

Action Pack 10

Teacher's Book Tenth Grade

Edwina Johnson

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Student's Book Scope and Sequence

UNIT	LANGUAGE	SKILLS
Module 1 <i>Starting out</i> page 3		
A new business idea page 4	Grammar: revision of the structures in the previous level Vocabulary: business ideas Functions: analysing a text about how to be a successful businessperson, making predictions about future plans, expressing opinion about products, evaluating inventions and products, promoting a product, analysing job advertisements, expressing preference for a job	Reading: short text about business ideas, an article about a young inventor, two job advertisements Listening: a description of an invention Speaking: talking about future jobs, having a debate about inventions, describing a product Writing: a list of tasks, an advertisement for an ideal job, a letter applying for a job

Project: Design and describe a new product or service.

Module 2 <i>The natural world</i> page 11		
1 Rainforests page 12	Grammar: the Present Perfect with <i>yet</i> and <i>already</i> Vocabulary: the rainforest, animals and plants Pronunciation: final -r Functions: describing animals, differentiating between fact and opinion, giving an opinion about protecting rainforests, giving reasons for protecting the rainforest, making suggestions to protect rainforests, analysing information about trees, comparing and contrasting trees	Reading: an article about a hidden world, an article about rainforests, an email about a trip to Jordan, a leaflet about the oldest trees on Earth Listening: a radio programme about life on Earth Speaking: talking about tasks, talking about saving the rainforests, talking about trees Writing: a paragraph about saving the rainforests, a leaflet about two of the oldest trees in the world
2 Treasures of the earth page 18	Grammar: modal verbs of possibility: <i>must</i> , <i>might</i> , <i>could</i> , <i>can't</i> Vocabulary: precious stones Pronunciation: a proverb Functions: analysing a radio programme, describing objects, making guesses from descriptions of objects, evaluating a speaker's objectivity, making suggestions for objects to be kept in a museum, giving information about a proverb	Reading: a quiz about precious stones, an article about emeralds in Egypt, an article about the Jordan Archaeological Museum in Amman, a short text about the Gold Market in Amman Listening: a description of a precious stone, a text about the Gold Market Speaking: describing objects, describing a precious stone, talking about things to see in a museum, practising pronunciation in a proverb, describing a treasure Writing: a short description of a precious stone and of a treasure

Project: Write about the discovery of a treasure.

Extra reading A **page 85**

Module 3 <i>Science</i> page 25		
3 The Nobel Prize page 26	Grammar: the Present Continuous Vocabulary: Nobel Prizes, science Pronunciation: a Functions: analysing annoying behaviour, synthesising an interview about the Nobel Prizes, giving reasons for giving a Nobel Prize, making suggestions for reasons to give a Nobel Prize, describing pictures, explaining a school project	Reading: an article about super scientists, a summary of the article, a text about the Nobel Prize conferences, letters Listening: an interview about Alfred Nobel and the Nobel Prizes Speaking: talking about annoying habits, talking about Nobel Prize winners, discussing awarding a Nobel Prize, talking about pictures Writing: a short text about a Nobel Prize winner, a letter about a school project
4 Science and scientists page 32	Grammar: state and dynamic verbs Vocabulary: science and scientists Pronunciation: a proverb Functions: analysing a radio programme about science, evaluating the correctness of sentences, making judgments about science, making guesses about what others do, making suggestions about higher education, giving information about one's future studies	Reading: a radio programme about science matters, a text about a famous scientist, an article about higher education in Jordan, an experiment about reaction Listening: an interview with a scientist Speaking: talking about school subjects, talking about science, describing what one is doing, guessing what scientist the other person is, talking about studying at university Writing: a paraphrase of paragraphs, a short report about an experiment

4 Project: Write about a Nobel Prize winner.

Module 4 Journeys page 41		
5 Exploring wildlife page 42	Grammar: the Second Conditional Vocabulary: the polar regions, marine life Pronunciation: <i>p</i> and <i>b</i> ; intonation Functions: analysing texts about animals, expressing opinion about whether animals are in danger, making suggestions about given situations, making predictions about what to see on a trip, synthesising a text about a trip to Antarctica, analysing an email, giving information about a trip, making predictions about a visit to the Red Sea, roleplaying an interview about given situations	Reading: an article about polar bears and penguins, a brochure about a trip to Antarctica, an email, a text about sea turtles Listening: a report about diving in Aqaba Speaking: discussing a visit to the Poles, talking about a boat trip to Antarctica, practising sentence intonation, roleplaying an interview, making an e-presentation about a marine animal Writing: an email about a visit to the Red Sea, a report about a marine animal
6 Planning a trip page 48	Grammar: making suggestions: <i>shall</i> , <i>How/What about...</i> , <i>Why don't we...</i> , <i>Let's...</i> ; <i>will/won't</i> and <i>shall</i> Vocabulary: geographical features, tours Pronunciation: intonation Functions: giving information about an ideal holiday, making suggestions about holidays, analysing emails, making plans for holidays, making suggestions for taking items on a trip, evaluating the correctness of sentences, giving information about journeys, analysing a description of a tour	Reading: a family conversation about a holiday, a text about the longest swim Listening: a description of a tour to Wadi Rum Speaking: talking about trips, discussing plans for a trip to Malaysia, discussing what items to take on a trip, discussing the longest journey Writing: a short description of the Amazon River, three paragraphs about a memorable journey

Project: Write about a country.

Module 5 Climate and Earth page 55		
7 Weather and climate page 56	Grammar: defining relative clauses Vocabulary: climate change, climates, global warming Pronunciation: names of places Functions: evaluating the correctness of sentences, making guesses from definitions, comparing and contrasting weather and climate, analysing reports about global warming, making suggestions about actions in a drought	Reading: an article about climates, a newspaper report about reducing global warming Listening: a radio programme about the weather and climate Speaking: participating in a game of definitions, describing pictures, reciting a poem, talking about words related to climate, talking about a drought in Australia Writing: a summary of a radio programme, a newspaper report about a drought in Australia
8 Earth page 62	Grammar: non-defining relative clauses Vocabulary: geographical features, climate change, adjectives, volcanoes Pronunciation: initial <i>cr</i> - Functions: making predictions about the climate in the future, giving information about places, analysing articles and reports about Earth, suggesting actions to protect nature, explaining the reasons for climate change, giving information about a volcano	Reading: an article about Earth's climate, a newspaper report about Jordan's wildlife, an article about volcanoes Listening: a news report about what archaeologists found Speaking: talking about different places, talking about protecting nature, talking about climate change Writing: sentences about a town, three paragraphs about the causes of climate change, an account of an eruption of a volcano

Project: Write a report about climate change.

Extra reading B page 89

Module 6 Tourism page 69		
9 Tourist attractions page 70	Grammar: the Present Simple Passive Vocabulary: architecture, materials, health Pronunciation: <i>th</i> Functions: making suggestions for preserving a palace, giving information about one's region, analysing an email and a report, giving information about objects, explaining why the Dead Sea is a good place for health tourism, giving information about a tourist attraction in Jordan	Reading: an article about Alhambra Palace, a postcard, an article about the Dead Sea Listening: a report about Burj Khalifa Speaking: talking about buildings in Jordan, participating in a quiz, describing an object, talking about the Dead Sea Writing: three paragraphs about Jordan, a description of an object, a postcard about a tourist attraction in Jordan
10 Cultural tourism page 76	Grammar: the Past Simple Passive Vocabulary: art and artists, word building Pronunciation: <i>wh</i> - Functions: analysing texts about da Vinci and the Jordan National Gallery of Fine Arts, evaluating the success of da Vinci's invention, explaining what makes a genius, giving information about a favourite artist, making suggestions to activate the national interest in art	Reading: a text about the power of imagination, an article about the Jordan National Gallery of Fine Arts Listening: a text about da Vinci's flying machine Speaking: talking about Van Gogh's painting, talking about da Vinci's flying machine, talking about geniuses, talking about artists and inventions, talking about activating interest in art, debating about the importance of art, making an e-presentation about a new art programme Writing: a factfile about an artist or an inventor, a design for a programme for promoting the artistic movement in Jordan

Project: Write a description of a tourist attraction.

Introduction

Action Pack is an English course for EFL students. Each level of *Action Pack* includes a Student's Book, a cassette with the listening material, an Activity Book and a Teacher's Book.

Action Pack has been developed so that all four language skills are integrated, allowing students to practise the language in a meaningful way. They are encouraged to use their knowledge to help them establish grammar rules and work out the meanings of unknown vocabulary. Students are asked to do this using material which has been especially written to appeal to their age group and interests.

Action Pack is based on the *General Guidelines and General and Specific Outcomes for the English Language: Basic and Secondary Stages* in Jordan, where this language is regarded as a foreign language. In accordance with the *General Guidelines and General and Specific Outcomes for the English Language: Basic and Secondary Stages* of the Jordanian Ministry of Education, the *Action Pack* materials have approached these skills in an integrated way in terms of the tasks and activities for both learners and teachers. Therefore, the outcomes appearing at the beginning of each module harmonise with and are relevant to the integration of these skills and interactivity among learners.

Note: It is strongly recommended that English teachers read through the outcomes (vocabulary and grammar) for all the grades rather than just the particular grade their students are in, as well as the curriculum learning outcomes for all subjects of the grade(s) they are teaching. The requirements for each grade should be seen in the context of the overall process of building language knowledge and skills from grade to grade across all subjects.

The course

THE STUDENT'S BOOK

Action Pack 10 consists of six thematic modules based on a carefully graded language syllabus. This approach will make it possible for students to develop all four language skills: listening, speaking, reading and writing. The themes vary from speaking about themselves to finding out about the natural world, science, journeys, climate and Earth, and tourism.

Each of Modules 2–6 in the Student's Book contains two units, which develop the theme in different ways. At the end of each module, there is a project.

THE ACTIVITY BOOK

The Activity Book closely reflects the work covered in the Student's Book. The exercises can be completed in class or as homework. They are designed to provide extra practice for grammar and vocabulary, and for reading, writing and listening.

THE TEACHER'S BOOK

The Teacher's Book provides a comprehensive step-by-step guide to using *Action Pack*. There are also full answer keys for both the Student's Book and the Activity Book, as well as complete audioscripts for the listening material.

THE CLASS CASSETTE/CD

The Cassette/CD includes all the opening reading and listening activities in the Student's Book.

How to use the course

MODULE PRESENTATION

Every module starts with a list of outcomes, so the students always know what they are going to learn, and teachers what they are going to teach. Each opening page also contains a selection of photographs from the module, together with some questions. The questions aim to rouse students' interest in the module theme and encourage class discussion. Students will be able to confirm the answers to these questions as they work their way through each module.

How the units work

Each of Modules 2–6 has two units. The first unit in each lesson will cover six lessons and the second unit covers seven lessons, including the Project. After every three modules, there are revision exercises in both the Student's Book and the Activity Book.

LESSONS 1 AND 2

Each unit begins with an opener called *Before you begin*. This will start by asking the students to look at the photographs on the page and do a short activity. The aim of this is to start them thinking about the topic of the unit and vocabulary they might need. This is always followed by an activity that requires students to check the meaning of a list of useful vocabulary. This list relates to the reading passage which follows and guides the students to the glossary at the back of the Activity Book or to a dictionary. The reading passage is also on the cassette.

Various activities help students to fully understand the language in the reading passage, including comprehension, vocabulary and grammar. These activities provide students with the tools they need in order to produce meaningful and communicative language in the speaking and writing tasks which follow.

LESSONS 3 AND 4

These pages continue the development of the unit theme, using listening or reading activities.

The activities are followed by different comprehension exercises, for example, answering questions, completing tables and doing matching tasks.

Students will always be asked to give their own opinions, either by speaking to a partner or by writing.

LESSONS 5 AND 6

These pages often contain a reading passage, which is not recorded and so develops the students' reading skills. This reading passage extends what the students have learnt in the unit so far and offers an opportunity for further communicative work through the other skills.

PROJECT

The integration of the skills is further promoted in the project work, which comes at the end of each module. Before they do the projects, students should have read material relating to the topic, should have studied the vocabulary and the grammar required and should have

discussed their ideas in pairs, in groups and as a class.

Each project has a *Your task* box, which explains the Project to the students. There is also a box of questions or further guidelines to help the students organise their work. Sometimes, models are included. You should discuss the Project with the class before the students start working on it, making sure they understand fully what they have to do.

The Projects may need extra materials and involve research and other preparation, some of which may be done as homework. Access to reference books and the Internet is useful, either in class or at home.

The students should present their final projects to the class. They will spend time and effort creating their projects, so make a class display of their work and try to encourage other students in the school or teachers to come and see it.

REVISION AND TESTING

After every three modules, there are two pages of revision. These check all the language skills learnt in the previous units through a variety of activities. During this time, monitor the students and check if they are unsure about a particular language point. If they are, use exercises in the Student's Book and Activity Book to revise the point.

The Revisions are both in the Student's Book and in the Activity Book, which will give you and your students an indication of any language which needs to be revised before moving on to the next module.

There are also two final tests at the end of the Activity Book, and two other tests at the end of the Teacher's Book. Test A covers the language learnt in Modules 1–3, and Test B covers the language learnt in Modules 4–6.

Features of Action Pack 10

INITIAL TEST


There is a test at the beginning of the Activity Book which you can use to assess your students. Note any areas they are weak in and pay special attention to them when they arise during the course.

STRATEGIES BOXES

Throughout the units, there are strategies boxes which give students advice on how to tackle the different skills. For example, in reading, the box

might cover reading for information, reading for gist, multiple choice questions, etc. Each time these boxes appear, read them through with the students and encourage them to follow the advice. In this way, students will become more effective learners and will be able to deal competently with more difficult language when they come across it.

RESEARCH BOXES

Throughout the units, there are research boxes, marked by a red circle with a question mark . These are fun questions connected to the theme of the module. Give students time to find the answers before telling them. They can do this at home by using any books they have, by using the Internet or by asking their family.

QUOTATION BOXES

There are also quotations from famous people which are connected to the different themes. You may have to help the students understand some of the quotations. Try to use the quotations as a discussion point (Do the students agree with the quotation? Why/Why not?) and as a thought for the students to take away with them.

EXTRA READING

Reading for enjoyment increases a student's vocabulary and improves their reading skill. To this end, *Action Pack 10* includes a literary story about finding a treasure, *Treasure Island*. This section is recommended to be covered after Module 2. The second reading section, entitled *Great Muslim Inventors*, includes a selection of two Muslim inventors, Abbas Ibn Firnas and Al Jazari. This section is recommended to be covered after Module 5. It is hoped that, by introducing the students to this *Extra reading* section, they may be motivated to read for enjoyment and so improve their English.

Teaching Action Pack 10

TEACHING VOCABULARY

Vocabulary is an important feature of *Action Pack 10*. It is presented in lexical sets and practised in the Student's Book and in the Activity Book.

- Encourage students to record vocabulary in special notebooks. At the beginning of the year, discuss with students how they can record the vocabulary. Sometimes they might draw a picture to remind them of a meaning (e.g. a bat), or sometimes they can write a sentence using the word (e.g. ruby – The ruby is a precious stone.)

TEACHING GRAMMAR

Grammar exercises and the grammar points are clearly indicated in the Student's Book. They are practised further in the Activity Book.

- *Action Pack 10* teaches grammar in context and uses a variety of text types to do this. Encourage students to work out the grammar for themselves. This will lead to a better understanding of each point for functional purposes.
- The grammar and vocabulary together are practised in the speaking and writing activities. In this way, the skills are integrated into each unit and students will see how the language they have learnt can be used in a communicative way.
- Let students compare answers to grammar exercises and discuss their answers. By doing this, students are taking more responsibility for their learning.
- Students can always refer to the *Grammar notes* pages at the end of the Activity Book to help them consolidate their knowledge.

TEACHING PRONUNCIATION

Pronunciation exercises are found in each unit of the Student's Book. Some of them highlight the difference between two or more sounds, others draw students' attention to intonation and others teach students some consonant clusters.

- Encourage your students to say the words and sentences aloud in the pronunciation exercises, even if they weren't sure of the pronunciation or intonation. Stress that the best way for them to learn correct pronunciation is to hear a native speaker saying the words, and then to hear themselves saying the words as they heard them.

The following are the skills outcomes based on the *General Guidelines and General and Specific Outcomes for the English Language: Basic and Secondary Stages* in Jordan, with reference to examples from the Student's Book.

TEACHING LISTENING

Action Pack 10 provides plenty of opportunity for listening to native speakers. Remember, however, that you are your students' closest model and follow some simple rules:

- Speak slowly and clearly and look at students when you speak.
- Do not speak while you are writing on the board – it is essential that students see your face when you speak.
- Do not allow students to speak while you are speaking and respect their turn to speak.
- Encourage students to listen to one another when they are speaking and reading aloud.
- Use the strategies boxes to help the students do the listening activities.
- Try to be positive: praising those who are paying attention is more productive than admonishing those who are not.

At the end of this grade, students should be able to:

- use context to understand unfamiliar words, expressions and ideas when listening: page 14 exercise 3, page 20 exercise 2, page 28 exercise 3
- record information while listening (e.g. discussions, tapes, audio-video presentations): page 8 exercise 3, page 73 exercise 9
- respond to analytical questions before, during, and after listening to an oral presentation, a dialogue or a report: page 46 exercises 1 and 2, page 58 exercises 3 and 4
- synthesise information on a topic after listening to a discussion: page 58 exercise 5
- identify the objectivity of information provided by a speaker: page 14 exercise 4
- provide constructive feedback on oral presentations of peers (e.g. accuracy, clarity, completeness): page 17 exercise 8, page 21 exercise 8

TEACHING SPEAKING

Action Pack 10 provides plenty of opportunity for practising this skill.

- Encourage students to use English in their classroom exchanges to make them feel confident. Speak to them in English as much as possible and give instructions in English as much as possible.
- Encourage students to participate in class and group discussions. In group discussions, you can monitor how the students are performing, virtually unobserved. Note any students who are not taking part and encourage them in class discussions.
- There are numerous opportunities for pair work throughout the course. Try to vary the partners the students work with. When putting them in pairs, give instructions such as *Work with the person sitting next to you/ behind you/in front of you*, etc.

