to choose the best title in pairs. Elicit correct answer from pairs. Get students to tell you why the other two titles are not suitable.

Answers

b

- 2 (T-S, S-S, S-T) Exercise 5. With classes which need more support, go through the phrases in the box and check students' understanding. Put students into pairs to look at the phrases in the box and discuss the things they do every day and the things they do in an environmental campaign. When they have finished, have a class discussion about the things students do.

Answers

Things you do every day: answers will vary

Things you could do in an environmental campaign: give talks, make a video, organise meetings, design posters, volunteer on a wildlife project.

- 3 (T-S, S-S) Ask students to look at the notice in Exercise 4 again. Ask *Which questions does the article need to answer?* Elicit the three questions. Put students into pairs. Get them to brainstorm three ideas for each question. Allow three or four minutes. Then ask each pair to compare their ideas with another pair and add a few more ideas they heard to their plans. Students can select some ideas from Exercise 5 or think of different ones. Allow three or four minutes. Have students stay in their pairs.

Answers

Students' own answers

PRODUCTION (20 minutes)

(T-S, S-T) Exercise 6. Ask students to read the rubric. Get students to notice that they have already planned their writing task. Refer students to the Writing box and go through the advice again with students, checking they understand each point. Ask students to write their article. Set a time limit of fifteen to twenty minutes. While they are working, go round and offer help and corrections as they work.

Answers

Students' own answers

TIP

If you notice students' work is too long or too short, you could teach some strategies to make students' work shorter or longer, e.g. set a word count/number of lines.

Ask students to use pronouns as much as possible to make a sentence shorter.

Ask students to use only a few words to explain one idea to make a paragraph shorter.

Ask students to add *because* ... after a short sentence to make a paragraph longer.

Ask students to add examples to make a paragraph longer.

WRAP-UP (2 minutes)

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

HOMEWORK

If time is short in class, students can finish writing their article for homework. They should also check it carefully for grammar and spelling errors.

CONTINGENCY PLAN

If your students need more support with the Writing Task, have pairs plan and write together.

If your students need an extra challenge, set a shorter time limit for them to write their articles.

OVERVIEW

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

Objectives:

- All language-related objectives from Unit 10.

Resources:

- SB: Word List page 68; Grammar Reference page 73
- WB: pages 42–43; Self-assessment 10 page 41
- Assessment: Unit 10 Language Test

SPEAKING

Exercise 9

Answers

Students' own answers

WRITING

Exercise 10

Answers

Students' own answers

VOCABULARY AND GRAMMAR

Exercise 1

Answers

2 beach 3 valley 4 river 5 forest 6 lake

Exercise 2

Answers

2 ducks 3 whale 4 Monkeys

Exercise 3

Answers

2 fur 3 wings 4 teeth/jaws

Exercise 4

Answers

2 sunny 3 rainy 4 stormy 5 cloudy 6 windy 7 foggy

Exercise 5

Answers

- 2 Have you ever seen dolphins?
3 Have you ever flown in a helicopter?
4 Have you ever volunteered for/on a wildlife project?

Exercise 6

Answers

Students' own answers

Exercise 7

Answers

2 just 3 already 4 yet

USE OF ENGLISH

Exercise 8

Answers

- 2 've/have just announced
3 'm/am happy for

OVERVIEW

Objectives:

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

Resources:

- SB: pages 58–59

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. Ask students *How often do you forget things? What kinds of things do you forget?* Take answers, e.g. phone numbers, homework, etc. Put students into pairs. Give students one minute to think about three ideas to help remember things. Elicit students' ideas, e.g. Post-it notes, diaries, to-do lists, etc., and have a class discussion. Pre-teach *recall, forgetful, remind someone, a reminder and memory/memories*.

Answers

Students' own answers

PRE-READING (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to open their books. Read the tests with the class and check understanding. Put students in pairs. Ask students to take turns to do the memory tests. Allow three or four minutes. When they have finished, ask students to share with the class how they did.

Answers

Students' own answers

WHILE READING (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 2. Ask students to read the article individually and say three things they can remember from the text. Allow two or three minutes. Ask students to tell the three things to a partner. Then, ask students to do the exercise in pairs. Make sure they understand that there is one extra heading they don't need. Allow one or two minutes. Elicit correct answers from pairs.

Answers

1 D 2 B 3 C 4 G 5 A 6 F
Heading E is not needed.

- 2** (S-S, S-T) Exercise 3. Put students into pairs to discuss the questions. Ask pairs to compare their ideas with other pairs. Have a whole-class discussion if time allows.

Answers

Students' own answers

- 3** (T-S, S-S, S-T) Exercise 4. Tell students that they are going to listen to five students' tips for remembering things. Ask students to look at options a–e first and ask for ideas on what they might mean. Ask students to listen and do the exercise. Play the recording. Allow one or two minutes to compare their answers with a partner. Ask volunteers to give you the correct answer.

Answers

1 d 2 c 3 b 4 e 5 a



Audioscript 10.8

S = Speaker F = Fadia A = Adnan
C = Cody R = Ruby H = Husam

1

S: Fadia

F: Sometimes I use a special word that has the first letters of the things I want to remember. For example, if you're studying geography, you can use the word **NEWS** to help you remember the points on a compass: N – north, E – east, W – west and S – south. This is called an *acronym*.

2

S: Adnan

A: I sometimes use little poems or rhymes to help me remember spelling. Here are two that our English teacher taught us: *I before E, except after C.* and *Wherever there is a Q, there is a U too!*.

3

S: Cody

C: Sometimes I imagine putting the things I want to remember in a place that I know well, for example in my house. So, for a shopping list, I imagine some apples on my sofa, some oranges on my coffee table and some bananas on my bookcase. When I get to the supermarket, I can visualise the things I want to buy in my head and that helps me remember them. This is called the method of *loci*. It means 'places' in Latin.

4

S: Ruby

R: The other day our Science teacher taught us a good way to remember the order of the planets. It's a sentence that's easy to remember, and the first letter of each word is the first letter of a planet. It's called an *acrostic*. So, to help you remember the order of the planets – Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune – the acrostic is '*My Very Eager Mother Just Sent Us Noodles*'.

5

S: Husam

H: I have a good way to help me remember phone numbers and shopping lists. For a long phone number, it's a good idea to divide it into "chunks" so for example it's easier to remember 555-867-5309 than 5558675309. And if I don't write my shopping list, I put things into categories in my head, for example: 1 dairy products: milk, cheese and butter, 2 meat: chicken, 3 bathroom: shampoo and toothpaste.

POST-READING (5 minutes)

(T-S, S-S, S-T) Exercise 5. Ask students to read the *Life Skills* box and complete the tips with the words. Students use dictionaries to find out the meanings. Monitor the activity and offer help or further explanation if needed. Then have students peer-check. Check answers with the class and ask which of the techniques students like the sound of best.

Answers

1 places 2 chunks 3 acronyms 4 rhymes 5 acrostics

PRODUCTION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 6. Put students into groups of four. Refer students to the rubric. Allow one or two minutes for the discussion. Have a class discussion about the most useful mnemonics to help students with their studies.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 7. Read the steps with the class. Allow students to choose a partner, or put students in pairs, making sure that there is support for those students who may need it. In pairs, students agree on the school subjects and the types of mnemonics. They create a mnemonic for the information they have chosen and present one to the class. If time is short, this step as well as the voting for the best five mnemonics can be done at the beginning of the next class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Tell students to reflect on what they have learnt and to think about what they have found interesting, new, easy or challenging.

HOMEWORK

Ask students to finish the project in Exercise 7 if you didn't have time to finish it in class. Students can test themselves on vocabulary in the Word List on page 68.

MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
CULTURE SPOT 2: English or British?	Theme 1: Society Theme 2: Culture	<p>Listening: analysing and discussing main ideas and supporting details; responding to critical thinking questions before, during, and after listening</p> <p>Speaking: expressing opinion and point of view; summarising main ideas</p> <p>Reading: using note-taking strategies to record key ideas and specific details; summarising the main ideas of a reading text</p>	<p>Listening: analyse the main ideas and supporting details; identify the gist of short to medium-length passages, presentations, and messages; respond to critical thinking questions before, during, and after listening; ask and answer questions about what a speaker says in order to demonstrate comprehension, collect additional information or enhance understanding of a topic or issue</p> <p>Speaking: orally summarise main ideas of a variety of texts (read, heard, seen); voice an opinion or point of view in meaningful, connected sentences</p> <p>Reading: 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</p>

OVERVIEW

Objectives:

- To develop students' awareness of British culture and sensitivity to intercultural differences.

Resources:

- SB: pages 60–61

Answers

- Four: England, Wales, Scotland and Northern Ireland
- (over) 69 million
- pound sterling (£)
- Wales: Cardiff (the Leek); Scotland: Edinburgh (the Thistle); Northern Ireland: Belfast (the Shamrock)

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. Ask students *What do you know about the UK?* Write some topics on the board to help them, e.g. *countries and cities in the UK, food, languages, population, flags*, etc. Put students into groups of three and ask them to write as much information as they can in three minutes. Then elicit students' ideas and write them on the board.

Answers

Students' own answers

PRE-READING (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to open their books. Ask students to read the *Factfile* and look for any information they mentioned in the Warm-up activity. Take students' answers. Go through the questions with the class and check understanding. Put students into pairs to answer the questions. Allow two or three minutes. Check answers with the class. You could also elicit the difference between the UK and Great Britain (the UK includes Northern Ireland).

WHILE READING (5 minutes)



(T-S, S-S, S-T) Exercise 2. Ask students to read the text and decide if the sentences are true or false, then check in pairs. Allow two or three minutes. Ask volunteers to give you the correct answers.

You could ask them to correct the false statements.

Answers

- 1 T 2 T 3 F 4 F
- 3 Most of the UK's mountains are in Scotland.
- 4 Shakespeare was born in Stratford-upon-Avon.

POST-READING (5 minutes)

(T-S, S-S, S-T) Exercise 3. Put students into new pairs to discuss the questions. Allow two or three minutes. Then ask pairs to share their ideas with the rest of the class and find out if others agree.

Answers

Students' own answers

TIP

Ask students to select five new words they learnt and make entries, e.g. *thistle*, *leek*, *shamrock*, etc. Ask students to check the definitions in a dictionary and write them in their notebooks for homework.

PRODUCTION (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 4. Read the questions with the class and check understanding. Ask students to work individually and make notes to answer the questions. Go round and help with vocabulary where necessary, writing any new words or phrases on the board. Put students into groups of three to discuss the questions and make notes. Allow six or seven minutes. Ask groups to share their ideas with the rest of the class. Have a class discussion about the most popular cities and places in Jordan.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 5. Ask students to work in new groups. Using their notes from Exercise 4, students should decide on which information to include, and then prepare their factfile, including pictures where appropriate. Each group then present their factfile to the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Ask students to say what they have learnt from the lesson and what they are most likely to remember in the future.

HOMEWORK

Ask students to write a short paragraph about an interesting fact they learnt about Jordan while preparing their factfile.

CONTINGENCY

If your students need more support with Exercise 2, have students work in pairs or small groups.

If your students need an extra challenge, after Exercise 2, ask students to write three more false statements about the text in pairs. Then have students swap sentences with other pairs. Students correct the statements. You could award a point for each correct statement.