At the end of this grade, students should be able to:

- use the glossary and any kind of dictionary – paperback or electronic – to check correct pronunciation of words
- engage in discussions to exchange experiences (e.g. talk about career plans for the future): page 5 exercise 7
- interview peers, teachers, family and community members in English about a variety of topics: page 47 exercise 8
- use socially appropriate language to participate in debates: page 7 exercise 5, page 81 exercise 5
- do a presentation on a topic of personal interest: Projects
- make suggestions for the improvement of the presentations of peers: Projects

TEACHING READING

The passages in each module provide useful controlled reading practice. Help students to read as effectively as possible:

- Explain that the reading texts might contain words that students are not familiar with. They should not turn to a dictionary or to the Activity Book glossary immediately. Instead, teach them to read around the word, i.e. the full sentence and, if necessary, the sentences before or after. Students can use their knowledge of structures and morphology to establish the meaning of new words.

- The first reading passage is always recorded. Play it to the students so that they have a model for pronunciation and intonation. Students can practise reading the passages aloud.
- Use the strategies boxes to help the students develop their reading skills.

At the end of this grade, students should be able to:

- use print, electronic dictionaries and glossaries to confirm word meanings, pronunciation, parts of speech, derivations, synonyms, antonyms and meaning: Key word boxes
- identify the main ideas in informational materials and explain how the details support the main idea: page 36 exercise 4
- recognise the organisational pattern of a text (e.g. compare and contrast, cause and effect): page 43 exercise 4
- paraphrase information, ideas, opinions and themes in written reading material about various topics: page 37 exercise 7
- read relevant material to get background information on current issues and events: Projects
- read various articles and stories for enjoyment: Extra reading A and B
- read functional material for a variety of purposes (e.g. job advertisements: page 9 exercise 7; leaflet: page 17 exercise 6; letter: page 30 exercise 3; email: pages 16, 45, 50; brochure to plan a vacation: page 44 exercise 1; news report: pages 60, 65; article: pages 6, 12, 21, 22, 26, 36, 66, 70, 74; postcard: page 72)

TEACHING WRITING

- Encourage good spelling by encouraging students to read through the vocabulary lists and learn the spelling. Remember, spelling in English is not easy, so it needs to be learnt!
- When students are asked to create a piece of writing, make sure they understand what they have to do. Give models where possible and remind the students of the grammar and vocabulary they have to use. Discuss the task with the students and write any useful vocabulary on the board.
- Monitor as they are writing, helping where needed. Make sure you ask students to edit their work before you make any corrections to it.
- Take advantage of students' enthusiasm and artistic skills. Whenever possible, display their work on the classroom walls.
- Use the strategies boxes to help the students do the writing activities.
- Assign some writing activities as homework in order to give students time to cover all the exercises without causing them too much stress and pressure.

At the end of this grade, students should be able to:

- use multiple English reference materials and Internet sources to gain information for oral and written reports on topics related to personal interests and school projects: page 47 exercise 10; Projects
- interview peers and community members in English about a variety of topics: page 47 exercise 8
- write a paragraph using complex sentences with appropriate subordinating conjunctions: page 15 exercise 7, page 21 exercise 8, page 23 exercise 9
- write 3 well-developed paragraphs on a topic of general interest (e.g. narrating an event): page 65 exercise 7, page 71 exercise 9
- prepare an e-presentation to demonstrate understanding of a theme or an issue: page 47 exercise 11, page 81 exercise 7
- complete forms (e.g. advertisement: page 9 exercise 9; a programme: page 81 exercise 6)
- write postcards, letters or emails on topics related to personal interests: page 45 exercise 6
- transform information from a visual or non-linear to a linear text and vice versa: page 23 exercise 9, page 14 exercise 1, page 31 exercise 5
- organise information into an e-presentation: page 47 exercise 11, page 81 exercise 7, Project
- edit written work for spelling, punctuation and clarity of ideas: page 31 exercise 7
- revise written work for clarity and coherence: page 53 exercise 9

Hints for various classroom activities

Your role as a teacher is to facilitate the students' learning processes – especially in the innovative techniques used in the modern EFL classroom. These include debating, making an e-presentation, referring to e-dictionaries and critical reading.

DEBATING

A debate is an excellent way of improving students' speaking skills. It encourages them to think logically and to develop a persuasive argument.

- A debate follows specific rules and focuses on a particular statement to defend it.
- There are two teams, one of which argues in favour of the statement, while the other team argues against it. The two teams must have the same number of members. It is typical to hold a debate with teams consisting of between four and six members.
- The teams research the topic and write notes in support of their arguments. They also try to predict what the other team's arguments are likely to be, and prepare possible counter-arguments for use in the 'rebuttal' part of the debate.
- Each person in the team prepares a speech, presenting part of the team's argument. On the day of the debate, each team speaks alternately for or against the topic. Every student in a team argues as part of the group and is given time to speak (usually a few minutes). Participants in each group should be encouraged to use the terms to express their arguments. Debating activities are well-suited to auditory learners and to kinaesthetic learners in particular. A speaker might improve their performance by using appropriate facial expressions and body language. Irrespective of different preferred learning styles, all students must listen carefully to each other and must be careful not to contradict what others in the same team have said. When members of the opposing team are speaking, team members should listen carefully and make notes and prepare their counter-arguments.
- The rest of the students in the class make up the audience. Their task is to listen carefully to all the arguments, 'for' and 'against', making notes on the important points. When all of the arguments have been presented, each student in the audience votes for the team that he or she believes has debated more effectively. The team which receives more than half of the votes wins the debate.

MAKING AN E-PRESENTATION

Guide your students in the preparation of an e-presentation by giving them the following guidelines.

Before

1. Start by making an outline of the presentation which you may adapt later. Do this at least one week before the presentation. Take into consideration the audience, the purpose and the available facilities.
2. Use the main points or the important information to make the slide show. Keep it short and simple. Limit the number of bullet points on each slide to four or five. If you have to use graphs or tables, put each one on a slide.
3. When you have prepared all the slides, go through the presentation. You may change slide content, order of slides, add or delete notes. Make sure you have an attractive introduction and a good conclusion.
4. Practise going through the slide show. Time yourself. You'll learn the content of each slide better and plan how to move from one slide to another.
5. Give yourself the opportunity to practise going through the slides as much as you can and if possible over a couple of days.
6. On the day of the e-presentation, present yourself well.

During

1. Start by greeting your classmates.
2. Talk through the content of the slides referring to the slide show. Remember your time limit.
3. Establish a link with your audience. Remember to look at them and not at the slides all the time. Try to have eye contact with most of the classmates sitting in the class.
4. Speak clearly and make sure every student can hear you. Pause every now and then to look at the classmates and get some feedback from their faces. You can engage your classmates by asking some questions, but remember your time limit.
5. Keep focused. Don't allow anything to make you lose control. You don't have to stand still. You can move a bit to help yourself relax and to make sure you have their attention.
6. Reach the final slide smoothly. Don't rush or end abruptly if you feel you're running out of time.

After

Thank the audience for listening attentively.

USING E-DICTIONARIES

Besides paper dictionaries, students now can consult other forms of dictionaries: electronic or online dictionaries. Each type has advantages and disadvantages. English language teachers must guide the students to make the right choice for the source they should use and help them to use it.

- An electronic dictionary is a user-friendly small computer, the size of a hand, which contains integrated reference material and is easy to carry around.
- The use of e-dictionaries is motivating and popular for the ease of using them and their availability. The students can purchase one of any brand in the market and keep it in their school bags to use in class.
- Learners also get quick results for their search. Like paper dictionaries, e-dictionaries give the meaning of the words but have the advantage of giving the auditory element, i.e. the audio pronunciation of the word.
- An e-dictionary gives practice in writing (spelling) and reading. The students are given all possible meanings of the word as well as sentences for the different usages.
- First, inform your students of the e-dictionaries that you think are suitable for them. One way to decide is the number of words each dictionary has.
- Second, advise them which dictionary suits their purpose: monolingual or bilingual. In some activities in *Action Pack 10*, students might need to know the meaning of some words in Arabic. E-dictionaries provide quick and easy Arabic translation of English words.
- In using e-dictionaries, students use a small keyboard to type in the word they want to research in a given space. Spelling the word correctly is essential. If the students type in a non-existing word, they may not get any result or may get wrong feedback. For example, if the student wants to research the word 'knight' and they type in the word without the initial 'k', the meaning given by the e-dictionary will not be correct.

- Alternatively, some e-dictionaries receive scanned texts and/or voice input. The result is either print on a small screen or a voice with the accurate pronunciation.

TEACHING CRITICAL READING

Critical reading involves identification of what the text tells, reflection on what the text does, i.e. defines, argues, contrasts... and inferring what the text means. To be critical readers, students need to learn to identify the writer's purpose, tone and to detect any bias. They should be guided to evaluate the information and decide if they accept or reject it.

Guide your students to answer questions such as:

- What does the author say?
- Why does the author say so? What is the purpose? Informing, persuading...?
- How does the author achieve the purpose? Through describing, appealing to emotions...?
- What is the author's attitude? What language is used?
- Does the author give evidence to prove the point?

Answering such questions leads the students to agree or disagree with the author.

Establishing the right atmosphere in the classroom

Establishing a positive working atmosphere throughout the school year is essential. When students feel encouraged, they become more involved, interested and responsible in the learning process. As a result, the class works better; and the better a class functions as a whole, the more students will progress. The following are three areas which allow the building of a good atmosphere.

RAPPORT BUILDING

It is very important for you to build a rapport with your students. When you show care and respect, students will respond in the same manner. Give praise to students for good work and effort, and be gentle in your approach when correcting their mistakes. This will feed into a positive classroom environment that reduces misbehaviour.

CLASSROOM ORGANISATION

Maintain a well-organised classroom through the following steps to maintain success.

- Follow a seating chart that you may vary every

month or quarter to allow students different opportunities.

- Place the desks in a way to secure easy movement for you and for your students.
- Assign locations in the classroom for students to pick up extra work and missed assignments, and to hand in assignments.
- Make sure the students have easy access to material they need for their tasks.
- Post all procedures students need to know or refer to on the wall or the bulletin board.
- Post important events, such as national celebrations or school events on the classroom calendar.
- Keep record of students' attendance, tasks and achievements to refer to when needed.

CLASSROOM CLIMATE

Follow the steps below to develop and maintain a positive classroom climate.

- Guide students to share learning experiences in group work to encourage a cooperative attitude among them.
- Help students respect each other.
- Agree with your students on acceptable standards of behaviour you'd like them to acquire and model the behaviour yourself in the classroom.
- Lead students into the processes of critical thinking, self-development, study skills and problem solving.

SAMPLE ICEBREAKING ACTIVITIES

What's My Question?

- To introduce yourself, and to get students speaking in English, you can write four pieces of information about yourself on the board; for example, your name, your hometown, your favourite food, the subject you teach (Miss Laila, Amman, chicken, English).
- Students must ask the correct question to get a point (What is your name? Where do you live? What is your favourite food? What do you teach?). Another point can be awarded for correct grammatical structure.
- If it is a class with many new students, they can practise the same with a partner.

Establishing Classroom Etiquette

- Involve students in creating classroom rules. Ask students to work in pairs and create five rules they should follow at all times.
- Use this as an opportunity to practise imperatives 'Always be polite', 'Never interrupt the teacher' etc.

- Ask why students chose each rule as you walk around the classroom. Vote as a class on the best six or more. Ensure you refer back to the rules at all times in class throughout the year.

The important item

- Bring an item that is important to you in some way to show the students. You can do one of the following:
- Tell students an anecdote connected to this item, and get them to write questions about it to ask you at the end.
- Or you can explain why it is important to you by getting into the 'hot-seat'. You sit in a chair at the front with the item, and answer questions that students ask you. You can choose whether or not to give any background information beforehand.
- Explain that they need to think very carefully about the types of questions they ask.
- Ask students to bring in an item that is important to them for the next lesson, and choose students who are confident to be in the 'hot-seat'. Follow the same procedure.

Class Survey

- This is an excellent way to find out about your students and their prior learning, as well as to promote interest between classmates.
- Draw a table on the board like this. Add more complex questions as needed.

Name	Hobbies	Favourite Subject	Good at	Age
Me				

- Review question forms needed to do this activity (What are your hobbies? What is your favourite subject? What sports are you good at? How old are you?)
- Students ask around the class, filling in the columns.
- The students share/check in a group and write sentences about what they have discovered. For example, using structures for comparing, they could say 'More girls than boys enjoy History.' 'Most of the students in this class are 15 years old.' 'More people than we thought like sport.'

Getting to know you in writing

- After establishing rules and breaking the ice, you can move on to writing. This will provide a useful first writing assessment.
- Tell students they are going to write a letter to you, giving some information about themselves. They will need to give you information about 3 things: Their family, the school subjects/sports they are good at, and

what they would like to learn/improve this year in English.

- Help students draft this letter in class, but give it to them for homework to improve. Editing and improving their own work is an important skill.

Looking at the Student's Book – Learner Training

Treasure Book Hunt

- To make sure students are using their books effectively, you can facilitate a student-focussed search through their books by asking what they think they will find out about this year in English lessons.
- Prepare a list of 20 questions as their 'guide' to finding the 'treasure', and set a time limit for the activity. You could ask questions such as the following:
 1. 'Which page has a list of jobs on a red background?' (p5)
 2. 'Where can you find out about a young inventor?' (p6)
 3. 'What is the symbol showing a Listening exercise?' (🔊)
 4. 'Which page do you learn the Present Simple Passive on?' (p71)
 5. 'Where does Unit 10 start?' (p76)
 6. 'What is on page 10?' (A project to design a new product)
 7. 'What is the very last thing in the book?' (Extra reading)
 8. 'Which page is the Contents page on?' (p2)
 9. 'How many reading exercises can you find in the Student's Book?' (32, if the Read and Listen exercises are not counted)
 10. What is the first exercise of every unit called? (Before you begin, along with any other questions that might be useful to them later on.)
- Students work in pairs to find the answers.
- Stop them at the time-limit and go through the answers. This should be a fast-paced exercise. Emphasise that winning is not important though.

Learner Quiz

You will need three sets of five questions about learning English to do this activity. For example:

1. Where can you find a word if you don't know it? (Dictionary, Activity Book glossary, e-dictionary, online dictionary)
 2. Is it important to understand every single word you read? (No. You should think about the main meaning.)
 3. True or False? You should try to learn vocabulary in categories that make sense for you. (True)
 4. You don't need to keep a record of the vocabulary you learn. True or False? (False)
 5. What are words that are related called? For example: fright, frightening, frighteningly (Word families)
 6. What three things should you do when you are reading a text? (Skim – look for main ideas; scan – for limited numbers of details; and then read the text through more slowly to check)
 7. Is it better to write down vocabulary that you learn in a list of single words or in a sentence? Bonus point – Why? (in sentences; Bonus, To give the words some context that means something to you)
- This kind of activity should be carried out every few months to check students have not forgotten.
 - Put students into teams of 3 or 4. Tell them to think of a team name and record their team name so you can track their answers for assessment and Needs Analysis.
 - Explain that they are going to have a quiz about English learning and they have to whisper in their teams if they know the answers, and then write them down. Hand out a separate piece of paper for them to record their answers. Read out each set of questions. Students write down answers if they know them.
 - At the end, students swap pieces of paper with another team and mark them (X or ✓) while you read out the answers.

MODULE 1

Student's Book, page 3

OPENER

Ask the students about themselves:

- What do you want to be in the future?
- Do you want a job that you enjoy or a job that pays you very well?
- Which is more important – having good health or having a lot of money? Why?

Ask the students to open their books at page 3 and to look at the photographs. Point out to the students that the theme of the module is business and inventions and that the pictures on the page are all connected to that theme in some way. There is a picture of Earth with connectors between different countries; a portable radio that doesn't need a battery; and a portable fridge and a water carrier that were invented by Emily Cummins, and which are discussed on page 6.

Ask the students to look at the pictures on page 3 and discuss the questions as a class. Accept all sensible answers and explain that they will find out more about each photograph as they work through the Module.

Starting out

Outcomes: It is expected that students will

- read tips for successful businesses, advertisements and about a young inventor
- listen to a text about a young Jordanian inventor
- use vocabulary related to business and jobs
- talk about career plans for the future
- take part in a debate about inventions
- write a job advertisement and a letter applying for a job

MODULE 1

Can you think of an idea for a new product like this one?

What do you think these objects are used for?

What do you think this photo represents?

Starting out

Outcomes

- To read tips for successful businesses, advertisements and about a young inventor
- To listen to a text about a young Jordanian inventor
- To use vocabulary related to business and jobs
- To talk about career plans for the future
- To take part in a debate about inventions
- To write a job advertisement and a letter applying for a job

Project
Design and describe a new product or service.

3

A new business idea

LESSONS 1 AND 2

Overview

Outcomes: It is expected that students will

- use dictionaries and glossaries to confirm and clarify word meaning
- use context to guess the meaning of new words
- use reading strategies to understand an authentic informational text
- identify the main ideas in an informational text about business plans
- demonstrate understanding of an authentic informational text by answering questions
- consolidate the grammar learnt in *Action Pack 9*
- engage in a discussion to exchange interests using meaningful sentences

Materials

- Student's Book pages 4–5
- Dictionaries
- Glossary – Activity Book page 69
- Cassette
- Activity Book: Module 1 – page 6

Student's Book, pages 4 and 5



A new business idea

Reading strategies

Topic sentences

- A topic sentence expresses the main idea of the paragraph where it is present. It is usually the first sentence in a paragraph. It can be in the form of a statement or a question.
- Read the text and think of possible questions that each passage would answer.

BEFORE YOU BEGIN

- 1 What are your plans for the future? Have you ever had a good idea for a new product or service? Work in pairs and compare your answers.
- 2 Read the words in the box. Which ones are related to business? Check the meaning of any words you don't know in the Activity Book glossary or in a dictionary.
- 3 Read and listen to the text. If you want to be a successful business person in the future, what skills and qualities should you have?

original product service customer typical

A Have you got something special? Your business idea doesn't have to be original, but it has to be different from everything else. Make sure you offer something new.

5 B Is your idea going to be popular with enough people? Will people feel that they need to get the product? Some market research will help you find out.

10 C If your product or service costs too much, your customers won't buy it. Talk to your future customers to find out whether your price is affordable.

15 D Who are your typical customers? What will they value in your product or service? Find out as much as you can about your future customers.

20 How much will it cost to produce your idea? When you work out your costs, don't forget about factory costs, salaries, office equipment, etc.

F Even the best business ideas won't work if you don't have the skills and the ambition. You will only succeed if you want to!

G Can you build on your idea in the future by adding new products or services, entering new areas, or improving the original design?

BEFORE YOU BEGIN

- 1 Point out to the students that all the photographs show relatively simple, but financially rewarding, inventions of the 1970s and 1980s – adhesive Post-It notes, the Rubik cube and a wind-up portable radio. Discuss the questions with the class after they have discussed in pairs. Ask *Can you think of anyone from Jordan who has invented something important?*

Answers

Students' own answers

- 2 Choose students to read the words from the box aloud to check pronunciation. Students work in pairs to answer the question. Check answers as a class. Students can check the meaning of any words they don't know in the Activity Book glossary or in a dictionary.

Answers

product, service, customer

- 3 Go through the *Reading strategies* with the class. Ask students to follow the instructions. Before they listen to the cassette, students read the text silently. They then read again while you play the cassette. Check the answers to the question as a class.

Answers

Students' own answers

COMPREHENSION

- 4 Read the rubric and the questions together as a class. Then, ask the students to read the text more carefully and complete the exercise. Make sure they understand that each question will serve as a title or topic sentence for the passage.

Read the answers to the class and have students mark their own work. Ask them to give you reasons, justifying their choices.

Answers

1 E 2 F 3 A 4 C 5 B 6 D 7 G

COMPREHENSION

4 Read the text again. Then, match the questions with the correct paragraph.

Do you think you've got a great business idea?

- 1 Can you afford to start your business?
- 2 Do you have the right experience and skills?
- 3 Have you got something special?
- 4 Is the price right?
- 5 Is there a market big enough for the product?
- 6 Who will your customers be?
- 7 Will your business grow?

5 Read and listen to the text again and answer the questions. Discuss your answers in a group.

- 1 Rearrange the questions 1–7 from exercise 4 in order of importance to you.
- 2 Is it better to make an expensive product of very good quality or a cheap product of lower quality?

GRAMMAR

6 Complete the sentences with the correct form of the verbs in brackets.

- 1 I _____ (not / see) my best friend Asma since September.
- 2 If you eat too many sweets, you _____ (have) stomachache.
- 3 I'm _____ (buy) a new laptop next year if I have enough money.
- 4 Omar _____ (be) in Jordan for more than two weeks now.
- 5 He _____ (pass) the English exam if he studies hard.
- 6 If we go to France in the summer, we're _____ (visit) the Eiffel Tower.
- 7 Sawsan and Laila _____ (be) friends for five years.

SPEAKING

7 Work in pairs. Say what you would like to be in the future and why. Use these words.

I am going to be a doctor because I like to help sick people.

- 5 Play the cassette again while the students re-read the article on page 4 before answering the questions. Make sure students understand what is required of them before they start working on the activity. Students should work in small groups to discuss their answers. Assure them that there is no one correct answer.

Make sure students are speaking in English as much as possible, even if it takes more time. The purpose of the activity is not for students to be 'right' in the discussion but to become used to expressing themselves in English.

Once students have finished, divide the class into two groups in order to have a small debate. Tell one half that they should argue for having a product that costs a lot but which is of very good quality, while the other half should argue against them. Each group should give reasons for the viewpoint they are representing, using key words from the article. Again, explain to students that there is no single correct answer, so points of view on both sides of the argument are valid. However, the team with the most convincing arguments will win the debate.

Answers

Students' own answers

GRAMMAR

- 6 After students have had the chance to read the rubric, explain that the verbs in brackets need to be changed to their correct form so that the sentences make sense. Ask students to work individually.

This grammar exercise is a revision of verb forms from *Action Pack 9*. Students should be able to work out the correct answers using their knowledge from the previous level. Make your way around the classroom, offering encouragement and support where necessary.

Allow students to correct their work in pairs. Monitor as they are working together. Go through the answers as a class. If they made any mistakes, they can compare their original answers with the correct ones to see where they went wrong.

Answers

1 haven't seen 2 will have 3 going to buy
4 has been 5 will pass 6 going to visit
7 have been

Activity Book, page 6, exercises 1 and 2

For exercise 1, students match the words and phrases in the box with the underlined words in the sentences. They write their answers in the space provided at the end of each sentence. Tell students that there is one extra word or phrase.

To do exercise 2, students need to understand how to use the Present Perfect Simple. Students read both parts in each sentence (1–5). Looking at the example for guidance, they then rewrite the second part in the Present Perfect Simple, using the word in brackets (*for* or *since*). Their new sentences should have the same meaning as the first part in each sentence (1–5).

SPEAKING

- 7 Choose a student to read the example sentence. Ask students what they would like to be in the future and why. Monitor as pairs work. Help where necessary. Choose pairs to give their answers.

Suggested answers

I am going to be a doctor because I like to help sick people.

I am going to be a teacher because I like to share knowledge.

I am going to be a business person because I am ambitious.

I am going to be a pilot because I like to discover new places.

I am going to be a policeman because I like to protect people.

Activity Book, page 6, exercise 3

To do this gap-fill exercise, students should be familiar with using *will / won't* and *be going to / not be going to*. They choose the correct form to complete each instruction about a camping trip.

LESSONS 3 AND 4

Overview

Outcomes: It is expected that students will

- use pictures to participate in a simple discussion
- demonstrate understanding of an authentic informational text by answering questions
- make connections between a reading text about inventions and personal ideas and beliefs
- take part in a debate using expressions related to agreement and disagreement

Materials

- Student's Book pages 6–7
- Dictionaries
- Glossary – Activity Book page 69
- Activity Book: Module 1 – page 7

Student's Book, pages 6 and 7



READING

1 Look at the pictures above. How useful do you think the two products are?

2 Read the article and check your answers.

A young inventor

Emily Cummins began 'inventing' when she was only four. She enjoyed making things from waste material, like making toys from old things she found in her grandfather's garden.

As she got older, she learnt more about different materials and how to use different tools. She was working on a school project when she had an idea to help millions of people – a small, portable fridge to keep medicines or small food items clean, dry and cool.

In many parts of the world, people haven't got electricity. However, that doesn't mean **they** have to live without a fridge. Emily's fridge is ideal because it doesn't use electricity.

People can build it using old car parts and other objects from their homes.

After she finished school, Emily went to Africa to work on her design. She spent five months in Namibia, testing out her fridge.

She decided not to produce the fridge for profit. Instead, she gave the design to people in Africa for free, so that they could produce their own portable fridges following her instructions.

Emily also invented a special water carrier. African women and children often have to walk long distances every day to collect water, and **they** can only carry a few containers at a time. However, with Emily's water carrier, they can carry up to five containers of water. She made the wheel out of tree branches and used old tyres to keep the containers in place. People can also use the product to carry firewood or other heavy objects.

Emily has won many awards, including Woman of the Year in 2009 CE (Common Era) and a 'Save-the-Planet' award in 2008 CE.

READING

- 1 Tell students to read the rubric and discuss the photographs with a partner. Stress that they must explain the reasoning behind their answers, e.g. *I think these products are useful on a camping trip. They can come in handy when I'm out in the wilderness.*

As an extension of this and in preparation for the next reading exercise, ask each pair of students to discuss inventions. What inventions do they know? What inventions do they use on a daily basis? How can inventions be useful in our lives?

Answers

Students' own answers

- 2 Tell students to read through the article and try to work out if their answers to exercise 1 were correct. When they encounter unfamiliar words, students should try to work out the meaning from the context in which they are used. For example, in the line *She enjoyed making things from waste material...* (line 2) they should be able to work out what the word *waste* means, by inferring from the rest of the sentence that it refers to *old things she found in her grandfather's garden*.

Answer

The two products are very useful, particularly to people living in Africa and other places where homes are without electricity.

COMPREHENSION

3 Read the article again and answer the questions.

- 1 What do the pronouns in **bold** refer to?
- 2 How are Emily's products different from the usual ones we know of?
- 3 How did Emily develop her skills when she was younger?
- 4 Why didn't Emily sell her fridge design?
- 5 Other than water, what can the water carrier be used for?
- 6 What other low-cost inventions do you think Emily could make to make life in Africa easier?
- 7 What skills and qualities do you think one should have to make such inventions?



Emily's fridge doesn't need electricity to work, but a fridge needs water to make ice. How can you use water to make electricity?

VOCABULARY

4 Find in the text...

- 1 two words that are parts of a car.
- 2 two words that mean something that holds another thing.
- 3 a word that means something you use for fixing things.
- 4 a phrase that means the opposite of 'for free'.
- 5 a word that means guidance you give to someone on how to do something.
- 6 a word that means a thing you get if you have done something that helps lots of people.
- 7 a word that means unwanted or unusable.

SPEAKING

- 5 Work in a group. What do you think about Emily's inventions? Have a debate about which invention is more useful.

VOCABULARY: Business

6 Match the verbs with the correct phrases.

- | | |
|------------|------------------------|
| 1 set up | a market research |
| 2 do | b a business |
| 3 find out | c a profit or a loss |
| 4 work out | d a service |
| 5 make | e a product |
| 6 provide | f about your customers |
| 7 design | g your accounts |
| 8 do | h your costs |



COMPREHENSION

3 Ask the students to read through the questions. Then, instruct them to read through the article alone.

Tell them to keep the questions in mind as they read, circling in pencil any bits of information they think will help them to answer the questions.

Once students have finished reading the text, they should write down their answers to the questions in their notebooks.

Explain that for questions 6 and 7, the answers are not found in the text so students have to give their own opinion.

To check answers, read each question out loud for a volunteer to respond. Have students mark their own work as you go along.

Answers

- 1** they (line 14): people who haven't got electricity
it (line 16): Emily's fridge
they (line 29): African women and children
- 2** They are low-cost products that don't use electricity./They are made of old parts and objects./People can use them for different purposes.
- 3** She used to make things from waste material and from old things she found in her grandfather's garden.
- 4** That's because she didn't want to make a profit, and she gave the design to people in Africa instead.
- 5** It can be used to carry firewood or other heavy objects.
- 6** Students' own answers
- 7** Students' own answers

Research box

Ask students to discuss the question in pairs. Encourage them to use the Internet, the school library or a public library to do research on ways to use water in order to make electricity.

Answer

You can make electricity (hydro-electricity) from fast-flowing water that is used to power turbines.

VOCABULARY

4 Put students into pairs – perhaps placing advanced students with beginner ones. Explain to students that each of the sentences (1–7) can serve as definition for the words they are going to find in the text.

Help students understand what is required of them by going through the first sentence with them. What parts of a car can they think of? Answers may vary, like *steering wheel*, *window*, *wheel*, *headlights*, *handbrake*, *tyre*, etc. Ask the students to read the article again. Can they find any of the words they thought of in the text?

If students don't understand the meaning of some words, ask them to look at the text to see how each word is used in context before coming up with answers.

Read the answers out loud and check them as a class. Then, ask students to write sentences of their own using these words.

Answers

- 1** wheel, tyre
- 2** carrier, container
- 3** tool
- 4** for profit
- 5** instructions
- 6** award
- 7** waste

SPEAKING

5 Read the rubric and tell students that their aim is to persuade a group with the opposing argument that their point of view is the correct one.

Divide the class into two groups. First of all they should discuss Emily's inventions. How useful are they? Would they try to make them themselves? Give students time to prepare their arguments. When each group has had time to finish, instruct one person from each group to read their group's argument.

Both groups must listen to each other's arguments before a discussion begins. Then, tell students that they are allowed to say why they think the other group's argument was incorrect using evidence and examples to support their claim.

Encourage them to use expressions like *We are going to argue for (the portable fridge/the water carrier) for the following reasons...*; *We see your point, but...*; *We agree/disagree with the opinion that...*; *For these reasons, our conclusion is that...I*, etc.

Walk around the class monitoring the activity.

Answers

Students' own answers

VOCABULARY: Business

6 Each phrase (a–h) from this exercise refers to one of the verbs (1–8). Students should work through the list of verbs, working out which phrase most likely completes the verb.

Tell students that they do not have to work through the verbs in the order they are given. They may prefer to match the verbs and phrases they are sure of to begin with, leaving fewer possibilities for the remaining ones at the end.

Have one student select any verb from the list, for another student to respond with the matching phrase. Make sure students haven't completed the matching in their Student's Book and that they have written the answers in their notebooks for future reference.

Answers

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

Activity Book, page 7, exercises 4, 5 and 6

Exercise 4 is a pre-reading exercise before students read the text in exercise 5. Students look at the picture and suggest what product they think Jimmy Tomczak invented.

In exercise 5, students read the text and check their answer to exercise 4. They then choose the correct verb or phrase from the box to complete the underlined phrases. Tell students that there is one extra verb or phrase.

Exercise 6 checks the students' understanding of the text in exercise 5. Students read the questions and then read the text again to find the answers.

LESSONS 5 AND 6

Overview


Outcomes: It is expected that students will

- synthesise information after listening to an authentic text
- transform information to a visual text
- engage in a discussion to exchange information about routine tasks
- write two paragraphs describing a new product
- read functional material (job advertisements) for a variety of purposes

Materials

- Student's Book pages 8–9
- Cassette
- Activity Book: Module 1 – pages 8–9

Student's Book, pages 8 and 9



LISTENING

- 1 What kind of things do you think should be invented? Why?
- 2 Listen to Samer Abu Kouta talking about his invention. What does his invention do?
- 3 Listen again and complete the information in the box.

1 Name: Samer Abu Kouta
 2 Age: eighteen
 3 Kind of invention:
 4 Customers:
 5 Two main reasons for the success of the product:

SPEAKING AND WRITING

- 4 In a group, write a list of the tasks you have to do at home or at school.
- 5 Now design a product to make one of these tasks easier. Your product should ideally only use waste materials and old things from your home or garden. Describe your product in two paragraphs.
- 6 Describe the materials and the product to the class. Who has the best product?

I never did anything by accident, nor did any of my inventions come by accident; they came by work.
 Thomas A. Edison, inventor (1847 CE–1931 CE)


LISTENING

1 Have students look at the pictures on top of the page for them to elicit that they are related to technology and new ideas. Have a class discussion about what each picture represents.

Then, ask the students what kinds of inventions they think should be made to make their lives easier. Tell them they can use the pictures to help them think of ideas. Stress that they must explain the reasoning behind their responses.

Answers

Students' own answers

- 2**  Read the rubric and tell students that they will listen to a young Jordanian inventor talking about his invention. Students should listen carefully to what the speaker says.


Although the students will be encountering some words for the first time, they should get the gist of each piece nevertheless. Play the entire track without stopping so that they get used to following speakers without the aid of convenient pauses. Reassure them that they will have the chance to listen again.

Audioscript

Hello all. My name is Samer Abu Kouta. I am eighteen years old and I am a university student in Jordan. I am very interested in science and technology. I read about inventions and discoveries during my free time and try to invent something new. Recently, I worked on a new invention and I was surprised how many people thought it was very useful. I invented a computer system for online commercial transactions. It's a legal programme and I think it would be very helpful for people who work in business. Possible customers are business people who can't always meet with each other because they live or work in distant places. They are mostly buyers and sellers who want to make transactions without the need for being present for signing a contract between them. This computer system helps people save time, money and effort.

Answer

His invention allows making commercial transactions online.

- 3**  Students look at the gaps in the box before they listen. Tell them they should listen for detail by referring to the rubrics in the box. Play the tape again for students to complete the information. Check the answers as a class.

Answers

1 Samer Abu Kouta **2** eighteen **3** a computer system for online commercial transactions **4** buyers and sellers who want to make transactions without the need for being present for signing the contract between them **5** The product is original, and it helps buyers and sellers save time, money and effort.

Activity Book, page 8, exercises 7 and 8

In exercise 7, students look at Amal's diary for next week. For each day they then write their own future condition for Amal, using *will*. Invite volunteers to share their suggestions with the class.

In exercise 8, question 1, students read the job advertisement from an early-learning centre and write down the five characteristics it requires applicants to have. Ask students if they can think of any more. For question 2 and after they have read the text, students should think about whether they would be suitable for the job at the early-learning centre. They write a sentence explaining why they would or wouldn't be suitable.

SPEAKING AND WRITING

- 4** Monitor as the students write their lists in groups. Ask students to tell the class some of their tasks. They can compare their answers, saying which they like and which they don't like doing.

Suggested answers

set the table, make the bed, tidy the bedroom, wash the floor/windows, cook dinner, do the washing-up/laundry, water the plants, tidy the classroom, clean the board, give out and collect books

- 5** Choose one of the tasks and help students think of ways to make it easier. Students work in groups to invent a product. They should give a detailed description of their product, how it is made and how it works. Monitor as they are working.

Answers

Students' own answers

- 6** Choose a representative from each group to describe their product to the class. They should listen to each other's descriptions and take notes about good points and bad points about the other groups' products. Then, students can vote on the best product.

Answers

Students' own answers

Quotation

Read the quotation to the class. Ask students to try translating it and explaining what it means. Once they have attempted to guess, translate it for them and explain that it is about working hard to achieve a certain goal. A suggested translation could be:

أنا لم أفعل أي شيء صدفة، ولم أخترع أيًا من اختراعاتي بالصدفة، بل كان كل ذلك بالعمل الشاق.

Explain that the quotation is part of a speech by Thomas A. Edison, who was an important inventor. His inventions included the electric light bulb, electric power transmission, and the first record player. He also used his knowledge to contribute to medical advancement.

Ask how this quotation is good advice for life. Allow students to think about how they could use it in their daily life.

READING

7 Have students read through each advertisement, bearing the questions in the rubric in mind.

Then, have the students read through the advertisements a second time, underlining the parts of the jobs they liked, to help them answer the questions.

Discuss answers as a class, asking individual students to read their responses. When you have been through the class, giving each student a fair chance to answer, share your observations of common mistakes so that students learn from them.