MAPPING

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
LITERATURE SPOT 2: Moby Dick	Theme 1: Society Theme 2: Culture	<p>Listening: analysing and discussing main ideas and supporting details; responding to critical thinking questions before, during, and after listening; understanding the moral lessons and values in multicultural stories</p> <p>Speaking: expressing opinion and point of view; summarising main ideas; retelling events using reported speech</p> <p>Reading: using note-taking strategies to record key ideas and specific details; summarising the main ideas of a reading text; reading further stories and poems by a favourite writer, and compare them</p> <p>Writing: using freewriting to create personal and reflective narratives, essays, and other texts; composing a coherent text of 2-3 paragraphs</p>	<p>Listening: analyse the main ideas and supporting details; respond to critical thinking questions before, during, and after listening; ask and answer questions about what a speaker says in order to demonstrate comprehension, collect additional information or enhance understanding of a topic or issue; distinguish facts from opinions; begin to identify common organisational patterns (logical or chronological presentation of ideas, comparison, and contrast) and rhetorical structures (main ideas tend to come at the beginning and end of passages; problems come before solutions) to help understand meaning</p> <p>Speaking: summarise short stories; read for pleasure; voice an opinion or point of view in meaningful, connected sentences; retell and describe events using reported speech</p> <p>Reading: summarise the main ideas of a reading text; explain what the text says or conveys explicitly by quoting accurately from the text; close read a literary text; explain the relationship between characters, events, ideas or concepts in a reading text; summarise short stories; read for pleasure</p> <p>Writing: compose a coherent text of 2-3 paragraphs considering purpose and audience; revise written texts for clarity, correctness, and coherence</p>

OVERVIEW

Objectives:

- To familiarise students with well-known literary works, develop students' reading skills and expand their vocabulary.

Resources:

- SB: pages 62-63

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. Ask students *What kind of books do you like?* Take answers. Elicit *graphic novels, biographies, thrillers, science fiction* and any other genres students come up with. Ask students *What kind of characters do you like the most?* Take answers. Elicit *hero, heroine, villain, historical figures*, and write them on the board. Put students into pairs. Ask them to describe their favourite book character. Allow two or three minutes. Then move on to Exercise 1.

PRE-READING (5 minutes)

- (T-S, S-S, S-T) Exercise 1. Ask students to open their books. Look at the rubric and read the questions with the class. Check understanding. Find out from students who is familiar with the titles and who has read any of the books. Put students into small groups. If possible, have students who know one or more stories in each group. Ask students to discuss both questions. When they have finished, elicit students' ideas and have a brief class discussion.

Answers

Students' own answers

- (T-S, S-S, S-T) You may want to tell students that *Black Beauty* (by Anna Sewell, 1877) is about a horse, *The Call of the Wild* (by Jack London, 1903) is about a dog and *Moby Dick* (by Herman Melville, 1851) is about a whale. If they have access to the Internet, ask them to find out more about the stories and share the information with the class.

WHILE READING (10 minutes)



1 (T-S, S-S, S-T) Exercise 2. Focus students' attention on the question. Tell them to scan the extract for the names of the characters and look for adjectives or phrases describing the men and the whale. Have students make notes of these adjectives individually, then peer-check. Allow two or three minutes. Elicit answers from the class.

Answers

The whale: huge with a twisted mouth, frightened, terrible
The men: strong and brave

2 (T-S, S-S, S-T) Exercise 3. Read the sentences with the class first and check understanding. Ask students to read the extract again and decide if the sentences are true or false. Have students work individually, then peer-check. Allow three or four minutes. Ask volunteers to give you the correct answers. You could ask students to correct any false statements. Ask students to find the information in the text. Alternatively, play the recording and pause at the answers.

Answers

1 F **2** T **3** T **4** F

1 The first person to see the whale will get a coin.

4 He thinks it is wrong to take revenge on an animal.

TIP

To check comprehension and to challenge students, ask students questions about the story and encourage them to respond using reported speech, e.g. ask *What did Tashtego say after Captain Ahab talked about a white whale? He asked him if that was the white whale that people called Moby Dick.* Write examples on the board as you work through the story.

POST-READING (5 minutes)

(T-S, S-S, S-T) Exercise 4. Put students into pairs. Ask them to look at the highlighted words in the text and check their meaning with a partner. Allow two or three minutes. Then, ask students to choose the correct adverb. Allow two or three minutes. Elicit correct answers from the pairs and ask them to discuss which of the sentences are true for them. Have a whole-class discussion if time allows.

Answers

1 cheerfully **2** incredibly **3** quietly **4** nervously, quickly

PRODUCTION (15 minutes)

1 (T-S, S-S, S-T) Exercise 5. Put students into pairs. Ask them to discuss the questions. Allow two or three minutes. Ask the pairs to share their ideas with the rest of the class.

Answers

Students' own answers

2 (T-S, S-S, S-T) Exercise 6. Go through the list of animals and check understanding. Put the students into groups of three. Ask them to discuss the two questions. Go round and monitor as they are discussing. You could have a quick class discussion if time allows.

Suggested answers

We protect many animals rather than hunt them because we understand that they are important for the health of the planet. We should probably protect all animals for this reason, even ones that can be dangerous.

3 (T-S, S-S, S-T) Exercise 7. Read the rubric with the class. Tell students to make notes of the kinds of things people would do on a boat at this time. Students can compare and discuss their ideas in pairs. Remind them that the letter is to a friend, so their language can be informal, and to imagine that they are the character Starbuck from the story. If you think it is necessary, you can supply students with some useful language for informal letters, e.g. *Hi! Hello! How are you? I'm on a boat in the Atlantic! Bye for now!* etc. Then set the writing task as homework.

WRAP-UP (5 minutes)

(T-S, S-T) Ask students to read the *From Page to Life* box. Ask students if they would like to see a TV adaptation of the book. Encourage students to explain their preferences.

HOMEWORK

Give students Exercise 7 as homework.

CONTINGENCY PLAN

If your students need more support with any of the speaking or discussion tasks, allow them to write some notes before they start speaking.

If your students need an extra challenge, put students into groups. Tell them to imagine what else happens to Captain Ahab and the narrator in the story. They should write a short summary of their predictions.

CULTURE NOTES

Unit 6

REVISION 6 (WB)

The National Portrait Gallery was founded in London in 1856 with the aim of collecting portraits of 'the most eminent persons in British history'. The collection has over 215,000 portraits and showcases the work of some of the world's greatest artists as well as contemporary art.

Leonardo da Vinci was a leading figure of the Renaissance, a period of great achievement in the arts and sciences. His painting The Mona Lisa won him fame as an artist, but he was also a sculptor, architect and man of science. More than 300 years before flying machines were perfected, he devised plans for an airplane and helicopter.

The Louvre in Paris is one of the world's largest fine arts museums. Originally built as a fortress in the 12th century, today it covers a total area of 60,600 square metres and houses more than 7,500 paintings. The museum's most famous painting is Leonardo da Vinci's Mona Lisa.

The Burj Khalifa was built over six years, from 2004 to 2009, in Dubai, United Arab Emirates. It is the tallest building in the world at 838 metres. It has 160 floors, and the highest outdoor observation deck in the world.

Unit 7

LESSON 2A VOCABULARY

Aqaba is Jordan's only coastal city and it lies on the southern tip of Jordan, along the red sea. It is approximately four hours from the capital of Amman. Aqaba offers visitors water adventures and fine cuisine, as well as history and culture.

LESSON 4A GRAMMAR

Creek Park is the second largest park in Dubai. There are lawns, gardens, and children's play areas. The park is located in the city centre next to Dubai Creek, providing stunning walks and views. It's perfect for picnics, and you can rent bikes.

Dubai Miracle Garden has amazing displays of colourful flowers including a floral clock, a teddy bear, sunflower field and more. Right next door, you'll find Dubai Butterfly Garden featuring thousands of butterflies. There are also food vendors and entertainment at the gardens.

LESSON 6A READING AND VOCABULARY

Salalah is the capital of the Dhofar region of Oman and is set along the southern coastline. It is well-known for its banana plantations, stunning beaches and frankincense trees.

Wadi Rum is a dramatic desert valley in the south of Jordan. It is a protected area and lies over an area of around 742 square kilometres, which makes it the largest wadi in Jordan.

Petra is a famous ancient city and archaeological site in southern Jordan. It is also known as the Rose City. This is because of the colour of the rock it is carved out of. While a number of structures have been uncovered, there still remain many hidden areas.

REVISION 7 (WB)

The Orient Express is the name given to a train running from Istanbul to Europe. It was created in 1883 and there were a number of different routes mainly between Istanbul and Paris. The Orient Express stopped running altogether in 2009 but there is a private train, which you can now book from Paris to Istanbul which uses original carriages from the 1920s and 1930s.

Unit 9

LESSON 1A VOCABULARY AND GRAMMAR

Cycle ball dates back to 1893 and its first world championships were in 1929, one year before the first Football World Cup. The bikes don't have brakes and can go backwards as well as forwards. Matches consist of two halves of seven minutes each. It's an expensive sport as bikes are often damaged during matches and can cost 2000 euros each.

It is thought that **sandboarding** first appeared in Ancient Egypt, using wooden boards on sand dunes near the River Nile. However, sandboarding didn't really become popular as a sport until the 20th century. It is considered an extreme sport because of the speeds and skill required.

LESSON 3A VOCABULARY

The 42-kilometre race known as the **marathon** gets its name from an event in Ancient Greece. After the Battle of Marathon between the Greeks and Persians in 490 BCE, a messenger ran the distance to bring news of the victory to Athens. It is said that he ran the whole distance without stopping, exclaimed 'We have won' and then died.

LESSON 6A READING AND VOCABULARY

NASA stands for the National Aeronautics and Space Administration. It was established in 1958 and has been responsible for most space exploration since then. NASA's headquarters are in Washington D.C. but the most famous centre is the Kennedy Space Centre in Florida.

The International Space Station was launched in 1998 and it has been inhabited continuously since 2000. It is run by NASA as well as the Russian, Japanese, European and Canadian space agencies. By March 2019, 236 people from 18 countries had visited the space station.

Unit 10

LESSON 1A VOCABULARY AND GRAMMAR

The Atacama Desert covers a 1000-kilometre long area of land along the Pacific coast of Chile. The average rainfall is 15 mm a year although some areas receive much less and some weather stations in the desert have never received any rain.

Angel Falls is a waterfall in Venezuela. It's 979 metres high, making it the highest waterfall in the world. It is named after Jimmie Angel, an American pilot who was the first person to fly over the waterfall. The native name is Kerepakupai Vena, which means 'waterfall of the deepest place'.

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 6** The arts are an important part of a country's culture and identity.
- Unit 7** Traditional and historic buildings in cities and towns should be protected.
- Unit 8** Technology is making people less sociable.
- Unit 9** Young people should be encouraged to do more sport.
- Unit 10** Less money should be spent on space exploration and more on protecting our planet.

Presenting the motion

We are going to speak in favour of/against the statement/
motion that ...
I am going to try to explain why we think/don't think that ...
Today I hope to persuade you to agree that ...
This morning we have the easy task of convincing you that ...
First, I will talk about ... I shall also argue that ...
Consider this ...
I would like to put forward the idea/motion that ...

Introducing the speakers

I, as the first speaker, will talk/will be talking about ...
The next speakers will then explain why/discuss ...
[Halima] will elaborate on, ...
[Mariam] will then talk about ...
The next speakers will explain why ...
[Nada] 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 ...

نسخة قيد الإعداد والتجريب

Jordan High Note

Grade 8
Semester 2

PHOTOCOPIABLE RESOURCES



PHOTOCOPIABLE RESOURCES

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PHOTOCOPIABLE RESOURCES

TEACHER'S NOTES

Unit 6

24 Are you a culture vulture?

(Lesson 1 Vocabulary and Grammar)

Aim: to practise comparative and superlative adjectives

Interaction: individual, pairs

Type of activity: quiz

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Put students in pairs and hand out the worksheet. Tell them that they are going to do a quiz about art. **(2)** First, they need to complete the quiz questions with the correct form of the adjectives in brackets: the comparative form, the superlative form or *(not) as + adjective + as*. Give them 4–6 minutes for this part of the activity.

(3) Get them to compare answers with another pair if time allows, then check answers with the class. **(4)** Students now do the quiz in their pairs. Allow 5–7 minutes for them to discuss and decide on their answers. **(5)** Check answers with the class and share some background information on each one (see answer key below). **(6)** Find out which pair(s) had the most correct answers and congratulate them.