Answers

Students' own answers

COMPREHENSION

8 Read the questions to the class. Make sure students know what they have to do.

Tell students to read the advertisements one more time, before answering the questions in their notebooks.

To check answers, have several volunteers share their responses to the class. Guide their answers, and correct any mistakes while referring to the texts. When students have been through all the questions, share your observations of common mistakes so that students learn from them.

Answers

1 childminder: looking after young children, planning daily activities, tidying up, preparing food and drink

tour guide: taking people on tours of historical sites

2 childminder: enthusiastic, hard-working, friendly, good with children

tour guide: enthusiastic, ambitious

3 Students' own answers

4 Students' own answers

5 Students' own answers

READING

7 Read the two job advertisements. Which job would you apply for? Why?

Childminder

A family is looking for an enthusiastic, hard-working childminder to look after young children during the school holidays.

You have to plan indoor and outdoor activities daily. You have to tidy up after all activities and give the children simple meals and drinks.

If you are friendly and enjoy games and sport, you can earn a good salary and do an enjoyable, useful job at the same time.

Tour guide

Our town needs a tour guide to help us in the summer holidays. Sundays – Thursdays, from 10am to 5pm.

The salary will be low at first, but you don't have to have any qualifications or experience except enthusiasm and ambition.

You have to learn some facts about the town's history and take people on tours of the most important historical sites.

This job is ideal for anyone, male or female, unemployed or recently graduated.

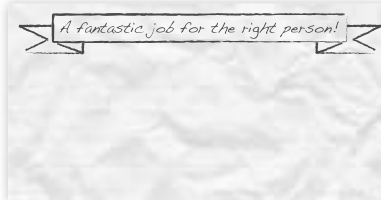
COMPREHENSION

8 Read the two advertisements again. Answer the questions.

- 1 What kind of work does each job involve?
- 2 What skills and qualifications do you need to do these jobs?
- 3 What salary do you think you could earn?
- 4 Do you think you would enjoy these jobs, and why?
- 5 What other jobs that offer services to help people can you think of? Explain.

WRITING

9 Now think about your ideal job and design your own advertisement for it.



Writing strategies

- Think about what your ideal job is.
- Describe the job and the ideal person for it.
- Think about who you want to apply for the job.
- Look at the models in exercise 7 to help you.

10 Look at the other job advertisements your class has designed. Choose one and write a letter applying for that job.

WRITING

9 Read through the *Writing strategies* box with the class. Go through the advertisement models in exercise 7 with the class, making sure they understand what they need to do. Students design an advertisement for themselves. Ask them to write their work up neatly on separate pieces of paper.

Answers

Students' own answers

10 Make a display of the advertisements. Ask students to read them all and choose a job to apply for. Give them some guidance on how to write a letter of application, mentioning their qualifications, relevant knowledge and experience, personal qualities, etc. They then write a letter applying for the job. Ask some students to read theirs aloud. Ask the rest of the class if they would employ them after hearing the letters.

Answers

Students' own answers

Activity Book, page 9, exercises 9, 10 and 11

In exercise 9, students read the advertisement and find the two reasons why the item is for sale. They write these in the space provided and then write their own opinion on whether they think this sale is a good deal. Make sure they back up their opinion by saying why.

Exercise 10 provides students with an opportunity to use some of the vocabulary and ideas in exercise 9. They choose one of the items in the photographs (the bicycle, computer or alarm clock) and write a short paragraph describing it and explaining why they would choose to buy it.

In exercise 11, students think of an item they own but no longer want to keep. Using the vocabulary and skills they've practised in exercises 9 and 10, they write an advertisement for their item to put on an auction website. Ask students whether they have ever sold something, or tell them about your own experience of selling an item.

LESSON 7

Project

Read through the *Your task* box with the class and then choose students to read paragraphs of the competition aloud.

Give students time to write their talk. They can do some of the preparation at home. Remind them to answer all the questions in the *Questions* box.

When they have finished, students present their talks. Students vote on the winning idea.

Demonstrate to students the importance of good company names and slogans. Use some existing companies/products and get students to vote on the best one. Discuss why it is the best. Slogans should be short and catchy.

Remind students that presentation is important. Ask *Why? How could you make sure your advertisements are well presented?* (make draft copies and plan well, use contrasting and exciting/appropriate colours, etc.)

Tell students to give the customer lots of facts about their product. However, these should be written in short sentences or bullet points. Students need to ask questions to the customer to which they will answer *Yes*. *Are you always tired in the morning? Does it take you a long time to get out of bed?* Answer the question with, *Then try [product name]. It works by making you sleep better, so you're rested and ready to go in the morning.* Get students to vote on a name for this product. Students should include pictures and prices.

Project

Design and describe a new product or service.

Your task

- Read the details of the competition and then, with a partner, try to win it.
- Answer the questions.
- Design and describe your new product or service. Include an illustration if possible.
- Prepare a talk about your product or service for the rest of the class. The class will vote on the winning idea.

Questions

- What is your product or service?
- Where and how can you use it?
- What materials is it made of?
- How will you make it? Will you need help?
- How much will it cost to make?
- How much will it cost to buy?
- Is it similar to anything else on the market? How?

New Product Competition

We are looking for young business ideas! The winner will get an award, and top companies will help to produce their product or service.

- You don't have to make your product, but you must send us an illustration and a detailed description of how it works.
- The product doesn't have to be original, but you mustn't copy an existing product. Your product must be different from anything that already exists in the market.
- You don't have to enter on your own; you can work as a pair or group.
- You must be younger than eighteen and a student at school.
- You mustn't apply later than the end of next term.

Once you have described your product to the class, you should have a good idea of its good features. Think about these good features (make improvements if you need to), and make an advertisement for your product.

- Is it affordable (cheap)? Or is it good quality?
- How is it new or exciting?
- Who is it made by? (You need an attractive company name)
- Who are your customers?
- Where can your customers buy it?

MODULE 2

Student's Book, page 11

OPENER

Write *The natural world* on the board and elicit its meaning. Brainstorm ideas connected with the natural world (e.g. the names of animal and plant species, different types of habitat, weather and climate, human influences, etc.) and write them on the board. Now look at page 11. Tell students that this page tells them what they will be doing in Module 2. Look at each photograph with the class. Do the ideas that the students mentioned appear in the photographs? Ask if the students know any of the answers to the questions. Tell them they will find out the answers in the module. The photographs depict a rainforest (Mount Bosavi in Papua New Guinea), parrots, and a piece of uncut ruby. Then, ask the students about themselves and their own experiences of the natural world, for example:

- Have you ever seen these things?
- Have you ever been to a rainforest?
- Do you like spending time outside? Why/Why not?

Explain to the students that they will learn how to talk about the natural world in units 1 and 2.

The natural world

Outcomes: It is expected that students will

- read about rainforests, a nature reserve in Jordan, the oldest trees, precious stones and a museum in Jordan
- listen to a radio programme about life on Earth and a guide to precious stones
- use vocabulary related to rainforests, animals, plants and precious stones
- talk about tasks, saving the rainforests, trees, precious stones and a museum in Jordan
- use the Present Perfect with *yet* and *already*, and modal verbs of possibility
- write about saving the rainforests, the oldest trees, precious stones and treasures

MODULE 2

Where are these mountains located? What have scientists found here?

What type of bird are these? Where do they live?

What is this precious stone?

The natural world

Outcomes

- To read about rainforests, a nature reserve in Jordan, the oldest trees, precious stones and a museum in Jordan
- To listen to a radio programme about life on Earth and a guide to precious stones
- To use vocabulary related to rainforests, animals, plants and precious stones
- To talk about tasks, saving the rainforests, trees, precious stones and a museum in Jordan
- To use the Present Perfect with *yet* and *already*, and modal verbs of possibility
- To write about saving the rainforests, the oldest trees, precious stones and treasures

Project
Write about the discovery of a treasure.

11

Unit 1 Rainforests

LESSONS 1 AND 2

Overview

Outcomes: It is expected that students will

- use context to guess the meaning of new words
- use dictionaries and glossaries to confirm and clarify word meaning
- respond to analytical questions before, during and after listening to an article about rainforests
- use the Present Perfect Simple with *yet* and *already* to engage in a discussion about household tasks

Materials

- Student's Book pages 12–13
- Dictionaries
- Glossary – Activity Book page 69
- Cassette
- Activity Book: Module 2 – page 11

Student's Book, pages 12 and 13

Unit 1 Rainforests

BEFORE YOU BEGIN

1 Listen to the sounds of a rainforest. What can you hear? Where in the world can you find rainforests?

2 Which words refer to creatures that can be found in rainforests? Which words are connected to rainforests? Check the meaning of any words you don't know in the Activity Book glossary or in a dictionary.

A HIDDEN WORLD

3 What is the hidden world that the scientists have discovered? Read and listen to the article to find the answer.

The bright colours of birds, the call of monkeys and the hum of insects are common sights and sounds in a tropical rainforest. Rainforests grow near the Equator, where it is always warm and wet – the perfect habitat for plants and animals. In Papua New Guinea, scientists have just discovered a new rainforest. It has existed for many thousands of years at the top of a mountain. It has always been very difficult to reach. Even the people who live on the slopes of Mount Bosavi have rarely visited this hidden rainforest. It is very high up, at over 2,500 metres above sea level, and it is hidden inside the hole of a huge volcano. In 2009 CE, an international team of scientists visited Mount Bosavi and discovered an amazing world of plants and animals there. They discovered many colourful, tiny frogs, some unusual species of fish, rare bats and spiders, a kangaroo that looked like a small bear, and a giant rat that was as big as a cat. Altogether, the scientists found more than forty new species of animals, as well as many rare or new plants. Today, though, this beautiful hidden world is in danger. Logging has already begun in the area. The loggers have already destroyed a lot of trees in the area, but they haven't reached the slopes of Mount Bosavi yet. The scientists hope that their findings can help to protect the area.

tropical habitat hidden volcano bat spider kangaroo rat logging

BEFORE YOU BEGIN

1 Ask the students what they know about rainforests. What sounds do they think they would hear in a rainforest? Now ask them to say what they can see in the photographs on page 12.

Tell the students that they are going to listen to the sounds of a rainforest and answer the questions.

Play the cassette. The students listen and answer the questions. Choose students to give their answers.

Audioscript

Sound effects: sounds of a rainforest – rain, animals and birds

Answers

sounds of a rainforest: rain, animal and bird noises

Rainforests grow near the Equator.

2 Ask the students if they know of any creatures that can be found in rainforests. Accept any appropriate answers. Then look at the words in the box. Choose students to read the words from the box aloud to check pronunciation.

Students work in pairs to answer the questions. Check answers as a class. Students can check the meaning of any words they don't know in the Activity Book glossary or in a dictionary. Encourage them to use the school library, an encyclopaedia or the Internet.

Answers

creatures: bat, spider, kangaroo, rat

rainforests: tropical, habitat, hidden, volcano, logging

3 Tell the students they are going to read and listen to a text about the natural world. Ask them to look at the title and invite students to tell you what they think the text will be about. Encourage them to use as much English as possible, drawing on the vocabulary in the box.

Ask students to read and listen to the text, while keeping the question in the rubric in mind.

Play the cassette twice to give students the chance to check their answers before discussing them as a class.

Answer

The hidden world is a rainforest newly discovered in the hole of a volcano in Papua New Guinea.

COMPREHENSION

4 Read and listen to the article again. Then, answer the questions.

- 1 Choose another suitable title for the text. Justify your choice.
- 2 What do the pronouns in **bold** refer to?
- 3 What makes a rainforest special and different from other forests? Explain.
- 4 How will the discoveries that the scientists made help protect the rainforest?
- 5 Do you think rainforests are important and should be preserved? Why/Why not?
- 6 In your opinion, how can we contribute to the protection of rainforests?

GRAMMAR: The Present Perfect with *yet* and *already*

5 Answer these questions using *yet* or *already* to form complete answers.

- 1 Have you been to the art gallery?
No, I haven't been there yet.
- 2 Have you read the book about the history of Jordan?
Yes, _____
- 3 Have you called your friend to check if he's well?
No, _____
- 4 Have you found your keys?
No, _____
- 5 Have you booked your ticket to Dubai?
Yes, _____

Prophet Mohammad (PBUH) said
"There is none amongst Muslims,
who plants a tree or sows seeds,
and then a bird, or a person or an
animal eats from it, it is regarded
as a charitable gift for him."
Sahih Al Bukhari,
V3, Agriculture

6 Use the Present Perfect and the words in brackets to write complete statements or questions.

- 1 I / visit / the Children's Museum. (already) I've already visited the Children's Museum.
- 2 We / not finish working on the science project. (yet) _____
- 3 Nader / travel / to England. (already) _____
- 4 I / call / my mother. (already) _____
- 5 They / not save / the rainforests. (yet) _____
- 6 / you / see / their photographs? (yet) _____

SPEAKING

7 Read the list of tasks that Sarah and Ali's parents have left for them. What have they already done? What haven't they done yet? Use the Present Perfect and *already* / *yet*. Work in groups.

Sarah	Ali
buy bread (X)	do homework (✓)
tidy bedroom (✓)	set the table for lunch (X)
put away plates and cups (X)	return library books (✓)
do homework (✓)	tidy bedroom (X)

Sarah hasn't bought the bread yet.

8 Work in pairs. What have you already done today?

What haven't you done yet?

Use the Present Perfect and *already* / *yet*.

A: I've already packed my schoolbag for tomorrow.

B: I haven't found a topic for my project yet.



13

COMPREHENSION

- 4 Tell students they are going to read and listen to the article again and answer the questions in groups. Read through the questions with the class and check the meaning of any vocabulary students may not know.

Put the students into six groups and give each group one question to discuss and answer. Play the cassette again. The students listen and read the text again to find the answer to their question in the text. They can underline the key information in the text as they listen. Encourage the students to answer in full rather than note form. Check answers as a class.

Answers

1 Students' own answer

2 It (line 9): the new rainforest

They (line 16): an international team of scientists

they (line 26): loggers

3 A rainforest grows near the Equator, which makes it the perfect habitat for the different and rare species of plants and animals.

4 The scientists discovered the rainforest first, which will make it easier for them to protect it from loggers.

5 Suggested answer:

Rainforests are important and should be preserved because they provide a home to many plants and animals, and the trees in them provide a clean environment.

6 Suggested answer:

We can protect rainforests by encouraging our classmates not to damage the environment and by raising money for organisations that work for the protection of the environment.

GRAMMAR: The Present Perfect with *yet* and *already*

- 5 Elicit the form and use of the Present Perfect from the students.

Write the example prompt on the board and underline the word *yet*. Ask the students what they think the word means and where in the sentence it is put (at the end of the sentence). Don't agree or disagree at this point.

Elicit the answer to the second question from the students. If there are different answers to this question, choose the most appropriate one and tell them why it is the correct one. Write the answer on the board and ask them to guess the meaning of *already* and to tell you where in the sentence this word is usually put (between the auxiliary *have* and the past participle of the verb).

Now ask the students to explain why they think the word *yet* was used in the first sentence and why *already* was used in the second sentence. Point out that there is a *Grammar notes* section in the Activity Book. They can refer to this if they need to. Students complete the task, in pairs if you wish. Choose volunteers to give their answers.

Answers

- 1 No, I haven't been there yet. 2 Yes, I have already read it. 3 No, I haven't called him yet. 4 No, I haven't found them yet. 5 Yes, I have already booked it.

Quotation

Read the quotation to the class. Ask students to try to translate it and then to explain what it means. Translate it yourself if necessary. The correct translation for this quotation is:

قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ "مَا مِنْ مُسْلِمٍ يَغْرِسُ غَرْسًا، أَوْ يَزْرَعُ زَرْعًا، فَيَأْكُلُ مِنْهُ طَيْرٌ أَوْ إِنْسَانٌ أَوْ بَهِيمَةٌ، إِلَّا كَانَ لَهُ بِهِ صَدَقَةٌ".

You should then explain that this is a hadith from Sahih Al Bukhari, which is a huge collection of hadith by Mohammad Al Bukhari. Tell the students that Mohammad Al Bukhari was a very important Muslim scholar in the ninth century CE. His collection is known to be the most authentic of all hadith compilations. Explain the quotation to students, that Prophet Mohammad (PBUH) encourages Muslims to take care of Earth and the environment and treat them with love and care. Ask whether the students follow this advice in their daily life, and how.

Ask them if they know any other quotations related to the same subject.

- 6 Write up the example prompt on the board and ask the students to help you form statements or questions without referring to the book.

Students complete the exercise individually. They can then check their answers with a partner. If the pairs ended up with different answers, ask them to try to convince each other about the correct answer and give reasons. If you found it necessary to intervene in the discussion, explain the correct answer further.

If more advanced students finished the exercise before the others, ask them to write down in their notebook sentences of their own using *yet* and *already*.

Answers

- 1 I've already visited the Children's Museum.
2 We haven't finished working on the science project yet. 3 Nader has already travelled to England. 4 I have/'ve already called my mother.
5 They haven't saved the rainforests yet. 6 Have you seen their photographs yet?

Activity Book, page 11, exercises 1 and 2

In exercise 1, students read the sentences and choose the correct word from the box to complete each one. Tell students that there is one extra word.

Before starting with exercise 2, remind students about the difference between the adverbs *yet* and *already* and when we use them. Then, students read each sentence and circle the correct alternative.

SPEAKING

- 7 Ask the students what tasks they have to do at home, and make a list of these tasks on the board.

Ask the students to look at the list of tasks for Sarah and Ali. Draw their attention to the ticks and crosses. Ask *What do they mean?* (tick = *yes* and cross = *no*). Put the students in small groups and ask them to complete the exercise, using the Present Perfect with *yet* and *already* to make sentences like the example. Make sure every group writes the answers on one notebook, so that, when they're finished, they exchange notebooks with another group to check answers.

When they finish checking the answers, ask one member of each group to give one answer, and make sure you all agree on the same answers.

Answers

Sarah: Sarah hasn't bought the bread yet. Sarah has already tidied her bedroom. Sarah hasn't put away the plates and cups yet. Sarah has already done her homework.

Ali: Ali has already done his homework. Ali hasn't set the table for lunch yet. Ali has already returned the library books. Ali hasn't tidied his bedroom yet.