Optional follow-up: You could ask students to go online and research some facts to make comparative and superlative sentences about art. They could do this in class or as homework.

Answers:

1–3 1 as famous

(b) Both Leonardo da Vinci and Giovanni Bellini were born in Italy. Da Vinci was born in Anichiano in 1452, and Bellini was born in Venice in 1430.

2 the largest

(c) Sacha Jafri is a British artist. His painting, *Journey of Humanity*, was painted in Dubai and took seven months to complete. It measures over 1,600 m², and incorporates the artwork of children from more than 140 nations.

3 young as

(a) Wolfgang Amadeus Mozart was born on 27 January 1756, and was a prolific and influential composer. He died on 5 December 1791, and despite his short life, he composed more than 800 classical works.

4 most expensive

(c) The 'Baron Knoop' violin was made by Antonio Stradivari in 1715 and sold for \$23 million in March 2025. It is named for Baron Johann Knoop, who was a collector of musical instruments.

5 the earliest

(b) English photographer Eadweard Muybridge was commissioned to make the film, *The Horse in Motion*. It was initially a series of photographs, and it wasn't made into a motion picture until 1878.

6 the oldest

(c) The Birmingham Quran manuscript comprises two leaves of parchment from an early Quranic manuscript or mushaf. The manuscript is written in ink on parchment, using an Arabic Hejazi script and is still clearly legible.

7 smaller than

(a) The *Statue of Unity* is the world's tallest statue, with a height of 182 metres, and is located near Kevadia in the state of Gujarat, India. It depicts Indian statesman, Vallabhbhai Patel (1875–1950), the first deputy prime minister of an independent India.

8 most well-known

(b) Johannes Vermeer (1632–1675) is considered one of the greatest painters of the Dutch Golden Age. *Girl with a Pearl Earring* is an oil painting and was painted around 1665.

9 harder than

(c) The first recorded ballet performance is believed to have been in Paris, France in the 16th century, around 1581. Ballet is a technical form of dance that requires strength, flexibility and balance and is one of the most difficult dance styles to learn and master.

10 tinier than

(b) Leiden sculptor Jeroen Spijker and Leiden University created the platinum sculpture of the painter who was born in Leiden on July 15, 1606. It is 28 micrometres, and was made with a 3D printer.

25 Chapter Fest

(Lesson 2 Reading and Vocabulary)

Aim: to practise the skill of understanding new words

Interaction: individual, pairs

Type of activity: reading text and activities

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Hand out the worksheet and tell students that they are going to read a text about a book festival in the UK. **(2)** Get them to do Exercise 1 individually, pointing out that they should read the text quickly and not worry about details or unknown words at this point. **(3)** Exercise 2 can be done individually or in pairs, depending on the level of your class and the time available. If students work individually, get them to compare answers in pairs before class feedback. Encourage them to underline the parts of the text that give them the answers.

(4) For Exercise 3, encourage students to find the words in the text and read 'around' them – this will help them work out their meanings. Remind them of the strategies in the Active Reading box on page 7 of their Student's Book.

Optional follow-up: You could ask students to find more words they do not know in the text and see if they can work out their meaning using the strategies discussed in class. They could do this individually or in pairs.

Answers:

- 1 1 1970 2 August 3 Parbury 4 80,000
5 £300
2 1 C 2 B 3 B
3 1 A 2 A 3 B 4 B 5 A

26 Book pelmanism

(Lesson 3 Vocabulary)

Aim: to practise vocabulary related to literature

Interaction: pairs

Type of activity: pelmanism

Time: 10 minutes

Materials: one set of word cards and one set of definition cards per pair

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Put students in pairs and hand out the two sets of cards to each pair. They should spread out the word cards face down on the table and put the definition cards in a pile face down on the table. **(3)** Explain the activity: students will take it in turns to turn over a definition card and read the definition. They should then turn over a word card and see if they can match the definition to the correct word. If they can, they keep the pair of cards. If not, they turn the word card back over, remembering its position, and return the definition card to the bottom of the pile. You may also wish to tell students that all the words are related to books. **(4)** Start the activity. Students take turns until all of the cards have been matched. The winner is the student with the most matched pairs at the end of the activity.

Alternative approach: For a shorter activity, use fewer cards. Note that the word cards match the definitions left to right and top to bottom so, for example, if you cut off and discard the bottom row of each pack, the remaining cards will still match. For a simpler activity, ask pairs to spread out the word cards face up on the table. Do the activity as a race for pairs to match the words with their definitions.

Answers: See worksheet: the word cards match the definitions left to right and top to bottom.

27 What did you think of the book?

(Lesson 4 Grammar)

Aim: to practise *too* and (*not*) *enough*

Interaction: individual, pairs

Type of activity: sentence completion, dialogue 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). Explain the scenario and tell students not to show their worksheet to their partner. **(2)** Students complete Exercise 1 individually. **(3)** Check answers with the class. **(4)** In their pairs, students now do Exercise 2: they number the sentences in the correct order (1–10) in order to reconstruct the conversation. Point out that 1 and 2 have been done for them. **(5)** Check answers as a class by asking different students to read out the sentences in the correct order. **(6)** Students practise the conversation in their pairs.

Answers:

1 Student A

- a n't realistic enough b too far c – d too long
e too exciting

Student B

- g too expensive h too predictable, n't exciting enough
i n't interesting enough j long enough

- 2 3 d 4 h 5 e 6 f 7 a 8 g 9 b 10 j

28 How I became a mural artist

(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 6.8 for them to check/complete their answers. Alternatively, check answers by going through the conversation with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

- 1 2 expensive 3 traditional 4 modern 5 large
6 exciting 7 local 8 great 9 boring 10 happier
11 colourful 12 positive 13 favourite 14 best

Unit 7

29 What are you going to do?

(Lesson 1 Vocabulary and Grammar)

Aim: to practise *going to*

Interaction: individual, pairs

Type of activity: sentence formation, 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 it to their partner. **(2)** Get them to complete Exercise 1 individually. For each item, they need to write one question using the prompts and then add a second follow-up question which starts with the question word given. **(3)** Check answers with the class. For the follow-up questions, you could elicit different ideas around the class each time. **(4)** In their pairs, students now ask and answer their questions from Exercise 1. Student A starts by reading a question, and Student B chooses the correct response from the sentences in Exercise 2. Draw their attention to the example dialogue before they begin. **(5)** Check answers with the class.

Optional follow-up: Students take turns to ask and answer the questions from Exercise 1, but this time their partner gives their own responses. This can be done in the same or new pairs.

Answers:

Student A

1-2 1 (j)

- 2** Are you going to have an exam soon? When are you going to have it? (i)
- 3** Are you going to watch TV tonight? What are you going to watch? (g)
- 4** Are you going to celebrate your birthday this year? Who are you going to celebrate it with? (f)
- 5** Are you going to learn something new this year? What are you going to learn? (h)

Student B

1-2 6 (c)

- 7** Are you going to do some exercise today? When are you going to do it? (e)
- 8** Are you going to meet a friend this week? What are you going to do? (a)
- 9** Are you going to do any homework tonight? What are you going to do? (b)
- 10** Are you going to tidy up your bedroom soon? When are you going to do it/tidy it up? (d)

30 Tourists in a city

(Lesson 2 Vocabulary)

Aim: to practise vocabulary for places in the city and transport

Interaction: groups of three or four

Type of activity: a board game

Time: 15 minutes

Materials: one worksheet per group. Spinner and counters. (Alternatively, prepare small pieces of paper labelled 1-6 in small boxes/bags as substitutes for a spinner, and use coins for counters.)

In class: (1) Put students in groups of three or four and give each group a copy of the board game, a spinner and a counter for each student. (See Materials above for alternatives to a spinner and counters.) **(2)** Explain that students are tourists in a city and want to do different things. They need to read each sentence and name the places they need to go to in order to do these things. Point out the squares with instructions and check students understand them. **(3)** Students take it in turns with the spinner and move their counter to the correct square on the board. If a student lands on a square with a 'You want to ... / You need ...' sentence, they must name the correct place. The other students in the group decide if the answer is correct. Monitor and offer help if they are unable to agree on an answer. **(4)** If a student's answer is correct, the next student takes their turn. If the answer is incorrect, the student must move their counter back to the 'Let's go!' square and start again (or move back a set number of squares, e.g. five). The first student to reach the 'Goodbye!' square wins the game.

Alternative approach: For a longer activity, do not use the spinner. Instead, have students move their counter one square at a time.

Answers:

- 1** restaurant **2** post office **3** hotel **6** park **7** hospital
9 museum **11** bank **13** (train) station **14** library
15 port **17** sports centre **18** castle
21 tourist information centre **22** supermarket/market

31 Attention, please!

(Lesson 3 Listening)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 7.4 for them to check/complete their answers. Alternatively, check answers by going through the announcements 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** car park **3** member **4** exhibition **5** floor **6** gifts
7 visit **8** belongings **9** destinations

32 A London weekend

(Lesson 4 Grammar)

Aim: to practise the Present Continuous for future arrangements

Interaction: pairs

Type of activity: information gap

Time: 10 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Tell them that they should not show it to their partner. Explain that they are both in London for a three-day weekend and they already have some activities planned. They want to find time to do two activities together and so need to find times when they are both free. They should ask and answer about their plans using the Present Continuous. **(2)** Before students begin, you may wish to give them some time to look at their worksheets and ask you about any unknown vocabulary. **(3)** Student A starts by asking a question about a time when they are free. If Student B already has an activity arranged, they tell Student A about their plans and then suggests another time/day, e.g. *A: Are you doing anything on Friday afternoon? B: Yes, I'm visiting the Natural History Museum. What about Friday morning? Are you free then?* Students take turns to ask questions until they find times they are both free to plan their two activities (they are both free on Saturday evening and Sunday afternoon). When they do, they should decide on activities to do together. They can use the ideas on their worksheet or their own ideas.

(4) During the activity, monitor and check that students are using the Present Continuous correctly. Note down any errors to highlight during feedback. (5) Round off the activity by asking a few students what they decided to do, and then going over any errors you noted while monitoring.

Unit 8

33 The future expert

(Lesson 1 Vocabulary and Grammar)

Aim: to practise *will*

Interaction: individual, pairs

Type of activity: question formation, 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 it to their partner. **(2)** Explain that they are going to do a roleplay: one student is a future expert and the other wants to know about the future. **(3)** Students use the prompts and *will* to form the questions they are going to ask the future expert. **(4)** Check answers with the class. **(5)** For Exercises 2 and 3, students take turns to play the role of the future expert and 'customer'. The 'customer' asks a question from Exercise 1 and the future expert chooses an appropriate response from Exercise 2. **(6)** Check answers with the class.

Answers:

Students A and B

1 2 What kind of food will we eat?

3 What will people do in their free time?

4 How will we travel around?

5 How will money be organised?

6 What kind of work will people do?

8 What will be the most popular food?

9 What will people do to relax?

10 Where will people go on holiday?

11 What will people use to pay for goods?

12 Where will people go to do their jobs?

2 1 k 2 l 3 h 4 g 5 j 6 i 7 e 8 f 9 c 10 a

11 d 12 b

34 Computer Catchphrase

(Lesson 2 Vocabulary)

Aim: to practise vocabulary for computer equipment

Interaction: groups

Type of activity: game

Time: 15 minutes

Materials: one set of cards and a timer for each group of six (students can use the timers on their mobile phones)

In class: (1) Put students in groups of six and divide each group into sub-groups of three, A and B. In smaller classes, students can play in groups of four, divided into sub-pairs. **(2)** Give each group one set of cards and ask them to shuffle them and put them in a pile face down on the table. **(3)** Explain the game: the timer is set to 2 minutes (or more, for less confident classes). Holding the timer, a player from Team A starts the first round by turning over a card from the top of the pile. They have to get their team to say the word/phrase on that card as quickly as possible. They can describe the word/phrase and use gestures, but cannot use any of the words on the card. As soon as the team guess the word/phrase, the player passes the timer to Team B, who have to do the same. The round continues in the same way, with teams trying to guess as many words/phrases as possible before time runs out. The team holding the timer when it runs out loses that round. The timer is then reset to 2 minutes and the second round begins. Point out to students that their goal is to get rid of the timer before it runs out. If they use one of the words on the card, they *cannot* pass the timer to the other team: they have to pick another card and continue playing. The timer can only be passed when the team guess a word/phrase. Students play until all the cards have been used or for as long as time allows. The team who win the most rounds are the winners.