- 8 Tell the students that you have lots of things to do today. Tell them what you have already done and what you haven't done yet, using examples of your own.

Ask the students to write in their notebooks a list of things they have to do today. Tell them that they don't have to write the list in full sentences. Then, using these notes, they tell their partner what they have and haven't done, using the Present Perfect with *already* and *yet*.

Answers

Students' own answers

Activity Book, page 11, exercise 3

Students read each sentence and rewrite it with *yet* or *already*. Make sure they understand the word order requirements.

Then, students can exchange books to check each other's corrections.

LESSONS 3 AND 4

Overview

Outcomes: It is expected that students will

- demonstrate understanding of new vocabulary by matching information with pictures
- develop strategies of active listening to answer questions about life on Earth
- pronounce final -r
- use new context to understand new vocabulary
- engage in a small discussion about saving rainforests
- write a short paragraph with a solution to a problem

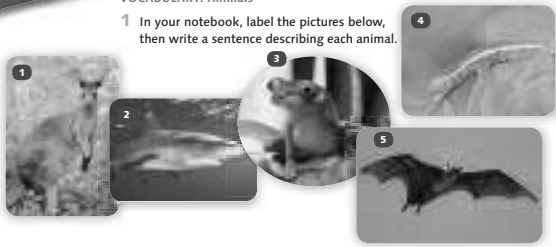
Materials

- Student's Book pages 14–15
- Dictionaries
- Glossary – Activity Book page 69
- Cassette
- Activity Book: Module 2 – page 12

Student's Book, pages 14 and 15

VOCABULARY: Animals

1 In your notebook, label the pictures below, then write a sentence describing each animal.



2 Write the names of the following animals in the correct column.

shark	snake	fly	toad	frog	monkey	crocodile
caterpillar	bear	hummingbird	ray	parrot		
Insects	Fish	Birds	Reptiles	Mammals	Amphibians	
fly						

Listening strategies

- Extracting main ideas
 - Listen to the first question on the tape. It introduces the main ideas of the topic.
 - Pay attention to linking words that might help you find the main ideas, such as *because*, *in addition*...
 - You don't have to understand all the details in the tape. Simply, look for the sentences that give the main ideas.

LISTENING

3 Listen to a radio programme about life on Earth. Which three things make up life on Earth?

4 Listen again and answer the questions.

- 1 Is the information provided in the audioscript fact or the speaker's opinion? Explain.
- 2 What is the main idea of the listening passage?
- 3 How does the speaker describe planet Earth in his speech?
- 4 What is the importance of plants on Earth?
- 5 According to the speaker, life on Earth exists because there is water. Give two ways of conserving water on Earth.

PRONUNCIATION

5 Listen to the words in the box. Notice the sound of the *r* at the end of the words. Repeat them.

Say *programme*. Is the sound of the final *r* the same as it is in the middle of the word?

spider	discover	equator
their	bear	caterpillar

14

VOCABULARY: Animals

- 1 Before students look at the exercise, elicit from them a list of animals and write it on the board. Then ask the students to look at the photographs of the animals. Do they know their names in English? Are any of these animals listed on the board?

The students complete the exercise either individually or in pairs. Check answers as a class.

Answers

1 kangaroo 2 shark 3 frog 4 caterpillar 5 bat
Students' own answers

- 2 Tell the students they are going to learn some more animal names. Look at the words in the box. Choose students to read the words from the box to check whether they know their meanings. Ask students to try to describe the animal in order to define it (e.g. a large animal with short legs, long jaws and a long tail – crocodile). If they can't get to describe the animal, you may allow them to say its name in Arabic.

Now tell them to look at the table and the headings. Check any vocabulary they may not know. Make sure that they understand the key features that define an animal as an insect, a fish, a bird, a reptile, a mammal or an amphibian. The students complete the exercise, in pairs if you wish. Check answers as a class.

Answers

Insects: fly, caterpillar

Fish: shark, ray

Birds: hummingbird, parrot

Reptiles: snake, crocodile

Mammals: monkey, bear

Amphibians: toad, frog

LISTENING

- 3 Read through the **Listening Strategies** with the class. Make sure they understand every point.

Tell the students they are going to listen to a radio programme about life on Earth. Ask them to read the question and tell them they are going to listen and find the answer.

Play the cassette to the students. Check the answers as a class.

Audioscript

Do you know why there is life on Earth? Well it's because there is water on Earth.

From space, Earth is a beautiful, blue planet. The colour blue is the oceans, which cover two-thirds of Earth's surface.

Earth is different from other planets because its climate is suitable for humans, plants and animal species like insects, fish, birds, reptiles, amphibians and mammals. The temperature is tolerable and doesn't go from one extreme to another.

In addition, oxygen is the gas that most living beings need for breathing. Trees and plants breathe out this air to provide it for other living beings.

Answers

water, air and oxygen

- 4 Tell the students that they are going to listen to the radio programme again and answer the questions. Now ask the students to read the questions silently and make sure they understand what is required from them. If any students didn't understand any of the questions, ask volunteers to explain them.

Then, put the students in small groups and play the cassette again. Give the groups a few minutes to answer the questions. Finally, check the answers as a class and clarify any answers that are different.


Answers

- The information provided in the audioscript is mainly fact; however, the speaker states their own opinion when they describe Earth as a "beautiful, blue planet".
- The main idea of the listening passage is to explain why life on Earth exists.
- The speaker describes planet Earth as beautiful and blue.
- Plants on Earth can serve as food and provide oxygen and water for animals. This makes them important for animals' survival.
- Ways of conserving water on Earth:
 - Turn the tap off while you are brushing your teeth, washing your hands, etc.
 - Start a campaign to raise awareness about the importance of saving water.

READING

- 6 Complete the article with the words from the box.

insects extinct plants surface
oxygen logging species



Rainforests cover six per cent of Earth's (1) surface. The biggest forests are in South America, Africa and Southeast Asia. About seventy-five per cent of all the (2) _____ of animals we know live in rainforests, including some beautiful birds, (3) _____ and reptiles. Many of them live in the trees, over thirty metres above the ground. There are also thousands of different (4) _____. It is hot in the rainforest and the ground is wet. The rainforests are very important for us because they make the (5) _____ that we breathe. They also help to control the weather. In many rainforests, loggers have already cut down trees because farmers want the land. Some of the animals that lived in the forest have become (6) _____. (7) _____ is a big problem today in much of the world. We must save the rainforests. They haven't disappeared yet, but they are in danger!

SPEAKING

- 7 In groups, discuss what people can do to save the rainforests.

In your discussion, try to use the following:

- a negative sentence in the Present Perfect with yet
- an affirmative sentence in the Present Perfect with already

WRITING

- 8 Write a paragraph about why we should protect the rainforest. First, write about why the rainforest is important. Then, write about how we can save it.

? There are four main parts of a rainforest. What are the top two layers called?

Speaking strategies

Giving opinion

- Don't translate everything you want to say in English when you are speaking.
- Avoid talking about things that are difficult to express in English.
- When you speak in English, simplify what you want to say.

15

PRONUNCIATION

- 5 Tell the students that they are going to listen to the cassette the first time to notice the sound *r* at the end of the words.

Play the cassette again. Ask some students to repeat the words out loud for the whole class to hear. Make sure they are pronouncing the final *r* correctly. You may explain that this is the British pronunciation.

Play the cassette for the students to listen to the pronunciation of the word *programme*. Say the word *programme* yourself. Then ask a couple of students to repeat it. Ask if they notice any difference in the sound of the *r* in the middle of the word.

Ask the students to refer to the *Pronunciation table* in the Activity Book page 75. Point to the *r* in the word *red* in the first column. Point to the word *four* and the word *peculiar* in the second column. Explain that the final *r* in both is not pronounced, thus the words are pronounced with the vowel sounds at the end.

Answer

No

READING

- 6 Tell the students they are going to read a leaflet about rainforests. Ask them what they have learnt so far about them. What new information do they think might be included in the text? Read the text with the students, asking them to suggest words that might go in each gap. Accept any appropriate answers.

Now look at the words in the box and check the pronunciation and meaning.

Students complete the exercise individually. Remind them that they need to consider whether any of the answers need to begin with a capital letter (number 7 does). Check answers as a class.

Answers

1 surface 2 species 3 insects 4 plants 5 oxygen
6 extinct 7 Logging

Activity Book, page 12, exercises 4, 5 and 6

In exercise 4, students read the text about rainforests and choose the correct word from the box to complete each sentence. Tell students that there is one extra word. Encourage them to use a dictionary to check the meaning of any words they're not sure of.

In exercise 5, students read the text in exercise 4 again to find the word that matches each definition. Ask if any students can suggest a definition for the three words not used (volcano, plants and tropical).

In exercise 6, students look at the animal words in the box. They then read the questions and answer them in pairs. Students write their own sentence individually. Encourage more advanced students to write more sentences of their own using other animals if they have finished first.

SPEAKING

- 7 Read through the *Speaking strategies* with the class. Make sure students understand every point. Ask the students to think about what people can do to save the rainforests and make a list of their suggestions on the board. Encourage them to use *yet* and *already* with the Present Perfect in their sentences. Ask them to look at the instructions, and give them a few minutes to prepare for their discussion. In small groups, students discuss ways to save the rainforests. If some groups finish before others, ask them to rank the different ideas they discussed in order of importance. Finally, discuss the answers with the whole class.

Suggested answer

We haven't done enough to save the rainforests yet. We must do much more. Logging has already become a big problem. A lot of trees have already been cut down. Some animals have already become extinct. So, we must educate people about the importance of the rainforests. Then, we can save the animals and plants that still live there and aren't extinct yet.

WRITING

- 8 Ask the students why rainforests are important. Write some of their ideas on the board. Now ask them to help you write a paragraph saying why the rainforests are important. Encourage them to use full sentences.

Tell the students they have to write a paragraph themselves, explaining why the rainforest is important and how we can save it. Explain that they can use the ideas they discussed in exercise 7.

The students write their paragraphs. Monitor as they are writing, pointing out any errors. Encourage students to correct any mistakes themselves, rather than you giving them the answer immediately.

Choose students to read out their paragraphs.

At the end of the lesson, ask students to refer to Assessment Tool 1 in the Activity Book page 77 to check their writing as self-assessment.

Answers

Students' own answers

Research box

Ask the students to read the question in the *Research box*. Do they know the answer? Explain that they have to research the information on the Internet, in an encyclopaedia or in the school library before the next class (the emergent layer and the canopy; the other two layers are the understory and the forest floor).

LESSONS 5 AND 6

Overview

Outcomes: It is expected that students will

- use photographs to make guesses
- develop reading strategies to find specific information in an email about a visit to Jordan
- sort, organise and classify data into a table
- compare and contrast relevant notes in pairs after reading an article about old trees
- take part in a simple authentic presentation to the class about the oldest trees in the world
- transform notes and information to a linear text

Materials

- Student's Book pages 16–17
- Activity Book: Module 2 – pages 13–14

Student's Book, pages 16 and 17



READING

- 1 Ask students to look at the photographs. Can they guess where they were taken? Invite students to share their ideas with the class. Have them justify their answers based on what they see.
- Read the rubric and ask students to tell you which places in Jordan they think people would like to visit and why. Go around the class, and make sure every student has a chance to share their answer. Make note of any recurring mistakes, and share your observations with the class.

Suggested answer

Ajloun Forest Nature Reserve, Petra, Jerash, Dead Sea, Wadi Rum, Madaba, Amman

- 2 Tell the students they are going to read an email from Julia, who has been on holiday to Jordan. Ask them to read the email quickly and find which three places she mentions. They should not worry about any vocabulary they don't know at this point.
- Check answers as a class.

Answer

Ajloun Forest Nature Reserve, Roman Theatre in Jerash, Amman

GRAMMAR: The Present Perfect with *yet* and *already*

- 3 Ask the students to remind you of when to use *already* with the Present Perfect. Ask the students if they remember whether Julia has already been to Ajloun Forest Nature Reserve. Write the first sentence on the board and elicit the example answer.
- Now read the instruction and sentences with the class. Point out that there is a *Grammar notes* section in the Activity Book. The students can refer to this if they need to.
- The students read the email again and complete the exercise. Draw students' attention that they should correct the grammar in the sentences, but that the information in the sentences should match the information in the email. Choose students to give their answers.

After checking the answers with the class and making sure that all the students understood them, you can do an extra activity based on the five sentences of this exercise. Ask students to give another option for each sentence, regardless of whether the information is correct or incorrect, as long as the grammar is correct. This extra activity will be more fun and engaging if you do it with the whole class. Students can suggest the following sentences:

- 1 Julia hasn't been to Ajloun Forest Nature Reserve yet.
- 2 Julia hasn't taken any photos yet.
- 3 Julia hasn't seen the hyenas and wolves yet.
- 4 Julia has already seen the Roman Theatre in Jerash.
- 5 Julia has already stayed in the cabins at the nature reserve.

Answers

1 yet: Julia has already been to Ajloun Forest Nature Reserve. **2** ✓ **3** hasn't: Julia has already seen the hyenas and wolves.
4 already: Julia hasn't seen the Roman Theatre in Jerash yet. **5** ✓

- 4** Ask the students to remind you when to use *yet* and *already* with the Present Perfect. Write the example on the board and underline the words *already* and *yet*. Ask volunteers to explain the use of the two words. Then, give students three minutes to follow the example and write as many sentences as they can about themselves.

Then, ask volunteers to say their sentences to the class. If any student made a grammatical mistake, ask students to correct it. You can extend this activity by asking the other students in the class about the different places mentioned. For example, if a student says 'I've already been to Jerash, but I haven't been to the Dead Sea yet,' you can ask 'Who has already been to Jerash?' and 'Who hasn't been to the Dead Sea yet?' This activity is a fun way for students to know about one another and the places they've been to in Jordan.

Answers

Students' own answers

Activity Book, page 13, exercises 7, 8 and 9

In exercise 7, students read the text about birds in Jordan and the sentences that follow. They decide which sentence (a–d) completes each gap (1–4), and they write the letter in the gap. Ask the students to check their answers by re-reading the completed text.

In exercise 8, using the phrases provided and *yet* / *already*, students write sentences according to their own experience.

Students read the text in exercise 9 and look for four mistakes in the use of the Present Perfect with *yet* and *already*. They underline the mistakes and then correct them.

VOCABULARY: Animals, trees and flowers

5 Write the animals, trees and flowers from the email in exercise 2 in the correct column.

Animals	Trees	Flowers
hyena		

READING

6 Read this leaflet about two types of trees. Why are they special?

The Oldest Trees on Earth

The Bristlecone Pines
They are in California, USA. They are the oldest trees alive in the world today. Some are more than 4,000 years old. The rings in their wood show how much they've grown. Scientists use these rings to see how the world's climate has changed. They grow very slowly: about fourteen metres in 3,000 years!

The Wollemi Pines
They are the oldest species of tree in the world. Fossilised remains show they existed 110 million years ago. They grew in the rainforest before Australia became a continent. They grew when there were dinosaurs on Earth. The climate was different then. They still grew when plants and animals died and the climate changed. Some trees of this type still exist in Australia. Nobody knows how old these trees are. Scientists want to save them; they still didn't reveal their precise location. They grow very fast; some are forty metres high!

SPEAKING AND WRITING

7 How are the Bristlecone Pines and the Wollemi Pines different? Read the information again and take notes. Compare and contrast ideas with a partner.

8 Use the information in exercise 6 and your notes from exercise 7 to write a leaflet about two other old trees in the world. Use the leaflet above as a model. Add your own research and include a picture. Then present your work to the class.



VOCABULARY: Animals, trees and flowers

- 5** Ask the students if they can remember any of the names of the animals in the text on page 16, without referring to the exercise. Now ask them to look at the table and the headings. Check any vocabulary they may not know.

Students complete the exercise in pairs after drawing the table in their notebooks. You can make the activity more fun by telling students that they need to work as quickly as they can, and the four pairs that finish first win, as long as they have found all the words from the email.

Answers

Animals: hyena, wolf, porcupine

Trees: pistachio, strawberry, carob

Flowers: black iris, orchid, tulip

READING

6 Write the title of the article on the board. Ask the students if they know which trees they might be. Ask the students to read the article and find the answer to the question. You might need to point out that Bristlecone Pines are the oldest in the sense of longest lived as individual trees, while Wollemi Pines are the oldest in terms of the fossil record, that is, the species is the first example of a tree for which a fossil trace has been found. Tell them not to worry about any vocabulary they don't know at this point. Check answers as a class.

Answer

They are the oldest trees on Earth.

SPEAKING AND WRITING

7 To make the exercise easy for students, ask them to draw in their notebooks the following table:

Bristlecone Pines	Wollemi Pines

Ask students to complete the table with the differences between the two species of tree. Tell them that they can write their ideas in short phrases.

Then, in pairs, students present their ideas in full sentences and correct each other if there is any misunderstood information.

Suggested answer

Bristlecone Pines grow very slowly, but Wollemi Pines grow very fast. Nobody knows how old the living Wollemi are, but some Bristlecone Pines are more than 4,000 years old. The exact location of the Wollemi Pines is a secret, but the Bristlecone Pines are found in California.

8 Tell the students they are going to write a leaflet about two old trees in the world. Brainstorm what kind of information they will include. Write their ideas on the board.

Remind students to use the information in exercise 6 and their notes from exercise 7 in their leaflet. You could bring in some additional pictures and information about the trees for students to look at. Alternatively, students could find out the information on the Internet, in the school library or in a public library, and write their leaflet at home for the next class.

The students complete the exercise. Remind them not to copy but to write the information using their own words. Choose students to read out their leaflet. You could also display the leaflets on the classroom wall.

Answers

Students' own answers

Activity Book, page 14, exercises 10, 11 and 12

For exercise 10, ask volunteers to tell the class about their favourite holiday, or tell them about your own holiday. Now students should imagine that they are on holiday. They make a list of maximum eight things to see and do in and around their holiday destination. If any students enquire about the tick boxes at the end of each line of this exercise, tell them that they will use these in exercise 11.

For exercise 11, students read their list in exercise 10 again. They put a tick in the box next to the things they have already done. They put a cross in the box next to the things they haven't done yet.

For exercise 12, students use their information from exercises 10 and 11 to write a letter to a friend about their holiday, telling them what they have already done and what they haven't done yet. Ask students to show their finished letter to a partner, and encourage them to ask each other about their holiday destination.

Unit 2 Treasures of the earth

LESSONS 1 AND 2

Overview

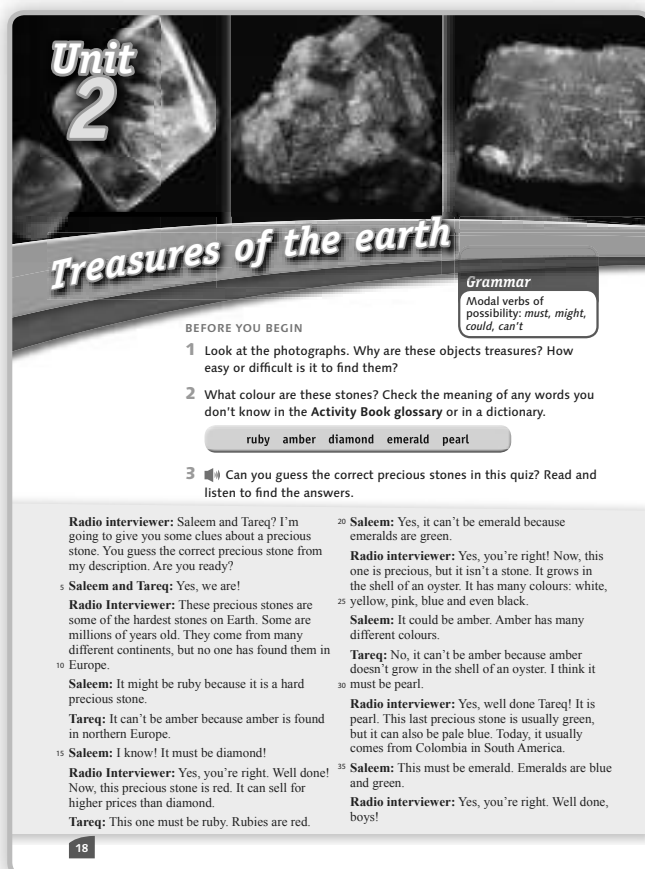
Outcomes: It is expected that students will

- use photographs to answer questions
- use dictionaries and glossaries to clarify word meaning
- demonstrate understanding of new vocabulary by answering a quiz about precious stones
- respond to analytical questions before, during and after listening to a quiz
- use modal verbs of possibility to complete a dialogue
- use classroom objects to participate in a guessing game

Materials

- Student's Book pages 18–19
- Dictionaries
- Glossary – Activity Book page 69
- Cassette
- Activity Book: Module 2 – page 15

Student's Book, pages 18 and 19



BEFORE YOU BEGIN

- 1 Write *treasure* on the board and check the meaning. Ask the students to suggest items of treasure and write their suggestions, if they are correct, on the board under the word *treasure*. Ask students to look at the photos (which show precious stones – diamond, emerald and ruby). Ask *What can you see? Why are these objects treasures? How easy or difficult is it to find them?*

Suggested answers

They are treasures because they are rare and valuable. They are very difficult to find.

- 2 Tell the students that the objects in the photos are known as *precious stones*. Ask them to look at the words in the box.

Students work in pairs to answer the question. Students can check the meaning of any words they don't know in the Activity Book glossary or in a dictionary. Encourage them to use the school library, an encyclopaedia or the Internet if the glossary or any other dictionary doesn't mention the colour of some of these precious stones.

Check answers as a class. Ask the students if they have seen any of these precious stones. Which is their favourite?

Answers

ruby: red; **amber:** orange, gold, white, yellow, brown, black, blue, red, green; **diamond:** colourless; **emerald:** green, blue; **pearl:** white/cream, yellow, pink, blue, black

- 3 Tell the students that they are going to read and listen to a quiz about precious stones.

Play the cassette. The students listen, read and at the same time try to guess the answers along with Saleem and Tareq. Check the answers as a class.

As an extra activity, ask students to close their books and try to remember the descriptions of the different precious stones mentioned in the text. Discuss with the whole class what they can remember. This activity could be a warm-up for exercise 5.

VOCABULARY: Precious stones

4 Label the precious stones in the photographs.

emerald ruby amber pearl diamond



COMPREHENSION

5 Read and listen to the quiz again and answer the questions.

- 1 Which precious stone is formed within a type of a marine animal?
- 2 Which precious stone is found in all continents except for one?
- 3 What are the characteristics of an emerald?
- 4 What other 'treasures of earth' can you think of? Explain.

GRAMMAR: Modal verbs of possibility: must, might, could, can't

6 Read the exercise very carefully. The modal verbs are in the wrong place. Put them back into their positions.

- Saleem and Tareq are at the train station to pick up their aunt. They think they have seen her.
 Saleem: That (1) **can't** be Aunt Salma. I can't see her very well.
 Tareq: It (2) **might** be her. She's very early. Her train doesn't arrive until quarter past seven.
 It (3) **must** be someone who looks like her.
 Saleem: It (4) **could** be her. She's looking at us, smiling and walking towards us now!

7 Choose the correct modal verb in the dialogues.

- 1 A: I'd like a cheese sandwich.
 B: There **can't / must** be some cheese in the fridge.
 I bought some yesterday.
- 2 A: Where's Nadia?
 B: She **might / can't** be at the library. She always goes there after school.
- 3 A: I don't know where my phone is.
 B: It **can't / could** be at work. You didn't take it with you this morning and you were using it last night.

Which is the softest precious stone? Which is the hardest?

SPEAKING

8 Work in a group. Choose an object that you can see in class. Describe it to your friends briefly by giving them hints. Can your friends guess what the object is? Use **can't**, **might**, **must** or **could** to guess the answers.

19

VOCABULARY: Precious stones

4 Tell the students that they are going to label the precious stones, using the words in the box.

Students complete the exercise individually. Then, in pairs, students take it in turns to provide the answers, explaining what criteria made them decide on the answers. For example, students can say *The last one is a diamond because it's transparent.*

Answers

1 ruby 2 amber 3 pearl 4 emerald 5 diamond

COMPREHENSION

5 Tell the students that they are going to read and listen to the quiz again and answer the questions. Read through the questions and check any vocabulary that they may not know.

Play the cassette again. The students listen and underline key information in the text. They can work in pairs if you wish. Check answers as a class.

Ask the students if there is any vocabulary they still do not understand. Encourage other students to try to explain these words if they can.

Answers

1 A pearl is a gem that grows in the shell of an oyster. 2 Diamonds are found in all continents except in Europe. 3 An emerald is usually a green or pale blue stone. 4 Students' own answers

GRAMMAR: Modal verbs of possibility: must, might, could, can't

6 Take students through the situation. Have they ever picked someone up from the airport/station and not quite recognised them? What might they say if they weren't sure if it was the person they were trying to pick up?

Get students to read through the exercise and explain the problems as a class. Do not give any answers yet, but make sure all the students understand the gist of the sentences so that they are able to correct them. They then do the exercise in pairs. Check answers as a class.

Answers

1 might 2 can't 3 could 4 must

Activity Book, page 15, exercises 1 and 2

In exercise 1, students look at the jumbled letters and the definitions in brackets. They reorder the letters to find the names of five jewels.

Remind students about when we use **must / could / might / can't**. Students read each sentence in exercise 2 and circle the correct alternative.

Both exercises can be done in pairs, and then the answers can be checked with different partners.

7 Read the rubric and explain to students that they will have to complete the conversation with the correct modal verbs.

Ask two students to read the first dialogue, and discuss the answer as a class.

Tell the students to read the dialogues with a partner and circle the correct answers.

Correct the answers as a class. Call on some volunteers to write the answers on the board.

Answers

1 must 2 might 3 can't

SPEAKING

8 Give students some time to read the rubric and look at objects around the class.

Then, put them in groups to choose an object in class to describe, using the modal verbs of possibility they learnt in this lesson. Ask them to use the four modals to guess the answers.

Set a time limit for them to discuss their answers. When they have finished, share your observations with the class so that students learn from them.

Suggested answers

- A:** The object you're guessing is green.
B: Could it be the blackboard?
A: No, it's not the blackboard.
C: It might be your pencil.
A: No, it isn't.
D: It can't be the desk, so it must be your backpack.
A: That's correct!

Research box

Ask the students to read the questions in the *Research box*. Do they know the answers? Explain that they have to find out the information before the next class (Emeralds are the softest and diamonds are the hardest. Tell the students that diamonds are used in industrial tools, as well as in jewellery because they are so hard).

Activity Book, page 15, exercise 3

Students read the sentences and choose the correct word (*must / could / might or can't*) to complete each one.

Students will need to discuss their answers with a partner. If one of the partners went wrong in one of the situations, the other partner is expected to explain the meaning of the situation and help them guess the correct answer.

LESSONS 3 AND 4

Overview


Outcomes: It is expected that students will

- demonstrate understanding of a listening text by answering questions
- develop reading strategies to complete a text with gaps
- respond to analytical questions after reading an informational article
- engage in a discussion to encourage all members in a group to take part in a speaking activity
- write a short description about a chosen precious stone

Materials

- Student's Book pages 20–21
- Cassette
- Activity Book: Module 2 – page 16

Student's Book, pages 20 and 21



LISTENING

1 Listen to a zoologist and botanist, Robert Allen. He is describing his favourite precious stone. Which precious stone is it?

2 Listen to Robert Allen again. Answer the questions.

- 1 How many pieces of amber does Robert Allen have?
He has more than two hundred pieces.
- 2 What happens when you rub a piece of amber?
- 3 How was amber formed?
- 4 What did people use amber for in the past? Why was it used for that purpose?
- 5 Why do you think some pieces of amber are so expensive?
- 6 Do you think you would be able to find amber where you live? Explain by giving reasons.

3 Now complete a part of Robert Allen's description with the correct words from the box.

jewellery traded brown millions trees call
frogs have long unusual

Reading strategies

Completing a text

- Read through the text first to have an idea of what it is about.
- Look at the words in the box. Think about how each word is used.
- Look at each gap and consider the best word to insert in the gap. What type of word do you need in the gap? A noun, adjective or verb? Why is your chosen word correct? Why are the other words incorrect?

Amber also has a surprising secret. Many (1) millions of years ago, amber was a sticky resin inside trees. As this sticky resin came out of the (2) trunk, lots of small plants and animals fell into it. After a million years or so, the resin became very hard and fossilised. It is this fossilised resin that we (3) find amber. The plants and animals that fell into it are still inside, perfectly preserved. Spiders, (4) flies, small lizards, flowers and leaves are all still there, exactly as they were in life.

Amber has a (5) rich history. Archaeologists have discovered that some people (6) used amber for food and clothes 6,000 years ago, and we also know that the Romans used it in a lot of (7) jewellery. Amber has many different colours: gold and orange, white or yellow, (8) or black. I have just bought several pieces of red and green amber, which are (9) expensive, but I don't (10) own any blue amber in my collection yet. It is rare and too expensive.

20

LISTENING

- 1 Listen Ask the students to remind you of the names of the precious stones from lessons 1 and 2. Explain that they are going to listen to a zoologist and botanist talking about one of these precious stones.

Play the cassette and ask students to listen carefully for the name of the precious stone described. This is an easy task for students to find the answer. So, if you'd like to extend the activity and make it more fun, tell the students that you will play the cassette a second time and they should look for the reasons why Robert Allen likes amber (it doesn't sparkle with light, it shines when it's rubbed; it feels warm; small plants and animals are still preserved inside this precious stone). Share the answers with the whole class.


Audioscript

Many people like precious stones, such as diamonds, emeralds and rubies. I have always loved amber. I have a huge collection of more than two hundred pieces – enough precious stones to fill a room. Amber is an unusual precious stone because it does not sparkle with light. It has a rather dull appearance at first, but when you rub a piece of amber, it shines with a warm, golden light. It also feels warm, not cold, when you touch it.

Amber also has a surprising secret. Many millions of years ago, amber was a sticky resin inside trees. As this sticky resin came out of the trees, lots of small plants and animals fell into it. After a million years or so, the resin became very hard and fossilised. It is this fossilised resin that we call amber. The plants and animals that fell into it are still inside, perfectly preserved. Spiders, frogs, flies, small lizards, flowers and leaves are all still there, exactly as they were in life.

Amber has a long history. Archaeologists have discovered that some people traded amber for food and clothes 6,000 years ago, and we also know that the Romans used it in a lot of jewellery. Amber has many different colours: gold and orange, white or yellow, brown or black. I have just bought several pieces of red and green amber, which are unusual, but I don't have any blue amber in my collection yet. It is rare and too expensive.

Answer
amber

- 2**  Allow students to read through the questions before you begin playing the cassette again. You can answer any questions they have, but nothing that would give away the answers. Ask students to try to guess the answers before listening to the cassette.

Then, play the cassette through once without stopping. Tell students that they should take notes; that would help them in answering the questions. If they are not fast enough to write down full words, tell them they don't have to write down every sentence; they should select important information and key words. This is a useful tip for jotting down information when it is presented too quickly for them to fully record every word.

After students have finished the exercise, ask them to complete Assessment Tool 2 in the Activity Book page 77 to evaluate their own work.

Answers

1 *He has more than two hundred pieces.* **2** It shines with a warm, golden light. **3** It was a sticky resin inside trees which plants and animals fell into a long time ago and the resin became very hard and fossilised. **4** People traded amber for food and clothes 6,000 years ago. **5** Students' own answers **6** Students' own answers

Activity Book, page 16, exercises 4, 5 and 6

In exercise 4, students look at the photo and decide what they think the text will be about.

In exercise 5, students read the text and check their answer to exercise 4. How many students were correct?

Exercise 6 checks the students' understanding of the text in exercise 5. Divide the students into groups of five and ask them to read the questions. Then, each student from each group reads out one paragraph from the text. The groups answer the questions and write their answers in one notebook in order to prepare themselves for the class discussion about the answers. Note that Kokichi Mikimoto is pronounced /kəkitʃi mɪkiməʊtəʊ/.

- 3** Students now complete a part of Robert Allen's description with the words in the box.

Read the first point in the **Reading strategies** box with the class. Ask the students to read the text quickly and tell you what it is about (amber). Now look at the second point in the **Reading strategies** box. Ask the students to look at the words in the box. Choose students to read aloud the words to check pronunciation and meaning.

Read the first part of the third point in the **Reading strategies** box. Read through the text, asking students to tell you what kind of word is needed in each gap.

Choose students to give their answers and explain them.

Answers

1 millions **2** trees **3** call **4** frogs **5** long
6 traded **7** jewellery **8** brown **9** unusual
10 have

READING

- 4** Tell the students they are going to read an article about emeralds in Egypt. Do they know the answer to the question?

Ask students to read the article quickly and find the answer to the question. Check the answer as a class. Ask students what they remember about Cleopatra.

Answer

Queen Cleopatra

READING

4 Read the article about emeralds in Egypt. Which Ancient Egyptian queen loved emeralds?

Emeralds in Egypt

The value of emeralds has been known for centuries and even in ancient times. The Aztecs in Mexico and the Incas in Peru held them in high regard. However, the oldest emeralds were found in Egypt, near the Red Sea. Many Egyptian pharaohs took emeralds from the mines there. The mines were actually known as 'Cleopatra's mines' because Cleopatra liked to wear the stones. People say she wore jewellery made from emeralds and decorated many ornaments with the jewel. Some also say that Cleopatra presented noble visitors with carved emerald sculptures that looked like the Queen.

15 The Ancient Egyptians believed that emeralds were not only beautiful but were also able to cure disease. Historians know that these emeralds were a lighter colour green than many emeralds found today, but they were highly valued in Ancient Egypt.

20 There were many emeralds in these mines. In later times, the Romans and the Turks took emeralds from these mines, so overall the 'Cleopatra mines' were in use for over 1,500 years! When these mines were found again in the early nineteenth century, there were no emeralds left. There are now no more emeralds left in Egypt, but the Ancient Egyptian era represents the beginning of the jewel's long history. Now, the majority of the world's emeralds can be found in Colombia.

COMPREHENSION

5 Now read the text again and answer the questions.


- Which two civilisations in Ancient America valued emeralds?
The Aztecs in Mexico and the Incas in Peru valued emeralds.
- How did Cleopatra use emeralds?
- Why did the Ancient Egyptians value emeralds?
- What colour were the emeralds found in Egypt?
- How long were emeralds mined for in Egypt?
- Do you think Colombia will also use up all its emeralds like in Egypt? Explain.

SPEAKING AND WRITING

6 Imagine that you have found one of the precious stones in exercise 2 on page 18. Work in groups. Describe it to your group members. Then listen to the other members and write notes. Decide whether their stones are rare and/or expensive or not, with reasons.

7 Choose one of the precious stones that were described in your group. Describe it to the class. Explain why you think their stone is rare and/or expensive, or not. Does the class agree with you?

8 Use your notes from exercise 6 to write a short description of your group's precious stone.



COMPREHENSION

- 5 Tell the students that they are going to read the article again and answer the questions. Read through the questions and check any vocabulary that they may not know.

Students complete the exercise. Encourage them to write the answers to the questions as complete sentences, as in the example. They can work in pairs if you wish. Check answers as a class.

Ask the students if there is any vocabulary they still do not understand. Encourage other students to try to explain these words if they can.

Answers

1 The Aztecs in Mexico and the Incas in Peru valued emeralds. 2 She wore jewellery made from emeralds and decorated ornaments with the jewel. Some say that Cleopatra presented noble visitors with carved emerald sculptures that looked like the Queen. 3 They believed they were beautiful and were able to cure disease. 4 They were a lighter colour green than many emeralds found today. 5 They were mined for more than 1,500 years. 6 Students' own answers

SPEAKING AND WRITING

- 6 Tell the students you have found a precious stone. Describe it to the class. Students guess which stone it is. Ask *Is it rare? Is it expensive? Why / Why not?*

Ask the students to work in groups. Students read the instructions and have a few minutes to make some notes about the precious stone they have found. You could provide some more information about each of the stones if necessary.