35 What happened in the end?

(Lesson 3 Grammar)

Aim: to practise adverbs of manner

Interaction: individual, groups/whole class

Type of activity: guided writing

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Hand out the worksheets and tell students that they are going to write a story together. They need to rewrite the sentences on their worksheet adding adjectives and adverbs. For each sentence, they will choose one of the three adjectives, then change one of the other three adjectives to an adverb of manner and add them both to the sentence. **(2)** In a less confident class, revise the difference between adjectives and adverbs and also where adverbs are placed in a sentence. You could also model the first sentence in open class. **(3)** Individually, students write the first sentence. They then fold the paper forward so that the sentence cannot be seen and pass the paper to the right (or so that all students receive a different piece of paper for each new sentence). They continue in the same way for the other sentences. **(4)** When they reach the last cue, they invent an ending for the story and write two sentences using at least one adjective and one adverb. They then pass the worksheet for the last time to the right. **(5)** Students open the worksheets

out and read their stories. **(6)** If there is time, ask students to read their stories to the class and do a class vote for the best/most interesting/funniest story.

Optional follow-up: In pairs, students improve their stories by adding linkers and new ideas.

36 Tech talk

(Lesson 4 Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 8.3 for them to check/complete their answers. Alternatively, check answers by going through the conversations with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

1 **2** not **3** on **4** is **5** were **6** me **7** an **8** are **9** from
10 to 11 it

37 5G technology

(Lesson 6 Reading and Vocabulary)

Aim: to practise the skill of understanding pronouns

Interaction: individual, pairs

Type of activity: reading text and activities

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students should do Exercise 1 individually. Point out that they should read the text quickly – tell them to ignore the gaps for now and not worry about any unknown words. The aim here is to understand the main idea of the text in order to choose the best title. Give them 3–4 minutes to complete the activity, then check the answer with the class. **(2)** Students now do Exercise 2. Again, they should work individually. Remind them to use the underlined pronouns to help them, and also to read the sentences before and after each gap carefully, to find the noun each pronoun refers to. If time allows, get students to compare answers in pairs before checking answers with the class. **(3)** Ask students to do Exercise 3. They should be able to complete it individually after the reading task in Exercise 2. **(4)** Check answers with the class.

Answers:

1 **C**

2–3 **1** C (It = latency)

2 E (They = doctors)

3 G (They = smart buses, flying drone taxis and self-driving cars)

4 B (They = scientists)

5 A (They = customers)

Unit 9

38 How sporty are you?

(Lesson 1 Vocabulary and Grammar)

Aim: to practise *must/mustn't* and *have to/don't have to*

Interaction: individual, pairs

Type of activity: gap-fill, quiz

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Put students in pairs and hand out the worksheet. Tell them that they are going to do a quiz to find out how sporty they are. **(2)** First, they need to complete the options in the quiz with *must*, *mustn't*, *have/has to* or *don't/doesn't have to*. Point out that more than one answer may be possible in some cases and give them 4–6 minutes for this part of the activity. **(3)** Get them to compare answers with another pair if time allows, then check answers with the class. **(4)** Students now do the quiz in their pairs. Allow 5–7 minutes for them to discuss and decide on their answers. **(5)** Check answers with the class and share some background information on each one (see answer key below). **(6)** Find out which pair(s) had the most correct answers and congratulate them.

Answers:

1 **1** b don't have to **c** mustn't

2 a must/have to **b** mustn't **c** don't have to

3 a must/have to **b** must/have to **c** mustn't

4 a must/has to **b** must/has to **c** must/has to

5 a must/has to **b** must/has to **c** mustn't

6 a must/has to **b** must/has to **c** must/has to

7 a must/have to **b** must/have to, don't have to
c must/have to

8 a must/has to **b** has to/must
c has to/must, doesn't have to

3 **1** c (White reflects the heat and cricket players often compete in extreme heat.)

2 a (The rule of five players per side dates back to 1897.)

3 b (Players advance the ball upfield by swimming with the ball in front of them or by passing to teammates. They are not allowed to touch the bottom of the pool and they tread water or swim for the entire match.)

4 a (In taekwondo, each fighter attempts to knock out their opponent or score points by landing blows on their opponent's torso or head. Below the waist is not a permitted target and you cannot attack with your knees.)

5 b (Sumo wrestling is a sport for Japanese men only. There is an elaborate ceremonial ritual in which the wrestlers throw salt into the ring.)

6 c (Bull riding, or rodeo, is a sport where the rider has to stay on the bull for at least eight seconds as the bull tries to throw him/her off. The rider is only allowed to hold on with their riding hand, which is extremely difficult.)

- 7 a** (Teams must change direction after every score because this means this is fair for both sides (sun, conditions of the field, etc.).)
- 8 a** (All Muay Thai competitors must wear gloves and shorts. They must wear a Mongkol sacred headband before the match. Muay Thai fighters compete barefoot. Before every Thai Boxing match, each boxer has to do a ritual dance.)

39 Sport talk

(Lesson 2 Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 9.2 for them to check/complete their answers. Alternatively, check answers by going through the conversations with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

- 1** 2 so **3** I don't **4** Don't **5** I'm **6** up **7** too **8** have
9 so **10** there **11** on

40 The body crossword

(Lesson 3 Vocabulary)

Aim: to practise vocabulary to talk about the human body

Interaction: individual, pairs

Type of activity: crossword

Time: 15 minutes

Materials: one worksheet per pair, cut up into A and B crosswords and answers

In class: (1) Copy the worksheet and cut out the cards as indicated: each student, A or B, needs two cards from their half of the worksheet: one crossword card and one answer card. **(2)** Divide the class into two groups, A and B, and give them their cards. Explain that they should not show their cards to the other group. **(3)** Form small groups of Student As and small groups of Student Bs (so that all students in each group have the same cards). **(4)** Explain that they have a crossword, the answers to that crossword, and in their groups, they need to complete the clues for it. Tell them that all the words are parts of the body. Give groups 5–6 minutes to complete the clues while you monitor and provide help as necessary. Encourage students to give clues about where each body part is or what we use it for (e.g. *It's between your ... and your ...; You use this to ...*). **(5)** Now put students in A–B pairs. Get them to swap crosswords and point out that they should not show their answer cards to their partner.

(6) Students complete their crosswords and then, in their pairs, check each other's answers using their answer cards.

Optional follow-up: Students race to think of as many adjectives as they can to describe different parts of the body, e.g. *long nose, round face, slim legs*. Tell them that they can use both the adjectives and the parts of the body more than once – the aim is to come up with as many different combinations as possible. Set a time limit of 2 or 3 minutes. Stop students when the time is up and ask them to total up the number of combinations they have written. The pair with the most (correct) phrases wins the game. Ask them to read them out in class and elicit other possibilities as you go.

41 I need your advice

(Lesson 4 Vocabulary and Grammar)

Aim: to practise *should* and *shouldn't* for advice

Interaction: individual, pairs

Type of activity: jumbled sentences, 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)** Tell them that they should not show it to their partner and explain that they are going to do a roleplay: one student is worried about a situation and the other student gives advice. **(3)** Individually, students use the prompts to form the questions they are going to ask their partner. **(4)** Check answers with the class. **(5)** Students then do Exercise 2: they use *should/shouldn't* and the verbs in the box to complete the advice they are going to give their partner. **(6)** Check answers with the class. **(7)** In their pairs, students now ask and answer their questions from Exercise 1. Student A starts by reading a question, and Student B chooses the correct response from the sentences in Exercise 2. **(8)** Check answers with the class.

Answers:

Student A

- 1** 1 How much money should I take?
- 2** 2 Should I have any vaccinations?
- 3** 3 What should I do if I feel sick?
- 4** 4 How should I improve my English?
- 5** 5 What should I do to meet new people?
- 6** 6 How many clothes should I take?

- 2 a** shouldn't worry
- b** shouldn't, shouldn't ask, should wait
- c** should, should tell
- d** should, should describe
- e** should, should be
- f** should look for

Student B

- 1** 7 Should I ask about pay and conditions?
- 8** 8 Should I mention my weekend job?
- 9** 9 Should I describe my personality?
- 10** 10 Should I talk about my hobbies?
- 11** 11 What should I do to find out more about the job?
- 12** 12 What clothes should I wear?
- 2 g** should talk **h** should ask **i** shouldn't pack
- j** shouldn't carry, should (just) take
- k** should buy **l** should go, shouldn't go out

Unit 10

42 Have you ever ... ?

(Lesson 1 Vocabulary and Grammar)

Aim: to practise the Present Perfect with *ever* and *never* for experiences, followed by the Past Simple for details

Interaction: individual, pairs/groups

Type of activity: questionnaire

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Hand out the worksheet and give each student a copy of the questionnaire. Tell them that they are going to survey their classmates to find out what they have done recently. **(2)** Students first form questions to ask their classmates using the prompts on the questionnaire. For each item, they need to write one question using the prompts and then add a second follow-up question which starts with the question word given. Point out or elicit that the first question (asking about experiences) should be in the Present Perfect. The follow-up question (asking for more information) should be in the Past Simple. **(3)** Check the questions with the class. For the follow-up questions, you could elicit different ideas around the class each time. **(4)** Explain that students will now mingle and ask their classmates the questions. When they find someone who answers 'yes' to a question, they write their name in the table. Depending on the size of your class, you could ask them to write a different person's name for each answer, to encourage them to talk to different classmates. Draw their attention to the example dialogue before they begin. **(5)** Start the activity and monitor to check students are using the Present Perfect and Past Simple correctly. Avoid interrupting students to correct until the activity is finished. **(6)** When all students have one name for each answer (fast finishers can add more than one name for each question), ask students to sit down, then invite class feedback on what the class learnt about each other.

Answers:

(Suggested follow-up questions in brackets.)

- 1 Have you ever felt homesick? (When did you feel homesick?)
- 2 Have you ever swum in the sea? (When was that/When did you swim/go there?)
- 3 Have you ever been abroad? (How long did you stay there?)
- 4 Have you ever tried strange food? (What (type of food) did you eat?)
- 5 Have you ever met a famous person? (Who did you meet?)
- 6 Have you ever walked in a desert? (Where was that/were you/was the desert?)
- 7 Have you ever ridden an elephant? (When was that/did you ride it?)
- 8 Have you ever lost your mobile phone? (How did you lose it?)
- 9 Have you ever been sandboarding? (When did you do it?)
- 10 Have you ever camped in a valley? (Where was the valley/were you?)

Optional follow-up: Get students to write two or three more questions about experiences and then to ask and answer them in pairs or small groups. Remind them to use *Have you ever ... ?* for the first question and then the Past Simple for the follow-up question.

43 Is it a bee?

(Lesson 2 Vocabulary)

Aim: to practise vocabulary related to animals and parts of an animal body

Interaction: groups

Type of activity: guessing game

Time: 15 minutes

Materials: one set of cards per group

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Put students in groups of three or four and hand out one set of cards to each group. They should shuffle them and put them in a pile face down on the table. **(3)** Tell students that they are going to play a game where they have to find out what animal it is by asking *yes/no* questions. **(4)** Explain the game: the first player takes a turn and has to guess what animal it is. The other students in the group turn over the top card from the pile and look at it but do *not* show it to the player. The player then starts asking questions (e.g. *Can it fly? Is it an insect? Has it got feathers?*). They can ask up to ten questions and the other students can only answer 'yes' or 'no'. If they correctly guess the animal, they take the card. If not, the card can be put in a separate pile of 'burnt' cards or returned to the bottom of the pile and used again later in the game. Then it's the next student's turn to ask questions. **(5)** The game continues until all the cards have been claimed or for as long as time permits. The winner is the student with the most cards at the end of the activity.

44 Are you ready to go?

(Lesson 3 Grammar)

Aim: to practise the Present Perfect with *already*, *just* and *yet*

Interaction: individual, pairs

Type of activity: information gap

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 the scenario: the teenagers in the pictures are packing to go away on a trip. They are talking on the phone to check what the other has/hasn't done. **(2)** Explain that students should take turns to ask and answer questions about the eight things on their to-do lists. Highlight that they should use the Present Perfect with *already*, *just* and *yet* in their answers to say whether each action has been completed (*already*), has been completed recently (*just*) or is still to do (*yet*). The student answering looks at the picture to check what has/hasn't been done. **(3)** In a less confident class, do an example with a stronger student (e.g. *Have you made the bed?* A: *Yes, I've just made the bed* (picture A) or B: *No, I haven't made the bed yet* (picture B). **(4)** Start the activity and monitor to check students are using the target language correctly. Avoid interrupting students to correct until the activity is finished. **(5)** You could round off the activity by asking students who is more prepared for the trip.

Optional follow-up: Students ask and answer about things they have/haven't done today. They could do this in the same or new pairs.

Answers:

Questions, Students A and B

- 1 Have you made your bed?
- 2 Have you switched off your/the computer?
- 3 Have you packed your bag?
- 4 Have you taken the rubbish out?
- 5 Have you fed the fish?
- 6 Have you charged your/the camera?
- 7 Have you bought a first aid kit?
- 8 Have you found your/the keys?

Answers, Student A

- 1 Yes, I've already made it/my bed.
- 2 Yes, I've already switched it/the computer off.
- 3 No, I haven't packed it/my bag yet.
- 4 No, I haven't taken it/the rubbish out yet.
- 5 No, I haven't fed it/the fish yet.
- 6 Yes, I've just/already charged it/the camera.
- 7 Yes, I've already bought one/a first aid kit.
- 8 No, I haven't found them/the keys yet.

Answers, Student B

- 1 No, I haven't made it/my bed yet.
- 2 No, I haven't switched it/the computer off yet.
- 3 No, I haven't packed it/my bag yet.
- 4 No, I haven't taken it/the rubbish out yet.
- 5 Yes, I've already fed it/the fish.
- 6 Yes, I've just/already charged it/the camera.
- 7 Yes, I've already bought one/a first aid kit.
- 8 Yes, I've already found them/the keys.

45 Weather talk

(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 10.5 for them to check/complete their answers. Alternatively, check answers by going through the conversations with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

- 1 2 will 3 there 4 are 5 of 6 Have 7 about 8 in
9 on 10 to 11 do 12 for 13 are 14 have 15 can't
16 on 17 The 18 'm

- 1 In pairs, complete the quiz questions with the correct form of the adjectives in brackets.

ARE YOU A CULTURE VULTURE?

DO OUR QUIZ AND FIND OUT!

1 Leonardo Da Vinci is _____ (famous) as Giovanni Bellini. Which country were they both from?

a France b Italy c Spain

2 *Journey of Humanity* is currently _____ (large) painting in the world at 1,600 square metres. Where was it painted?

a London b Paris c Dubai

3 Composer Franz Liszt was just nine when he first performed. He still wasn't as _____ (young) Wolfgang Amadeus Mozart who first played in public at the age of _____

a five b six c seven

4 The _____ (expensive) musical instrument ever sold cost \$23 million. What was it?

a guitar b cello c violin

5 We watch films all the time these days, but _____ (early) example of a motion picture was called 'The Horse in Motion'. When was it made?

a 1778 b 1878 c 1978

6 There's a British city where you can find _____ (old) known copy of the Quran, but which one is it?

a London b Manchester c Birmingham

7 New York's Statue of Liberty is world-famous, but it's much _____ (small) the Statue of Unity which is found in which country?

a India b Germany c China

8 *Girl with a Pearl Earring* is definitely the _____ (well-known) painting by Johannes Vermeer. Where was he from?

a Germany b The Netherlands c Sweden

9 Ballet is a form of dance that is known for being much _____ (hard) other dances. In which country was it first publicly performed?

a Russia b China c France

10 There's no work of art that is _____ (tiny) a statue made in The Netherlands which is a third of the thickness of a human hair. But which artist is the statue of?

a Vermeer b Rembrandt c Da Vinci

- 2 In your pairs, do the quiz. How many answers do you know? How many can you guess?

- 3 Listen to your teacher and check your answers. You get one point for each correct answer. Then read your results.

1-3 points: Never mind!
Learning about
culture is really fun!

4-7 points: Not bad.
Try improving your
general knowledge!

8-10 points: You're a
real culture vulture!
Congratulations!

Chapter Fest: Everything you need to know about the UK's number one book festival!

UNIT 6, LESSON 2 READING AND VOCABULARY
(Understanding new words)

1 Read the article quickly and complete the information.

Chapter Fest – the facts

When it started: ¹ _____
When it happens: in ² _____, every year
Where it happens: in ³ _____, in the UK
How many people go now: ⁴ _____
The price of a five-day ticket: ⁵ _____

2 Read the article again and choose the correct answers.

- 1 How did Chapter Fest change between 1970 and 1971?
A It got a new name 'The Little Chapter Fest'.
B The tickets became more expensive.
C It became more popular.
- 2 How is Chapter Fest different now?
A It is now free to people from Parbury.
B You can buy day tickets.
C The organisers only invite famous authors.
- 3 How many books did the organisers give to local libraries last year?
A 500
B 2,200
C 5,500

3 Look at the underlined words in the article and choose their correct meanings.

- 1 *Showed up* means
A arrived.
B left.
- 2 If an author *signs* their book, they
A write their name.
B sell their book.
- 3 An *annual* event happens
A once a month.
B once a year.
- 4 If you *give something away*, it is
A for sale.
B free.
- 5 If something is *local* to you, it is
A near you.
B far from you.

CHAPTER FEST: EVERYTHING YOU NEED TO KNOW ABOUT THE UK'S NUMBER ONE BOOK FESTIVAL!

It started in a small seaside town in 1970. Tickets cost 30 pence and 100 people showed up for two days of book readings and shopping for books. The next year, some very famous authors went to Chapter Fest to sign copies of their books, and there were around 1,000 people. There was also a new section for children called 'The Little Chapter Fest'. This time, the festival was free.

Now, Chapter Fest is one of the biggest annual book festivals in the UK. Every August, the town of Parbury welcomes 80,000 guests, including 2,000 of the most famous authors in the world.

It's a longer festival now – with five days of events for book lovers, and both new and famous authors. The price for the whole festival is £300, but now, you can also buy day tickets. However, the festival is still free for people from Parbury!

Book festivals are for everyone, so there are events for children and teenagers, too. The festival organisers want all young people to read, so they also give books away. Last year, they gave 5,500 books away to children and teenagers. They gave 2,200 books to local libraries and 500 e-readers to local schools.



Word cards

magazine	biography	non-fiction	illustrator
reader	graphic novel	fiction	mystery
chapter	character	comedy	novel
plot	detective story	author	science fiction



Definition cards

a large thin book with a paper cover that is sold weekly or monthly	a book that tells what has happened in someone's life	books about real facts or events	a person who draws pictures, especially for books
a person who reads a book	a book with pictures similar to a comic	books and stories about imaginary people and events	a strange story
one of the parts of a book	a person in a book	a funny book	a long book about imaginary people and events
the story of a book	a story about a crime and a detective who tries to find out who did it	a person who writes books	a story about the events of the future

What did you think of the book? | Student A

1 Complete the sentences with *too*, *enough*, *not enough* and the adjectives in brackets.

- a ☐ A: I disagree, I thought the characters weren't true-to-life enough (true-to-life). And another negative thing: the way people spoke was _____ (realistic).
- b ☐ A: The library in my town is _____ (far) from my house to walk to, but we could go to the library near your house.
- c ☒ A: What did you think of the book?
- d ☐ A: I didn't want to continue reading either! The descriptions were _____ (long) – over two or three pages. But then the plot got more interesting.
- e ☐ A: Are you joking? I thought it was _____ (exciting)! I couldn't stop reading!

2 You are having a conversation with a friend about a book. In pairs, put the conversation in the correct order (1–10). You start.

3 Practise the conversation with your partner.



What did you think of the book? | Student B

1 Complete the sentences with *too*, *enough*, *not enough* and the adjectives in brackets.

- f ☐ B: You need to read more thrillers if you thought it was exciting! Well, at least the characters were realistic enough (realistic). Most of them were very believable.
- g ☐ B: I don't agree. I thought the way people spoke was OK. One thing I didn't like is that it cost a lot of money for a short book. It was _____ (expensive). Next time, we can get a book from the library.
- h ☐ B: Yes, I agree, the plot got a bit more interesting, but the ending was _____ (predictable). I guessed it right at the beginning. I also think it was _____ (exciting) for a thriller. I didn't jump once!
- i ☒ B: Well, it took a long time to get going. It was _____ (interesting) for me to want to continue reading.
- j ☐ B: OK, the library near mine it is then! The other good thing about this book is that it's _____ (long) for me to write a review of. I have to write one for school, so I'm going to write about that!

2 You are having a conversation with a friend about a book. In pairs, put the conversation in the correct order (1–10). Student A starts.

3 Practise the conversation with your partner.

1 6.8 Add the missing vowels to complete the adjectives in the interview.

Interviewer: So how did you start painting, Hani?

Hani: I was about eight when I got my first set of paints from my aunt. They were really nice paints with beautiful, ¹br¹ght colours. I started doing little paintings in my notebook and my parents were really impressed, but I wasn't happy. They were too small for me. I started doing bigger paintings on real canvas, but the materials were ²xp²ns²v_ and my parents decided I needed a new hobby.

Interviewer: But you didn't stop ...

Hani: **Not really.** I stopped painting at home but I had a great art teacher at school. He taught us about all kinds of art, from ³tr³d³t³_n³_l things to ⁴m⁴_d⁴_rn **stuff** and I loved it all. **That's how I got interested in** murals. Murals are ⁵l⁵_rg⁵_ paintings which are directly painted onto walls or the ceilings of buildings. I read a lot of books about murals in my free time. I got them from a local bookshop. Murals are one of the oldest types of art.

Interviewer: When did you paint your first mural?

Hani: **One day** when I got to school there was some ⁶_xc⁶_t⁶_ng news. We had a new sports hall and my art teacher organised a competition to design a mural for one of the walls. My design won, and my whole art class painted my mural. We painted ⁷l⁷_c⁷_l sports people.

Interviewer: And now, painting murals is your job, and you earn money for it. How **did** that happen?

Hani: I got a call one day from a ⁸gr⁸_t charity. They visit hospitals, community centres and places like that. They look for areas in those buildings that look ⁹b⁹_r⁹_ng and they ask me to design and paint a mural. **The idea is to** make the people who spend time in these places feel ¹⁰h¹⁰_pp¹⁰_r. The paintings are all really ¹¹c¹¹_l¹¹_rf¹¹_l and ¹²p¹²_s¹²_t¹²_v_. Sometimes local children and teenagers help me. Those are my ¹³f¹³_v¹³_r¹³_t projects.

Interviewer: How can people get involved in mural art?

Hani: A lot of shops and restaurants pay people to paint murals for them. Artists send examples of their work and the businesses choose which artist they like the ¹⁴b¹⁴_st. Or you could look for local charities that organise murals and work as a volunteer on their next project.

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.

What are you going to do?