Students take it in turns to describe their stone while the other members of their group make notes. Then they decide if the stone is rare and/or expensive and give their reasons. Do not ask students to give their answers at this point.

Suggested answers

A: I have found a red stone. It has a very bright colour and it sparkles when you rub it. **B:** I think you have found a ruby. It must be very precious. **C:** How big is the stone? **A:** Quite big. **C:** It is very rare and expensive. **B:** I have found a green stone. **D:** Does it shine when you rub it? **B:** No, it doesn't. **A:** Does it sparkle? **B:** No, it doesn't. **D:** I don't think your stone is rare or expensive.

- 7 Choose some students to describe one of their group members' stone to the class. Ask them to refer to the notes they took for exercise 6 and to explain why they think their chosen precious stone is rare and/or expensive or not. Ask if the class agrees and the reason for that.

Answers

Students' own answers

- 8 The students write a short description of the precious stone they selected, using the notes they made in exercise 6. Monitor as they are writing, pointing out any errors. Encourage students to correct any mistakes themselves, rather than you giving them the answer immediately. Choose students to read out their descriptions.

Answers

Students' own answers

LESSONS 5 AND 6

Overview

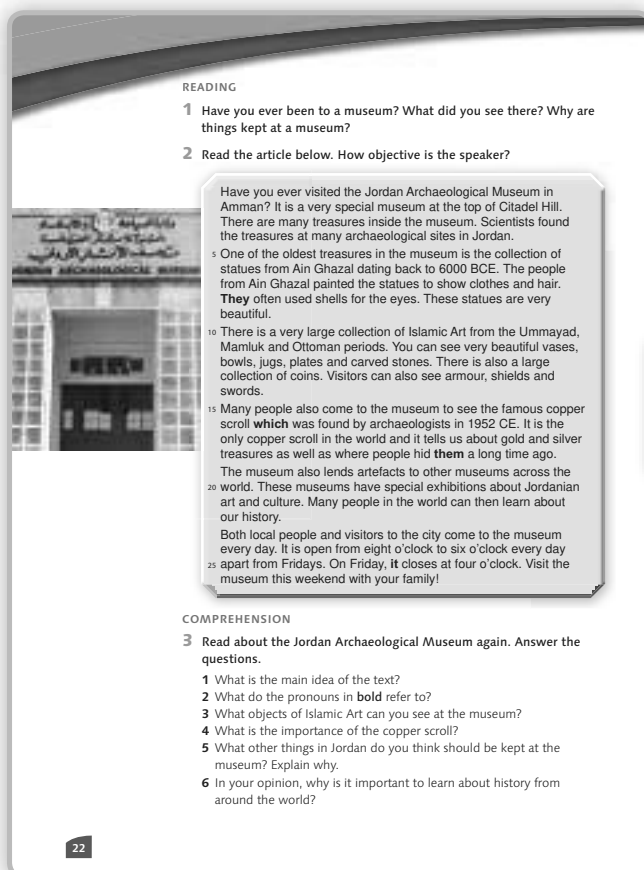
Outcomes: It is expected that students will

- respond to analytical questions before, during and after reading an informational article about a museum in Jordan
- engage in a peer discussion about museums
- participate in a discussion to encourage all members in a group to take part in a speaking activity
- pronounce words in a proverb
- write a short description of a treasure

Materials

- Student's Book pages 22–23
- Cassette
- Activity Book: Module 2 – pages 17–18

Student's Book, pages 22 and 23



READING

1 Have you ever been to a museum? What did you see there? Why are things kept at a museum?

2 Read the article below. How objective is the speaker?

Have you ever visited the Jordan Archaeological Museum in Amman? It is a very special museum at the top of Citadel Hill. There are many treasures inside the museum. Scientists found the treasures at many archaeological sites in Jordan.

5 One of the oldest treasures in the museum is the collection of statues from Ain Ghazal dating back to 6000 BCE. The people from Ain Ghazal painted the statues to show clothes and hair. They often used shells for the eyes. These statues are very beautiful.

10 There is a very large collection of Islamic Art from the Ummayyad, Mamluk and Ottoman periods. You can see very beautiful vases, bowls, jugs, plates and carved stones. There is also a large collection of coins. Visitors can also see armour, shields and swords.

15 Many people also come to the museum to see the famous copper scroll which was found by archaeologists in 1952 CE. It is the only copper scroll in the world and it tells us about gold and silver treasures as well as where people hid them a long time ago.

The museum also lends artefacts to other museums across the world. These museums have special exhibitions about Jordanian art and culture. Many people in the world can then learn about our history.

20 Both local people and visitors to the city come to the museum every day. It is open from eight o'clock to six o'clock every day apart from Fridays. On Friday, it closes at four o'clock. Visit the museum this weekend with your family!

COMPREHENSION

3 Read about the Jordan Archaeological Museum again. Answer the questions.

- 1 What is the main idea of the text?
- 2 What do the pronouns in **bold** refer to?
- 3 What objects of Islamic Art can you see at the museum?
- 4 What is the importance of the copper scroll?
- 5 What other things in Jordan do you think should be kept at the museum? Explain why.
- 6 In your opinion, why is it important to learn about history from around the world?

22

READING

- 1 Ask the students if they have ever been to a museum. Ask them if they know why things are kept at a museum. Explain that a museum is a place where objects of historical, cultural or artistic interest are stored and preserved for display.

Answers

Students' own answers

- 2 Ask the students to look at the photograph. Then, ask them what they think the picture is. Have a short class discussion about the museum if many students have already visited it. Ask the students to read about the Jordan Archaeological Museum and

to check if the information provided is fact or the speaker's opinion.

Answer

The information provided in the article is mainly fact; however, the speaker states their own opinion when they describe the museum as "special" (line 2) the statues as "beautiful" (line 8) and the vases, bowls, jugs, plates and carved stones as "beautiful" (lines 11–12).

COMPREHENSION

- 3 Read the questions as a class. Ask students to read the text about the Jordan Archaeological Museum again, keeping the questions in mind. Tell them to underline any information they think is important or helpful.

Tell the students to answer the questions while referring to the text. Correct them as a class, allowing volunteers to share their responses.

Answers

- 1 The main idea of the text is to provide the reader with information about the Jordan Archaeological Museum.
- 2 They (line 7): the people from Ain Ghazal which (line 14): copper scroll them (line 16): gold and silver treasures it (line 22): museum
- 3 You can see vases, bowls, jugs, plates and carved stones. 4 It has information about gold and silver treasures and where people hid them. 5 Students' own answers
- 6 Students' own answers

SPEAKING

- 4 Ask the students to look at the question. Explain that they have to discuss the question with a partner and think of reasons for their answers. Students can extend the discussion by personalising the answer even more and telling their partner about a museum they've already visited. What did they find most interesting in the museum?

Answer

Students' own answers

PRONUNCIATION

- 5 Ask students if they know what these symbols are. Explain that it is a guide to pronouncing English words. Refer students to the *Pronunciation table* in the Activity Book page 75. Practise pronouncing some of the symbols as a class.

Explain that the sentence written in symbols in their books is a popular proverb. They must work out the proverb by pronouncing it and then writing it down.

Have them work in pairs so they can pronounce the symbols aloud but comfortably. Students should write down what they think it says in English. The proverb explains the high value of friendship, equating it with precious stones.

When they have done this, get them to translate it into Arabic. Circulate, ensuring they are translating for meaning, rather than just word for word. Share some translations, and vote as a class on the best one.

SPEAKING

4 Work in pairs. What would you like to see most in a museum? Explain.

PRONUNCIATION

5 Can you say this proverb? Use the pronunciation table at the end of your Activity Book glossary to help you.

/hi hu: faɪndz ə frend, faɪndz ə treʒə/

What do you think this proverb means? Translate it into Arabic, then in pairs compare your answers.

READING AND VOCABULARY

6 Read about the Gold Market in Amman. What can people buy in the Gold Market? Complete the text with the words from the box.

special enjoy necklaces Gold silver

Many visitors to Amman (1) enjoy looking around the lovely shops and markets in the city, but there is one area that is very (2) special. Near King Faisal Street and between Al Hussein Mosque and the Citadel, people can visit the (3) Gold Market. Here, you can buy gold and (4) silver items, especially jewellery. Visitors are sometimes surprised when the shopkeeper weighs the item to decide the price. There are bracelets, (5) necklaces, and earrings. The Gold Market is very beautiful!

7 Now listen and check your answers.

SPEAKING

8 In groups, choose a treasure and describe it. Answer the questions.

- 1 What is the treasure? Is it a decoration, a sword or something else?
- 2 Which precious stones does this treasure have? Are there many of them?
- 3 Are there any precious stones that this treasure doesn't have? What are they?
- 4 Who do you think this treasure was for?

WRITING

9 Write a short description of the treasure you chose in exercise 8.

All the gold upon the earth and all the gold beneath it, does not compensate for lack of virtue.

Plato, philosopher (c. 427 BCE–c. 347 BCE)

READING AND VOCABULARY

- 6 Ask the students if they have visited the Gold Market in Amman and what can be found there. Tell the students they are going to read about the Gold Market. Look at the words in the box. Choose students to read aloud the words to check pronunciation and meaning. Tell them that they have to complete the text with these words, using each word only once. Remind them to use the method from the **Reading strategies** box on page 20. The students can work in pairs. Do not ask students to give their answers at this point.
- 7 Tell the students they are going to listen to the text and check their answers. Check answers as a class.

Audioscript

Many visitors to Amman enjoy looking around the lovely shops and markets in the city, but there is one area that is very special. Near King Faisal Street and between Al Hussein Mosque and the Citadel, people can visit the Gold Market. Here, you can buy gold and silver items, especially jewellery. Visitors are sometimes surprised when the shopkeeper weighs the item to decide the price. There are bracelets, necklaces and earrings. The Gold Market is very beautiful!

Answers

1 enjoy 2 special 3 Gold 4 silver 5 necklaces

Activity Book, page 17, exercises 7 and 8

Students look at the pictures in exercise 7 and label them. Ask whether any students have seen these items in a museum or at home. Students then choose three objects that they mostly use in their everyday lives, and justify their answers.

Exercise 8 checks the students' understanding of different vocabulary words that they have learnt throughout the unit. Students read the sentences and fill in the blanks with the appropriate words.

SPEAKING

- 8 Ask the students to work in groups and to choose a treasure to talk about. Read through the questions with the class, checking any vocabulary that they may not know.

The students complete the exercise, taking turns to ask and answer the questions. Choose one volunteer from each group to give their answers and explain them.

Answers

Students' own answers

WRITING

- 9 Tell the students they are going to write a short description of the treasure they chose in exercise 8. Tell them they can use the questions they already answered in the previous exercise to help them.

The students complete the exercise. Monitor as they are writing, pointing out any errors. Encourage students to correct any mistakes themselves, rather than giving them the answer immediately. Choose students to read their descriptions to the class.

Answers

Students' own answers

Quotation

Read the quotation to the class. Ask students to translate the quotation and try to explain what it means. Translate it if necessary. A suggested translation could be:

لَا يَكْفِي كُلُّ الذَّهَبِ الَّذِي تَحْتَ الْأَرْضِ وَفَرْقَهَا لِتَقْدِيمِهِ مُقَابِلَ الْفَضِيلَةِ.

Once they have discussed possible meanings, explain that Plato was a great philosopher, teacher and writer who lived during the Classical Period of Greece. He founded the first higher education school in the Western world. His books and writings are still popular now. He is warning against becoming greedy for material possessions and advocating the search for more knowledge. Ask students to consider a world without knowledge. What would it be like?

Activity Book, page 18, exercises 9 and 10

Exercise 9 is a preparation for writing a presentation in exercise 10. Using the five headings provided, students make a list of objects in their lives today in the 21st century. Ask students to list two objects for each heading, with a short description and why they chose those objects.

Exercise 10 could be done in pairs. Using their information from exercise 9, students write a presentation about their objects from the 21st century, for a group of students in the future. They should include a description of their objects and say what they were used for, how they were used and what they tell us about the lives of people in the 21st century. Invite pairs of students to give their presentation to the rest of the class.

LESSON 7

Project

Tell the students that they are going to write about the discovery of a treasure. Brainstorm some treasures that have been found in Jordan and write them on the board.

Ask students to look at page 24 in their Student's Book. Read through the task with them. Explain that they will do this on a piece of paper when they are ready. They should first plan in their notebooks.

You may need to provide students with information about the treasures they have chosen. Alternatively, you could ask them to find out the information at home before you do the project in class.

Students read the list of questions. Using one of the treasures from unit 2, go through the questions and make notes on the board to answer the questions. Remind the students to do this first before they begin writing their text. If the students cannot think of a treasure, they can choose one from unit 2.

Explain to the students that a common order for newspaper reports of this kind is:

- **Headline:** A headline needs to be short and have alliteration. Students should remove all articles (*the, a, their, her, etc.*)

- General information about the discovery of the treasure (*Who? What? Where? When? How?*). Make sure students have answered these questions in their first paragraph.
- Extra details about what happened in the second paragraph, for example a more detailed history of the treasure, or where it is now (*Are archaeologists examining it? Is it being taken to a museum?*).
- How the discovery is important: What might happen next (more discoveries / advances in technology / more knowledge about ancient civilisations).
- Remember to tell students that the historical aspect of this project is very important, and that it is very crucial for students to research accurate, as well as interesting, facts about the treasure. However, remind them and stress that the main purpose of this activity is for students to practise their language in the context of history.

The students write their newspaper article. Monitor as they are writing, pointing out any errors. Encourage the students to correct any mistakes themselves, rather than giving them the answer immediately. Remind them to illustrate their articles with drawings or pictures they have found in magazines, online, etc. Give students pieces of paper to write their final projects on. When they have finished, choose students to read their article to the class and discuss it with them. Encourage students to ask questions about each other's work.

The articles could be displayed on the classroom wall.

Project


Write about the discovery of a treasure.

Your task

- Research the discovery of a treasure anywhere in the world. Use books, magazines, the school library, a public library and the Internet.
- Answer the questions. Take notes. Try not to copy. Use your own words.
- Write a newspaper article describing the discovery of the treasure. Use your notes.
- Read your article to the class and discuss it with them.

Questions

- What treasure was found?
- Where and when was it found?
- Who found it?
- How did they find it?
- What did they do when they found it?
- Where is the treasure now?
- How much is it worth?



24

➤ Now go to **Extra reading A**

➤ Now go to **Extra reading A**

Now, this is the most convenient time for you to refer the students to *Extra reading A*. Keep encouraging them to enjoy this section while reading the story.

MODULE 3

Student's Book, page 25

OPENER

Write *Science* on the board and elicit its meaning. Brainstorm words connected with science and write them on the board. Now look at page 25. Tell the students that this page tells them what they will be doing in Module 3.

Look at each photograph with the class. The photographs show a laboratory with some equipment typically used to conduct chemical experiments; a detail of some test tubes containing coloured liquids; a prism refracting white light into its constituent wavelengths, and a portrait of Marie Curie. Ask if the students know any of the answers to the questions. Tell them they will find out the answers in the module. Then ask students about themselves, for example:

- Which famous scientists do you know about?
- What did they do?
- Do you like to know more about science? Why/Why not?
- Would you like to be a scientist?

Explain to the students that they will learn how to talk about science and scientists in units 3 and 4.

Science

Outcomes: It is expected that students will

- read about famous scientists, the Nobel Prize, scientific experiments and universities in Jordan
- listen to an interview about Alfred Nobel and fields of science
- use vocabulary related to Nobel Prizes and science
- talk about annoying habits, Nobel Prizes, science and experiments
- use the Present Continuous and state and dynamic verbs
- write about a Nobel Prize winner, a school project, a paraphrase of an article and an experiment
- edit written work for spelling, punctuation and clarity of ideas

MODULE 3

What can you see? What do you use this equipment for?

Who is this famous scientist? What did she discover?

What type of science is shown in this picture? What other types of science are there?

Science

Outcomes

- To read about famous scientists, the Nobel Prize, scientific experiments and universities in Jordan
- To listen to an interview about Alfred Nobel and fields of science
- To use vocabulary related to Nobel Prizes and science
- To talk about annoying habits, Nobel Prizes, science and experiments
- To use the Present Continuous and state and dynamic verbs
- To write about a Nobel Prize winner, a school project, a paraphrase of an article and an experiment
- To edit written work for spelling, punctuation and clarity of ideas

Project
Write about a Nobel Prize winner.

25

Unit 3 The Nobel Prize

LESSONS 1 AND 2

Overview

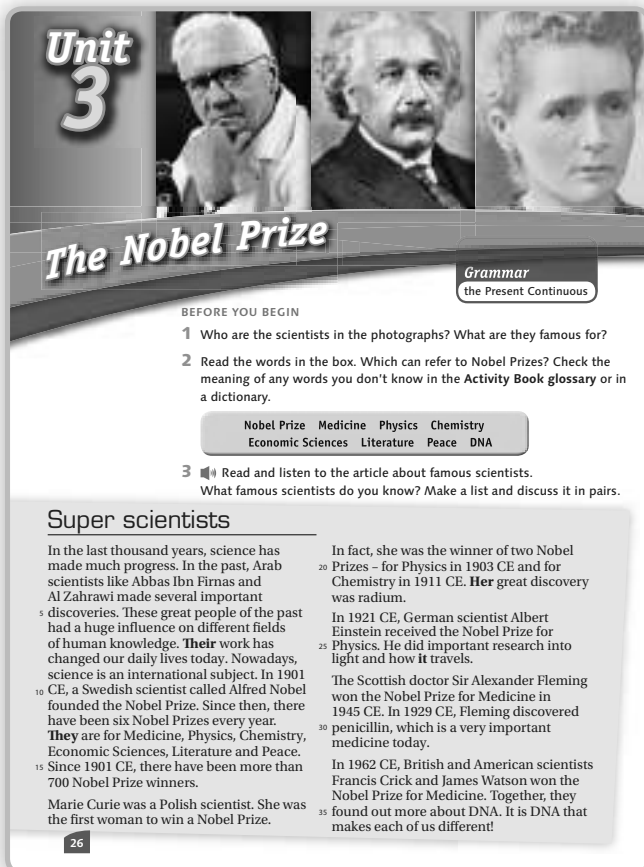
Outcomes: It is expected that students will

- use photographs to participate in a discussion about scientists
- use dictionaries and glossaries to confirm and clarify word meaning
- respond to analytical questions before, during and after listening to an article about Nobel-Prize winning scientists
- pronounce *a* in different ways
- engage in a discussion about annoying habits using the Present Continuous

Materials

- Student's Book pages 26–27
- Dictionaries
- Glossary – Activity Book pages 69–70
- Cassette
- Activity Book: Module 3 – page 20

Student's Book, pages 26 and 27



Unit 3

The Nobel Prize

Grammar
the Present Continuous

BEFORE YOU BEGIN

- 1 Who are the scientists in the photographs? What are they famous for?
- 2 Read the words in the box. Which can refer to Nobel Prizes? Check the meaning of any words you don't know in the **Activity Book glossary** or in a dictionary.