UNIT 7, LESSON 1 VOCABULARY AND GRAMMAR (Going to)

What are you going to do? | Student A

1 Make questions with *going to* using the prompts. Then, for each question, write a follow-up question using the question word given.

- 1** you / go out / this weekend?
Are you going to go out this weekend ? Where *are you going to go* ?
- 2** you / have / an exam / soon?
_____ ? When _____ ?
- 3** you / watch / TV / tonight?
_____ ? What _____ ?
- 4** you / celebrate / your birthday / this year?
_____ ? Who _____ ?
- 5** you / learn / something new / this year?
_____ ? What _____ ?

2 Ask your questions from Exercise 1 to Student B. Then listen to Student B's questions and choose the correct responses from sentences a-e.

- a** Yes, I am - on Saturday. We're going to go shopping.
- b** Yes, I am, I guess. I'm going to write an essay.
- c** No, we aren't. We're going to stay at home this year.
- d** Yes, I am. I'm going to tidy it at the weekend.
- e** Yes, I am. I'm going to train with my handball team in the afternoon.



What are you going to do? | Student B

1 Make questions with *going to* using the prompts. Then, for each question, write a follow-up question using the question word given.

- 6** you / go / somewhere special / this year?
Are you going to go somewhere special this year ? Where *are you going to go* ?
- 7** you / do / some exercise / today?
_____ ? When _____ ?
- 8** you / meet / a friend / this week?
_____ ? What _____ ?
- 9** you / do / any homework / tonight?
_____ ? What _____ ?
- 10** you / tidy up / your bedroom / soon?
_____ ? When _____ ?

2 Listen to Student A's questions and choose the correct responses from sentences f-j. Then ask your questions from Exercise 1 to Student A.

- f** Yes, I am. I'm going to have a special dinner with my family.
- g** No, I'm not. I'm going to go to the library with Alia instead. We're going to get a good book to read.
- h** Yes, I am. I'm going to learn how to skateboard.
- i** Yes, we are. I think we're going to have a History exam on Wednesday.
- j** Yes, I am. I'm going to have a picnic with some friends.

RESOURCE 30

Tourists in a city

UNIT 7, LESSON 2 VOCABULARY
(Places in the city, transport)

LET'S GO!	1 You want to have a meal.	2 You want to post a letter.	3 You need somewhere to stay for three nights.	4 Miss a turn.
15 You want to take a boat trip.	16 Go back to square 11.	17 You want to do some exercise.	18 You want to visit an historic monument.	5 Go to square 9.
14 You want to read a book.	23 Swap places on the board with the person to your left.	GOODBYE!	19 Miss a turn.	6 You want to have a picnic and ride your bike.
13 You need to catch a train.	22 You want to do some shopping.	21 You need more information about the city.	20 Have another turn.	7 You're feeling very ill.
12 Miss a turn.	11 You need to get some money.	10 Swap places on the board with the person to your left.	9 You want to learn about local history.	8 Have another turn.

1 7.4 Complete the announcements with the nouns from the box.

belongings car park destinations exhibition floor gifts member
registration number visit

1

Attention, please, customers: This is an announcement for the driver of a black car, ¹*registration number* 12 4312. That's 12 4312, a black car. Your car is blocking a blue car in the shop's ²_____. Please move it **immediately**.

2

Good morning, everyone. During hot weather, the Underground can get significantly warmer than usual. Please carry a bottle of water with you **at all times**, especially when you are travelling with young children. If you don't feel well, please do not board an underground train. Contact a ³_____ of station staff for help.

3

Attention, please, visitors. It is now 5 p.m. and the ⁴_____ closes in thirty minutes. Before you leave, please visit our shop. It is opposite the escalator on the first ⁵_____. We have **a large selection of** books and ⁶_____. The shop also closes at 5.30. We hope you enjoyed your ⁷_____ today.

4

Attention, please. We are now approaching Aqaba Bus Station. Please take all your ⁸_____ with you when you leave the bus. **Change here** for bus services to other ⁹_____, both national and international.



2 Look at the expressions in bold in the announcements. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

A London weekend

UNIT 7, LESSON 4 GRAMMAR

(Present Continuous: future arrangements)

A London weekend | Student A

	Friday	Saturday	Sunday
Morning	Covent Garden – walk round and explore the shops		Portobello Road Market – antiques!
Afternoon		Helicopter flight over famous London landmarks!	
Evening	Twilight Soho Food Tour – try British cuisine!		Sherlock Holmes Walking Tour – visit the settings from the novels

Ideas for other activities for a London weekend:

- ride the London Eye – 30-minute ride on one of the world's most famous attractions; amazing views of London
- shopping on Oxford Street, Central London – all the big shops
- Open-top bus tour – join an open-top bus to see London's famous buildings
- visit Madame Tussauds – the world's most famous wax museum

Are you free on ... ?

No, I'm ... What about ... ? Are you free then?



A London weekend | Student B

	Friday	Saturday	Sunday
Morning		Portobello Road Market – fashion, food and books!	Hire bicycle and ride in Richmond Park!
Afternoon	Visit Natural History Museum	Speedboat trip on River Thames!	
Evening			London by Night Bus Tour – the famous landmarks!

Ideas for other activities for a London weekend:

- ride the London Eye – 30-minute ride on one of the world's most famous attractions; amazing views of London
- shopping on Oxford Street, Central London – all the big shops
- Open-top bus tour – join an open-top bus to see London's famous buildings
- visit Madame Tussauds – the world's most famous wax museum

Are you free on ... ?

No, I'm ... What about ... ? Are you free then?

The future expert | Student A

1 Put the words in the correct order to make questions with will.

In 200 years from now, ...

1 people / will / most / where / live?

Where will most people live?

2 food / kind of / we / what / will / eat?

3 do / what / their / in / people / will / free time?

4 travel / will / how / we / around?

5 be / money / will / how / organised?

6 people / work / will / kind of / what / do?

2 You are the future expert. Listen to Student B's questions and choose the correct response from sentences a-f.

a Staying in hotels in space that have fun and games for the whole family will be popular.

b All homes will have their own offices, but there will be places to work in parks and gardens too.

c A lot of people will play virtual reality games, but books will still be very popular.

d Our financial information will be stored in microchips in our wrists that we can buy things with.

e We will live in houses that are powered by water, wind and the sun and are surrounded by plants to give us fresh air.

f We will grow a new kind of vegetable that keeps us healthy and helps us to live longer. But the foods we have now will still be around.

3 Swap roles. You want to know about the future, so you visit Student B, the future expert. Ask them your questions from Exercise 1.



The future expert | Student B

1 Put the words in the correct order to make questions with will.

In 300 years from now, ...

7 homes / be / will / what / like?

What will homes be like?

8 popular / the most / be / will / what / food?

9 will / what / do / to / people / relax?

10 on / go / will / people / where / holiday?

11 pay for / what / people / use / will / to / goods?

12 their / will / go / do / to / where / people / jobs?

2 You want to know about the future, so you visit Student A, the future expert. Ask them your questions from Exercise 1.

3 Swap roles. You are the future expert. Listen to Student A's questions and choose the correct response from sentences g-l.

g Most people will have drones that they can sit inside and programme to take them to where they want to go automatically.

h Usually people will only work for about three days per week, so there will be a lot more time for family, friends and learning.

i There will be lots of scientists who will work to improve people's lives and more people creating entertainment.

j People's salaries will be based on how much they help other people and everyone will use the same currency.

k People will be able to choose to have a home on the Moon, under the sea or on land. There will be enough homes for everyone.

l The diet of most people will be mainly plants creating enough food for everyone in the world.

Computer Catchphrase

UNIT 8, LESSON 2 VOCABULARY
(Computer equipment)



desktop computer	hard disk	laptop battery	USB cable
wireless keyboard	wireless mouse	charge your/ the battery	switch off your computer
turn up your speakers	delete a file	delete an email	save a document
copy some text	copy a file	attach a file	attach a cable
install an app	install a printer	download music	download an app

What happened in the end?

UNIT 8, LESSON 3 GRAMMAR
(Adverbs of manner)

A man opened the door.

Adjective: old / tall / young

Adverb: impatient / quick / careful

FOLD

He looked around the kitchen.

Adjective: modern / old-fashioned / clean

Adverb: slow / anxious / angry

FOLD

A boy was in the room. The boy said to the man, '...' The boy got up.

Adjective: young / small / tall

Adverb: quiet / slow / nervous

FOLD

The man said to the boy '...' The man looked out of the window.

Adjective: big / tiny / broken

Adverb: confident / kind / calm

FOLD

They heard a noise. The boy said, '...'

Adjective: loud / horrible / strange

Adverb: nervous / loud / calm

FOLD

A woman entered the room. She was the man's mother.

Adjective: tall / mysterious / old

Adverb: silent / unexpected / quick

FOLD

What happened in the end? Write two sentences. Use at least one adjective and one adverb.

1 8.3 Complete the conversations with one word in each gap.

1

A: When ¹**did** you last use it?

B: I don't know. A few days ago. Why?

A: It's ²_____ working.

B: I think it's the battery again. It dies really quickly.

A: It isn't the battery. I charged it.

B: Try typing something. What happens?

A: Nothing! It doesn't even switch ³_____!

B: Oh. It's something more serious then.

A: I need to test the hard disk. I think that's where the problem ⁴_____.

B: **Good idea!**

2

A: Well, **what was it like?**

B: Wow, **that was incredible!** There ⁵_____ lots of spiders and they were really close to ⁶_____!

A: I hate spiders!

B: **I mean**, they're obviously not real – the graphics aren't amazing. But it's still ⁷_____ awesome experience. Can I try it again? **In fact**, I want one!

A: Well, lots of companies ⁸_____ producing headsets now.

B: I'm definitely getting one!

3

A: What's this, Abeer?

B: It's a smart speaker, a present ⁹_____ my parents.

A: My cousin's got one of those. How do they work?

B: They contain a virtual assistant, or AI assistant, which is artificial intelligence. They understand questions and commands.

A: What can you do with it?

B: Well, you can ask it ¹⁰_____ find information and it can tell you a joke! You need to experiment with questions to check all the different things it can do.

A: Hmm ... I just can't imagine using it very often.

B: **I know what you mean.** But they're fun ... and they aren't expensive.

A: **That's true.**

B: Try it. Ask ¹¹_____ a question. Anything you like!

2 Look at the expressions in bold in the conversations. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

5G technology

UNIT 8, LESSON 6 READING AND VOCABULARY (Understanding pronouns)

1 Read the article quickly and choose the best title.

- A What is the role of 5G in the economy?
- B What problems will 5G cause?
- C What difference will 5G make to our lives?

2 Read the article again. Match sentences A-G with gaps 1-5 in the article. Use the underlined words to help you. There are two extra sentences.

- A They are probably the ones to pay for the new networks and fancy technology.
- B They say there are possible effects on our health.
- C It will be as low as 1 millisecond (1/1,000th of a second!).
- D They will need to follow maps and communicate with each other.
- E They will be able to save lives in situations where time and distance are important.
- F But they cannot say 5G is perfect.
- G They will be able to take us anywhere safely and very, very fast!

3 Read the complete article. What do the underlined pronouns in the five gapped sentences refer to?

- 1 _____ = _____
- 2 _____ = _____
- 3 _____ = _____
- 4 _____ = _____
- 5 _____ = _____

If you look in the corner of your phone, you will probably see a little symbol that says 3G, 4G or 5G. G stands for *generation*; with 1G we talked, with 2G we sent messages, 3G gave us data and Internet, and 4G and 5G went faster.

What exactly is 5G technology? First of all, 5G technology isn't available everywhere yet, but you will notice the difference when it comes to you. It is between 100 and 250 times faster than 4G. With 5G, you will be able to download an HD movie in about four seconds. And it's much more than that. It's all about *latency* – the time it takes between sending and receiving information. ¹ _____ That's almost real-time, which means that 5G will make new experiences possible!

With 5G, you will be able to put on your virtual reality headset and fly a drone that's somewhere else or watch a match in a virtual stadium sitting next to your friends! It will also bring the next generation of robotic devices. Doctors will be able to operate on patients from the other side of the world. ² _____

5G technology is having an enormous effect on the global economy. New types of businesses and jobs have appeared. And, one day, we will travel on smart buses, flying drone taxis and in self-driving cars. ³ _____ Experts predict that this 'Passenger Economy' will be worth \$7 trillion by 2050.

However, this super-fast technology isn't all good news. Scientists are investigating the effect of 5G on the human body. ⁴ _____ This is because our bodies can absorb energy from our electronic devices. Unfortunately, we won't know exactly what the health risks are until there is a complete investigation.

Cost is another problem with 5G technology: building a 5G network is very expensive, so companies raise the money they need by making their products more expensive for customers. ⁵ _____ Yes, that's fair – it's new, it's better, so it will cost more. But is it really worth it? Do we really need it? Maybe 4G is good enough?



- 1 In pairs, complete the quiz questions with *must*, *mustn't*, *have/has to* or *don't/doesn't have to*. Sometimes more than one answer is possible.



HOW SPORTY ARE YOU?

DO OUR QUIZ AND FIND OUT!



- 1 Do you have to wear any special clothes in test matches in cricket?
 - a Yes, everyone has to wear protective clothing. These are the rules!
 - b No, you _____ wear special clothes except at competition time.
 - c Yes, it's very strict. You _____ wear any other colour except white.
- 2 Do you have to have five players in basketball?
 - a Yes, you _____ have five players on the court all the time.
 - b No, you _____ have five players. You can only play with four.
 - c No, you _____ play with five players. You can play with six if you like.
- 3 Do you have to follow any special rules in water polo?
 - a Yes. You _____ touch the bottom of the pool once during the game.
 - b Yes. You _____ shoot a goal if you have the ball for up to 30 seconds.
 - c Yes, you _____ swim with the ball. You can only swim after you pass the ball to your teammates.
- 4 Does your opponent have to attack you to score points in taekwondo?
 - a Yes. He or she _____ kick your upper body or head.
 - b Yes. He or she _____ kick your lower body.
 - c Yes. He or she _____ attack with his or her knees.
- 5 What does a sumo wrestler have to do before a match?
 - a He _____ drink green tea with other sumo wrestlers.
 - b He _____ throw salt in the ring.
 - c He _____ eat anything for forty hours before a match.
- 6 What does a rider have to do to win at Bull Riding (rodeo)?
 - a He _____ wear stylish boots and gloves.
 - b He _____ hold on with two hands for over eight seconds.
 - c He _____ ride the bull with one hand for eight seconds.
- 7 What do you have to do every time you score in Polo?
 - a You _____ change field direction. These are the rules.
 - b You _____ give the Polo ponies a drink of water if it's sunny. You _____ do this if it's a cloudy day.
 - c You _____ cross your sticks in the air with your team.
- 8 What special ritual does a Thai boxer perform at a fight?
 - a He _____ dance a traditional dance called the wai kru.
 - b He _____ wear a Mongkol – a special headband – during the match.
 - c He _____ wear special gloves but he _____ wear shoes.

- 2 In your pairs, do the quiz. How many answers do you know? How many can you guess?

- 3 Listen to your teacher and check your answers. You get one point for each correct answer. Then read your results.

1–3
Points

Never mind! It's never too late to learn about sport! It's fun, try it!

4–7
Points

You know a bit about sport. Keep running and learning!

8–10
Points

You're a sports star! Go for gold – you are Olympically good at sport!

1 9.2 Choose the correct words to complete the texts.

1

A: I'm looking forward to mountain biking tomorrow.

B: Yeah, me too. It's going to be a lot of fun. Have you got ¹everything / anything you need, Jaber?

A: I think ²it / so. My helmet is at your house, right?

B: Yes, I put it in my bag with mine.

A: And I bought some new gloves, so ³I'm not / I don't have to borrow yours again.

B: Cool. So, it's 8.00 at the station. OK? ⁴Don't / Let's oversleep!

A: Yeah, that's early. I can set an alarm on my phone, but ⁵I'll / I'm going to ask my parents for their alarm clock too – just to be sure because sometimes I don't hear the alarm on my phone.

B: OK. I can phone you when I wake ⁶up, / out, too, if you want.

A: Yeah, that's a good idea. Thanks. OK, see you tomorrow. Bye!

2

It was a great final. Really exciting! Before the game, we thought, 'Let's just do our best.' We thought they were ⁷much / too good. But when we scored, we realised, 'We can actually win this!' And now we're the champions! After the game, we got this. It's really heavy and it's got the names of all the other winners. We ⁸must / have to give it back next year. Everyone's really excited about the future now. The team wants to buy new shirts – it's going to cost 240 dinars for all of us. We want our names on the back of each one.

3

A: Hi, Laith. How was Sunday? Did you go sandboarding again?

B: No, I was ready to go, with my helmet and board, but unfortunately, they cancelled it at the last minute because of bad weather.

A: Oh, no. What did you do instead?

B: Well, I decided to go swimming with my brother, ⁹but / so I put my goggles and my towel and my costume in my bag, and we went to the swimming pool, but ¹⁰there / it was a problem with the water and the pool was closed.

A: Oh, bad luck. So what did you do?

B: Well, on the way home, we saw some boys from school playing football in the park.

A: Was it a good game? Did you score any goals?

B: Um, no, I didn't feel like playing. It was raining. So, we went home and played football ¹¹with / on the computer.

A: Did you win?

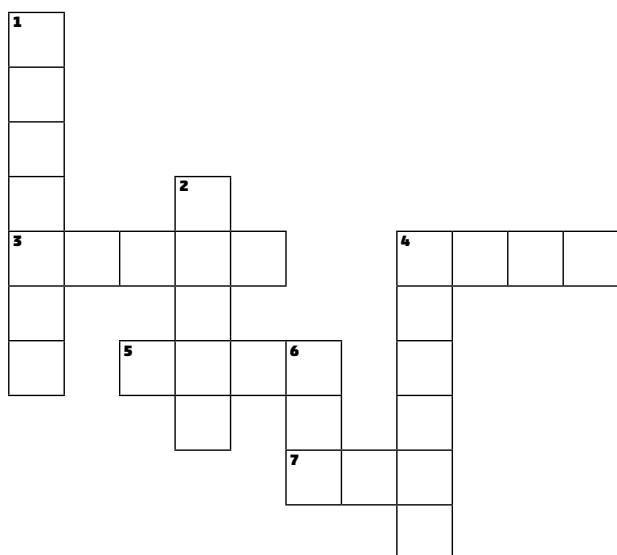
B: No, I never beat my brother. He's too good!

2 Look at the expressions in bold in the texts. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

The body crossword

UNIT 9, LESSON 3 VOCABULARY
(Body)

The body crossword | Student A



Clues

Across

- 3 _____
4 _____
5 _____
7 _____

Down

- 1 _____
2 _____
4 _____
6 _____

Answers

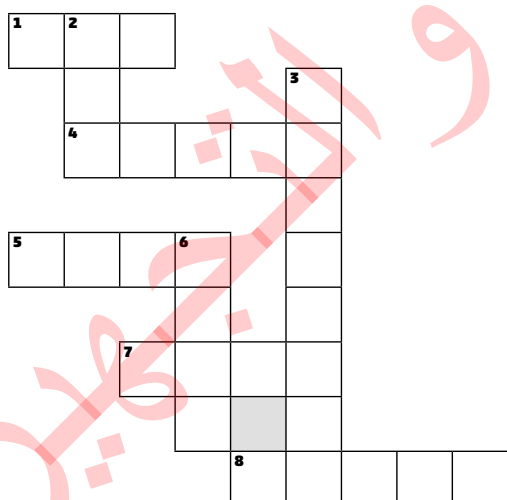
Across

3 ankle 4 face 5 foot 7 eye

Down

1 stomach 2 elbow 4 finger 6 toe

The body crossword | Student B



Clues

Across

- 1 _____
4 _____
5 _____
7 _____
8 _____

Down

- 2 _____
3 _____
6 _____

Answers

Across

1 ear 4 mouth 5 back 7 head 8 wrist

Down

2 arm 3 shoulder 6 knee

I need your advice

UNIT 9, LESSON 4 VOCABULARY AND GRAMMAR (Should/shouldn't)

I need your advice | Student A

1 You're a sports athlete. You're going to train in Colorado in the United States. You need some advice from Student B. Put the words in the correct order to make your questions.

1 money / I / how / should / take / much?

4 I / English / how / improve / should / my?

2 vaccinations / have / should / any / I?

5 people / should / meet / do / I / what / to / new?

3 do / sick / I / what / if / feel / I / should?

6 take / how / I / clothes / should / many?

2 Student B wants a job on a sports camp this summer. He/She has a video interview tomorrow and he/she needs your advice. Complete the advice with *should/shouldn't* and the verbs from the box if necessary.

ask be describe look for tell wait worry

a You _____ too much about your clothes if it's an online interview. Just wear a clean shirt.

d Yes, you _____. You _____ yourself as a calm, easy-going and hard-working person.

b No, you _____. You _____ about money and the timetable at the beginning of the interview. You _____ until the end of the interview.

e Yes, you _____. They _____ interested in your free-time activities.

c Yes, you _____. You _____ them about your job in the café and babysitting. It shows you can work in a team and that you're good with children.

f You _____ information about the camp on the Internet.

3 In pairs, take turns to ask for and give advice. Ask all your questions from Exercise 1 and listen to Student B's advice. Then listen to Student B's questions and choose the correct response from the sentences in Exercise 2.



I need your advice | Student B

1 You want a job on a sports camp this summer. You have a video interview tomorrow and need some advice from Student A. Put the words in the correct order to make your questions.

7 conditions / I / pay / should / about / and / ask?

10 talk / should / hobbies / I / my / about?

8 weekend / mention / I / my / should / job?

11 out / the / what / more / I / to / find / should / about / do / job?

9 describe / should / my / personality / I?

12 what / I / should / wear / clothes?

2 Student A is a sports athlete. He/She is going to train in Colorado in the United States and he/she needs your advice. Complete the advice with *should/shouldn't* and the verbs from the box if necessary.

ask buy carry go go out pack take talk

g You _____ to my American friend. He can tell you more about American culture and customs.

j You _____ a lot of cash with you. Airports are dangerous places! You _____ just _____ enough money for the first few weeks.

h No, I don't think so. But you _____ a doctor instead of me.

k You _____ health insurance in case you get sick.

i You _____ too many clothes in your suitcase. American clothes are very cheap!

l I'm sure there will be lots of friends where you are going. You _____ to all the get togethers but you _____ too much!

3 In pairs, take turns to ask for and give advice. Listen to Student A's questions and choose the correct response from the sentences in Exercise 2. Then ask all your questions from Exercise 1 and listen to Student A's advice.

Have you ever ... ?

UNIT 10, LESSON 1 VOCABULARY AND GRAMMAR (Present Perfect with *ever* and *never*)

- 1** Make questions with *Have you ever ...* using the prompts. Then, for each question, write a follow-up question using the question word given.

Present Perfect	Past Simple	Name
1 feel / homesick? _____	When _____?	
2 swim / in the sea? _____	When _____?	
3 be / abroad? _____	How long _____?	
4 try / strange food? _____	What _____?	
5 meet / a famous person? _____	Who _____?	
6 walk / in a desert? _____	Where _____?	
7 ride / an elephant _____	When _____?	
8 lose / your mobile phone? _____	How _____?	
9 go / sandboarding? _____	When _____?	
10 camp / in a valley? _____	Where _____?	

- 2** Ask your questions to other students. Find someone who answers 'yes' to the first question each time and write their name in the table. Ask for more information using your follow-up questions.

Have you ever felt homesick?

Yes, I have

When was that?

Two years ago, I was in ... and ...

Is it a bee?

UNIT 10, LESSON 2 VOCABULARY
(Animals, parts of an animal body)



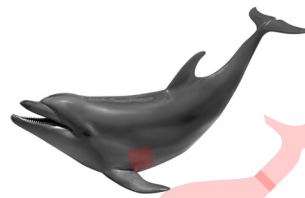
ant



bee



crocodile



dolphin



duck



elephant



fly



lion



monkey



mosquito



penguin



salmon



shark



snake



tiger



whale

Are you ready to go?

UNIT 10, LESSON 3 GRAMMAR

(Present Perfect with *already*, *just* and *yet*)

Are you ready to go? | Student A



Are you ready to go? | Student B



Weather talk

UNIT 10, LESSON 5 LISTENING AND VOCABULARY (Audio script: extra activities)

1 10.5 Complete the texts with one word in each gap.

1

Last week ¹was very hot and sunny in Aqaba, with temperatures up to thirty-eight degrees. But next week, temperatures ²_____ drop a little and there will be some cloud cover. However, ³_____ is little chance of rain.

2

A: Where ⁴_____ you going on holiday, Ali?

B: The south ⁵_____ France. We're going camping. But the forecast is terrible. ⁶_____ you ever been to France?

A: Yes, I have. In fact, we've camped in the south of France. But don't worry ⁷_____ the forecast. It was wrong when we went. Mum and Dad packed raincoats, umbrellas – everything – and there wasn't a cloud ⁸_____ the sky!

B: Huh, **that's good news!**

A: We spent every day in the sea. Then ⁹_____ the last day, it was windy but warm. I didn't remember ¹⁰_____ put sun cream on and I got sunburnt!

B: Oh, no!

A: Yeah. So, take plenty of sun cream with you and use it!

3

A: Storm Zara, Storm Dylan, Storm Fatima. Today our guest is Dr Clare Turner, a weather expert. Clare, why ¹¹_____ we give storms names?

B: Well, **there are some serious reasons for this**. It isn't just to make them more interesting. So, **one reason is that** in the news, ¹²_____ example, **it's useful to know** which storm we ¹³_____ talking about – 'the storm last night' isn't very helpful. But, to me, the big one is that it can **save lives**. Scientists ¹⁴_____ discovered that when storms have names, people are more interested in reading about them. And that means people are more careful.

4

A: I ¹⁵_____ find my coat anywhere. Have you seen it?

B: Look outside, Cameron. It's bright blue and **there isn't a cloud in the sky**.

A: Yeah, but I've got football training after school. I'll get cold ¹⁶_____ the way home.

B: You could take your jacket. ¹⁷_____ blue one.

A: That's really light. **It's more like** a thick shirt.

B: Wait, I can pick you up in the car today. I ¹⁸_____ working late.

A: Great! So, I can stop looking?

B: Yes. See you later then.

2 Look at the expressions in bold in the texts. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

Jordan High Note

Grade 8
Semester 2

GRAPHIC ORGANISERS



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GRAPHIC ORGANISERS

TEACHER'S NOTES

Unit 6

6 A book review

(Lesson 7 Writing)

Aim: to plan a book review

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 6 Writing Task on page 13 of the Student's Book. (2) Hand out the worksheet and tell students they are going to write a review for a book that they have read. Ask them to look at the template and tell them that the tips will help them to plan their review. (3) Refer them to the tips in the Writing box on page 13 to help them. (4) Draw their attention to the *Watch Out!* Box on page 13 and tell them to make sure they use the present tense in their reviews. (5) Give students time to make notes individually. (6) You could ask students to finish their plans by deciding on a star rating for the book. (7) 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. (8) Students then complete the Writing Task individually, in class or as homework.

Unit 7

7 A short message

(Lesson 7 Writing)

Aim: to plan a short message

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 25 of the Student's Book. (2) Hand out the worksheet and tell students that they are going to write a short message. Tell them that they should use the Graphic Organiser to help them. They can also refer to the tips in the Writing box on page 25. (3) Give them time to write their message in full and then tell them to underline all the words they can take out to shorten their message. (4) Put students in pairs and tell them to share their notes. (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 8

8 A notice

(Lesson 7 Writing)

Aim: to plan a notice

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 35 of the Student's Book. (2) Ask them to choose one of the situations in Exercise 7. (3) Hand out the worksheet and tell them they're going to write a notice. (4) Tell them to look at the Writing box tips in the Graphic Organiser 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) In class, or as homework, ask them to look online for a photo of their item to include in their notice. (8) Students then complete the Writing Task individually.

Unit 9

9 An online forum post

(Lesson 7 Writing)

Aim: to plan an online forum 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 going to prepare a draft for the Exercise 6 Writing Task on page 47 of the Student's Book. (2) Hand out the worksheet and tell them they're going to write an online forum post asking for advice on a problem they have. (3) Tell them that the boxes provided in the Graphic Organiser will help them plan their post. They can also refer to the Writing box on page 46 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 10

10 An article

(Lesson 7 Writing)

Aim: to plan an article

Interaction: individual, pairs

Type of activity: pre-writing task

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Tell students that they are going to prepare a plan for the Exercise 6 Writing Task on page 57 of the Student's Book. (2) Hand out the worksheet and tell them they're going to write an article. (3) Tell them that the boxes provided in the Graphic Organiser will help them plan their article. They can also refer to the Writing box on page 56 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. Then ask students 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.

A book review

UNIT 6, LESSON 7 WRITING (A book review)

1 Make notes in the boxes for each section of your review. Make sure you:

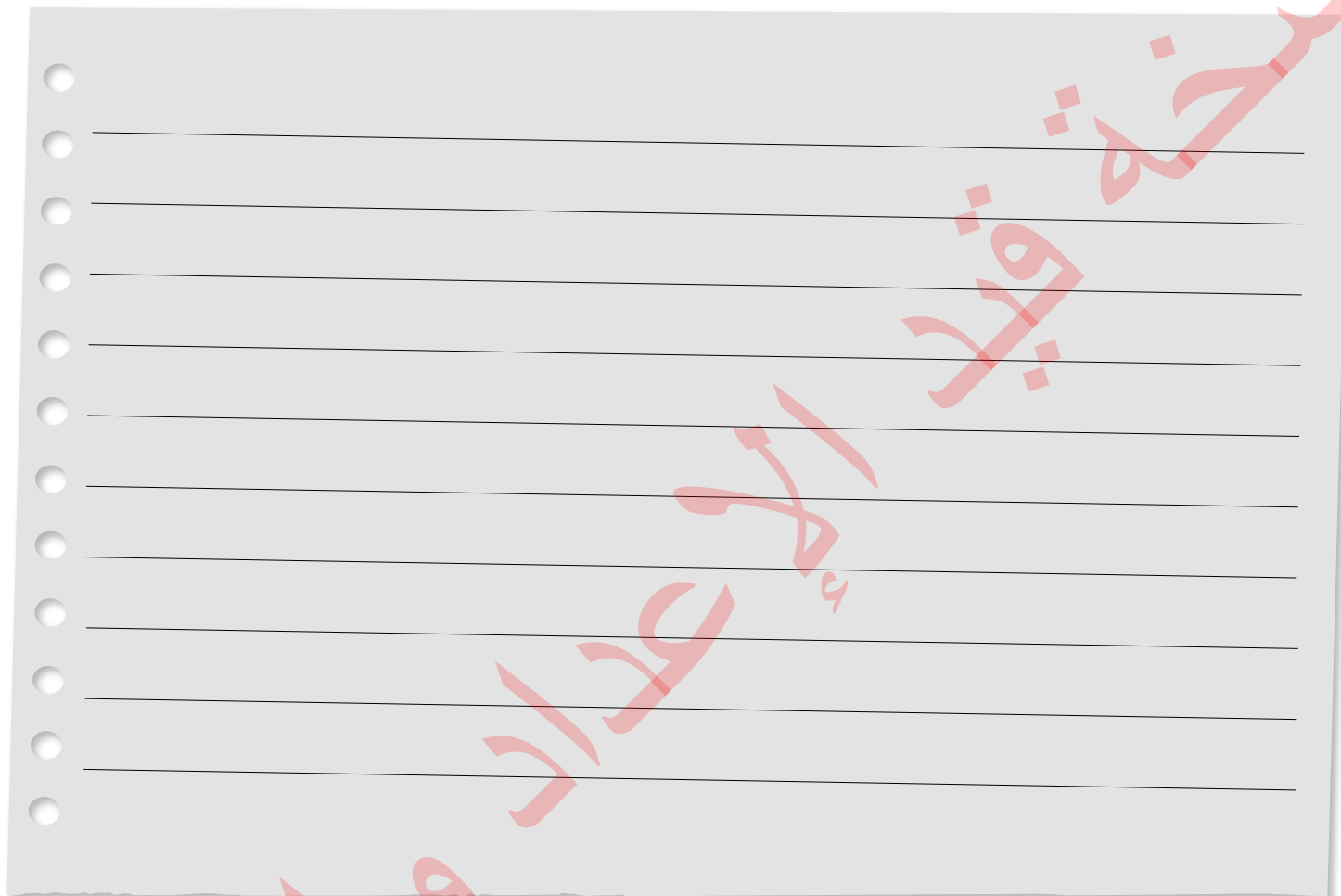
- use the table below to plan the review.
- use the phrases in the Writing box.
- use present tenses to describe the plot.
- use opinion adjectives.

Title	
Type of book	
Setting	
Main character(s)	
Author	
Plot	
Your opinion	

2 In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?

1 Write a message to your friend. In your message:

- apologise for a change in your plans.
- explain the reason for the change.
- suggest a new plan.



2 Underline all the words you can leave out to shorten your message. Some words you can leave out are:

the verb to be: *am, is, are*

determiners: *some*

subject pronouns: *I, you, he, she, it, we, they*

there is/there are

articles: *the, a, an*

conjunctions: *because*

prepositions: *for, in, on, at, ...*

3 Can you give your partner one suggestion on how to improve their plan?

A notice

UNIT 8, LESSON 7 WRITING (A notice)

1 Choose one of the situations in Exercise 7 and write a LOST! or FOR SALE! notice.

2 Use the tips from the Writing box to help you.

To attract people's attention, you can:

- write a big heading, e.g.: LOST! FOR SALE!
- include an accurate photo of the item you lost/want to sell.

Make your notice clear and easy to read:

- use bullet points.
- don't include unnecessary information.

Include all the necessary information:

- write a simple description of the object (colour, name, etc.).
- say where and when you lost the object (LOST!).
- offer a reward (LOST!) or give the price (FOR SALE!).
- give your name and contact details.



3 Can you give your partner one suggestion on how to improve their plan?

- 1** Make notes for your online forum post in the boxes below. Use the tips in the Writing box on page 46 of your Student's Book to help you.

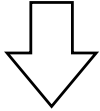
SPEAK OUT! STUDENT FORUM
Explain your problem. <hr/> <hr/> <hr/> <hr/> <hr/>
Say how the problem makes you feel. <hr/> <hr/> <hr/> <hr/> <hr/>
Say how you have tried to solve the problem(s). <hr/> <hr/> <hr/> <hr/> <hr/>
Ask for advice. <hr/> <hr/> <hr/> <hr/> <hr/>

- 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 article. Use the tips in the Writing box on page 56 of your Student's Book to help you.**

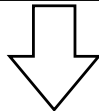
Title

Add an interesting title to encourage the reader to read the article:



Introduction

Introduce the topic:



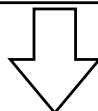
Paragraphs 1-3

Answer the following questions and give examples where possible:

What things do you do in your daily life that are good for the environment?

What could you do that you haven't done yet?

What should we do to encourage young people to help save the planet from pollution?



Conclusion

Add a short conclusion and finish with an interesting sentence:

- 2 Can you give your partner one suggestion on how to improve their plan?**