Nobel Prize Medicine Physics Chemistry
Economic Sciences Literature Peace DNA

- 3 Read and listen to the article about famous scientists. What famous scientists do you know? Make a list and discuss it in pairs.

Super scientists

In the last thousand years, science has made much progress. In the past, Arab scientists like Abbas Ibn Firnas and Al Zahrawi made several important discoveries. These great people of the past had a huge influence on different fields of human knowledge. **Their** work has changed our daily lives today. Nowadays, science is an international subject. In 1901 CE, a Swedish scientist called Alfred Nobel founded the Nobel Prize. Since then, there have been six Nobel Prizes every year. **They** are for Medicine, Physics, Chemistry, Economic Sciences, Literature and Peace. Since 1901 CE, there have been more than 700 Nobel Prize winners.

Marie Curie was a Polish scientist. She was the first woman to win a Nobel Prize.

In fact, she was the winner of two Nobel Prizes – for Physics in 1903 CE and for Chemistry in 1911 CE. **Her** great discovery was radium.

In 1921 CE, German scientist Albert Einstein received the Nobel Prize for Physics. He did important research into light and how it travels.

The Scottish doctor Sir Alexander Fleming won the Nobel Prize for Medicine in 1945 CE. In 1929 CE, Fleming discovered penicillin, which is a very important medicine today.

In 1962 CE, British and American scientists Francis Crick and James Watson won the Nobel Prize for Medicine. Together, they found out more about DNA. It is DNA that makes each of us different!

26

BEFORE YOU BEGIN

1 In this module, students will cover topics relating to Nobel Prize winners in science, science experiments, etc. To start students thinking about this, have them tell you which famous scientist they know.

Ask students to look at the photographs and read the rubric. Give some hints if necessary.

Invite students to share their answers with the class.

Answers

Sir Alexander Fleming (Medicine), Albert Einstein (Physics), Marie Curie (Physics and Chemistry)

2 Write *Nobel Prize* on the board. Ask students if they know what this is (an international award which recognises important progress in science and culture).

Choose students to read the words from the box aloud to check pronunciation.

The students work in pairs to answer the question. Students can check the meaning of any words they don't know in the Activity Book glossary or in a dictionary. Check answers as a class.

Answers

Medicine, Physics, Chemistry, Economic Sciences, Literature, Peace

3 Look at the title of the text. What do the students think a 'super scientist' is? Ask students to make a list of the famous scientists they know and discuss it in pairs.

Play the cassette. Students listen and read at the same time.

Answers

Students' own answers

COMPREHENSION

4 Read and listen to the article again and answer the questions.

- 1 What do the words in **bold** refer to?
- 2 How did science develop throughout the years? Name the major discoveries and findings mentioned in the text.
- 3 Which of the discoveries and findings mentioned in the text do you think is the most important? Justify your answer.
- 4 In your opinion, what's the importance of giving a Nobel Prize for Peace?
- 5 If you were to add a Nobel Prize for another field, what would it be for? Explain your choice.

PRONUNCIATION

5 Listen to the words in the box. Notice the sound of the **a** in the words. Listen again and repeat. Then, in pairs, put the words in the correct columns in the table.

have	day	are

GRAMMAR: The Present Continuous

6 Complete each statement in a logical way. Use the clues from the box to write sentences in the Present Continuous.

- 1 I can't answer the phone. I am baking a cake at the moment.
- 2 You look so tired! (you) _____?
- 3 I know why she is sad. Her best friend _____.
- 4 Don't turn off the computer! I _____.
- 5 What's that noise? (your dad) _____?

Speaking strategies

Preparing what to say

- Think about your family and friends. Take notes on what you can say. Prepare five sentences.
- Check any vocabulary that you don't know and you need in your dictionary before you begin.

has past made and last had change Alexander James

complain look get talk tell

travel abroad in 2 hours train for the marathon do research on Chemistry fix the broken chair bake-a-cake

8 What are people always doing which annoys you? Work in pairs and tell each other, using *always* and the Present Continuous.

A: Sami and Nabil are always arguing.
B: My classmate is always taking my pen without asking me first.

More than 700 people have received Nobel Prizes. How many of these are women?

27

COMPREHENSION

- 4 Tell the students they are going to read and listen to the text again in order to find the correct answers.

Now read through the questions with the students and check any vocabulary that they may not know.

Play the cassette again. The students listen again and answer the questions. Check answers as a class.

Explain that for questions (3–5), the answers are not found in the text. Students should give their opinion about discoveries and Nobel Prizes.

Ask the students if there is any vocabulary they still do not understand. Encourage other students to try to explain these words if they can.

Tell the students that the name Alfred Nobel is written Alfr. Nobel on the medal at the top of page 27 as a shortening to his name.

Answers

- 1 Their (line 7): great people of the past (Arab scientists)
They (line 13): Nobel Prizes
Her (line 21): Marie Curie
it (line 26): light
- 2 Many discoveries from the past influenced and changed our daily lives today. The four major discoveries and findings mentioned in the text are Marie Curie's discovery of radium, Albert Einstein's research into light and how it travels, Sir Alexander Fleming's discovery of penicillin, and Francis Crick and James Watson's findings about DNA.
- 3 **Suggested answer:**
I think that the findings about DNA are the most important because DNA carries genetic information.
- 4 **Suggested answer:**
I think it's important to have a Nobel Prize for Peace because it motivates people to work for achieving freedom, stopping war and ending violence between countries.
- 5 Students' own answers

Activity Book, page 20, exercise 1

Students read the sentences and choose the correct word from the box to complete each one. Tell students that there is one extra word.

PRONUNCIATION

- 5 Ask the students to refer to the *Pronunciation table* in the Activity Book page 75. Point to the vowels column. Ask them if they can find the pronunciation of the letter **a** in each of the three sections. Elicit answers: short **a** in *cat*, long **a** in *father* and the diphthong in *make*. Have a student write them on the board.

Then ask the students to refer to the Student's Book and read the instructions. Explain that they are going to listen to the words in the box twice.

Play the cassette. Ask some volunteers to repeat individual words. Then ask them to work in pairs, copy the table in their notebooks and put the words in the correct columns.

Answers

have	day	are
has and had	made change James	past last Alexander

GRAMMAR: The Present Continuous

6 Ask students to remind you when to use the Present Simple (to talk about routines, habits and facts). Write the first sentence on the board and elicit the form (the verb *be* in the Present Simple + the main verb with *-ing*). Ask students what they think this form means (to talk about what is happening now). Play a game with the students by dividing the class into two teams. Prepare a list of actions and write each action on a separate card. Ask one student from each team to choose a card and mime the action written on the card for the other team to guess what the person miming the action is doing. Make sure the students are using the Present Continuous form. Encourage as many students as possible to engage in the guessing game. Tell the students that the team that only speaks in English gets an extra point. Another extra point will be added if a team answers in complete sentences. The winning team is the one with the most points at the end of the game. Then, look at the phrases in the box. Explain that they are in the infinitive form and students have to write them in the continuous form. Check the meaning of any words they may not know.

The students complete the exercise, in pairs if you wish. Check the answers as a class.

Answers

1 *am baking a cake* **2** Are you training for the marathon **3** *is travelling abroad in 2 hours* **4** *am doing research on Chemistry* **5** *Is your dad fixing the broken chair*

Activity Book, page 20, exercise 2

Remind students about when we use the Present Continuous. Students read the sentences and use the words in brackets to complete them in the Present Continuous.

7 Ask the students what they remember about using the Present Continuous. Write the first sentence on the board and underline *always*. Elicit the meaning of *always* (all the time). Do the students think *always* means something positive or something negative in this sentence (negative)? Tell the students that we sometimes use *always* to talk about annoying habits.

The students complete the exercise. Check answers as a class.

For advanced students, ask them to use the words from the box to write their own sentences about annoying habits when they finish.

Answers

1 *is always talking* **2** *is/'s always looking*
3 *is/'s always telling* **4** *am/'m always getting*
5 *are/'re always complaining*

Activity Book, page 20, exercise 3

Following the example, students make sentences using the prompt words in each sentence (2–7) and *always*.

SPEAKING

8 Tell the students a few things that other people are always doing that annoy you. Elicit annoying habits and write them on the board.

Read through the *Speaking strategies* box with the students. Ask the students to make their notes, checking any vocabulary that they don't know in their dictionaries.

The students work in pairs, telling each other about the annoying habits that the people they know do, using *always* and the Present Continuous.

Answers

Students' own answers

Research box

Ask the students to read the information and question about Nobel Prize winners. Do they know the answer? Ask them to do research in the school library, a public library or on the Internet. Explain that they have to find out the information before the next class (43 women between 1901 CE and 2012 CE. Marie Curie was the only woman during this time to receive the prize twice).

LESSONS 3 AND 4

Overview

Outcomes: It is expected that students will

- demonstrate understanding of an informational text by completing a summary of it
- transform information from a visual to a linear text
- demonstrate understanding of a listening text by answering questions
- respond to analytical questions before, during and after reading a text about Nobel Prize conferences in Petra
- engage in a discussion about Nobel Prize winners and exchange ideas
- write a short text about a chosen Nobel Prize winner

Materials

- Student's Book pages 28–29
- Cassette
- Activity Book: Module 3 – page 21

Student's Book, pages 28 and 29

READING AND VOCABULARY


- 1** Ask the students what a *summary* is (a short account of the main points of a text). Ask them what they remember from the text on page 26. They could read the text again quickly if you wish and tell you the main points.

Ask the students to look at the photograph at the top left of page 28. Ask *What is happening?* (someone is being awarded the Nobel Prize). The other photograph shows the Nobel medal awarded to Sir Alexander Fleming for his discovery of penicillin (Explain that the writing on the medal is in French and means 'Discovery of penicillin'.)

Ask the students to look at the words in the box. Choose students to read the words aloud to check pronunciation. Tell them that they have to complete the summary with the words from the box. Check answers as a class.

Answers

1 *scientist* **2** win **3** Nobel Prizes **4** Physics
5 winners **6** became



READING AND VOCABULARY


1 Complete this summary of the text on page 26 with the missing words from the box below.

Nobel Prizes winners scientist Physics became win

The Nobel Prizes began in 1901 CE, when Alfred Nobel, a Swedish (1) *scientist*, founded them. You can (2) _____ a Nobel Prize if your work is very important.

Each year, there are six (3) _____. People can win them for Medicine, (4) _____, Chemistry, Economic Sciences, Literature and Peace. Since the Nobel Prizes started, there have been more than 700 (5) _____.

Marie Curie discovered radium and she (6) _____ the first woman to receive a Nobel Prize, in 1903 CE. She also won a second Nobel Prize in 1911 CE.



SPEAKING

2 Can you remember? Work in pairs. Choose from each column to make sentences.

Marie Curie	Physics	1903 CE
Albert Einstein	Medicine	1962 CE
Sir Alexander Fleming	Chemistry	1921 CE
Francis Crick and James Watson		1945 CE
		1911 CE

Sir Alexander Fleming won the Nobel Prize for Medicine in 1945 CE.

LISTENING

3 What do you know about Alfred Nobel and the Nobel Prizes? Discuss with your partner. Then, listen to an interview with a student about Alfred Nobel and complete the table. Write complete sentences.

Alfred Nobel	
Place of birth	
Year of birth	
Education	
Most significant invention	
Year of death	

SPEAKING

- 2** Allow students to choose their partners. Each pair should begin by reading the rubric and making sure they understand what they need to do together. Clarify any doubts.
- Tell the students that they have to make sentences like the example from what they remember about the text. Explain that they need to use the words in the middle box more than once.
- Make sure that students don't complete the matching in their Student's Book. Instead, ask them to write the full sentences in their notebooks. While they are doing the activity, in pairs if you wish, you can copy the three columns on the board and then ask volunteers to complete the matching in order to check the answers. Have each pair take turns in sharing the full sentences that they wrote. If you see that some students are struggling, make a mental note and try to give them suggestions for improvement at some point in the near future.


Answers

Sir Alexander Fleming won the Nobel Prize for Medicine in 1945 CE. Marie Curie won the Nobel Prize for Physics in 1903 CE. Marie Curie won the Nobel Prize for Chemistry in 1911 CE. Albert Einstein won the Nobel Prize for Physics in 1921 CE. Francis Crick and James Watson won the Nobel Prize for Medicine in 1962 CE.

Activity Book, page 21, exercises 4 and 5

In exercise 4, students look at the photo and decide what they think the text will be about.

In exercise 5, students read the text and check their answer to exercise 4. How many students were correct?

- 3  Tell the students they are going to listen to an interview with a student about Alfred Nobel and the Nobel Prizes. They have to listen and complete the table using complete sentences.

Explain that the table can serve as a factfile about Alfred Nobel.

Play the cassette for the students to complete the exercise in pairs. Check answers as a class. For advanced students, ask them to add other rubrics to the table based on the listening text.

Audioscript

Interviewer: Tareq, what are you studying in history at the moment?

Tareq: We are doing a project on the Nobel Prizes. Our teacher always says that they are the highest awards anyone can receive. I'm researching Alfred Nobel himself, who set up the prizes.

Interviewer: So, what can you tell me about him?

Tareq: He was born in Sweden in 1833 CE. His father was an engineer. Alfred first studied Chemistry at university in France and the USA, but then came back to Sweden in 1859 CE. He set up a laboratory with his brother, Emil, and they worked on producing a safe and a useful kind of an explosive. In one of their experiments, an explosive killed Emil Nobel, but Alfred continued in his experiments and in 1867 CE he invented a much safer explosive, which he called dynamite. He was very wealthy and when he died in 1896 CE he left over \$9 million for annual prizes in five fields: Literature, Physics, Chemistry, Medicine and Peace.

Interviewer: So there are five Nobel Prizes each year?

Tareq: Actually in 1969 CE they added a prize for Economic Sciences.

Interviewer: So which Nobel Prize are you hoping to get one day?

Tareq: I'd like to be a scientist and do research. Perhaps I'll win a prize in Science one day.

Answers

Place of birth: He was born in Sweden.

Year of birth: He was born in 1833 CE.

Education: He studied Chemistry at university in France and the USA.

Most significant invention: He invented an explosive that he called dynamite.

Year of death: He died in 1896 CE.

4 Listen again and answer the questions. Use complete sentences.

- 1 What is Tareq's class doing a project on?
They're doing a project on the Nobel Prizes.
- 2 What does Tareq's teacher say about Nobel Prizes?
- 3 Which area of science did Alfred Nobel first study?
- 4 What happened to Alfred's money when he died?
- 5 How do you think this project has affected Tareq's plans for the future?
- 6 Would you like to win a Nobel Prize one day? What for? Explain.

READING: The Nobel Prize conferences

- 5 Work in pairs. Do you know anything about the Nobel Prize conferences? Where have they been held?

- 6 Read the text, and check your answers to exercise 5.

In 2005 CE, His Majesty King Abdullah II Ibn Al Hussein started an important event. In Petra, Jordan, every year, many people who had won Nobel Prizes that year were invited to take part in a conference to talk about and try to solve the world's problems. Prize winners in all six disciplines were invited. His Majesty King Abdullah wanted to have the yearly event in Petra because of the city's history. The environment of Petra presented problems for the Nabatean people when they wanted to build a city. However, the people succeeded, and now the city has many visitors from all over the world.

There have been a number of conferences in Petra since 2005 CE. Famous Nobel Prize winners, such as the Dalai Lama, along with young people from Jordan and other countries in the Middle East talked about peace, medicine, science and culture. It has always been a wonderful and very special event!

- 7 Read the text again, and answer the questions.


- 1 Who started the event in Petra?
- 2 Why was the event held in Petra?
- 3 What happened at the conferences?
- 4 What world problem would you like to be solved the most?

SPEAKING


- 8 Work in a group. Who would you award a Nobel Prize to, in what field and why? Write some notes and then discuss with your class.

WRITING

- 9 Write a short text about your chosen Nobel Prize winner and why you are awarding them the prize.

 I never see what has been done;
I only see what remains to be done.
Marie Curie, scientist (1867 CE–1934 CE)

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- 4  Tell the students that they are going to listen to the interview again and answer the questions. Read through the questions and check any vocabulary that they may not know.

Play the cassette again. The students listen and answer the questions. Encourage them to write the answers to the questions as in the example. They can work in pairs if you wish. Remind them that they will hear the information in the same order as the questions. Check answers as a class.

Answers

- 1 They're doing a project on the Nobel Prizes.
- 2 Tareq's teacher says that the Nobel Prizes are the highest awards anyone can receive.
- 3 He first studied Chemistry. 4 He left his money for five annual prizes in Literature, Physics, Chemistry, Medicine and Peace.
- 5 Tareq is hoping to be a scientist and to win a Nobel Prize. 6 Students' own answers

Activity Book, page 21, exercises 6 and 7

Exercise 6 checks the students' understanding of the text in exercise 5. Students read the questions and then re-read the text to find the answers. In question 3, they give their own opinion on the decision to support new scientific projects in the Middle East and encourage cooperation in the region. You could develop this into a class debate. In exercise 7, students match the words from the text (1–5) with the words that have the opposite meaning (a–e).

READING: The Nobel Prize conferences

- 5 Introduce the topic of conferences for Nobel Prize winners. What might happen if the prize winners met? What would they discuss? Explain that there have been conferences where previous prize winners have met. Do students know where these conferences have been held? Ask students to read the short text to find out.

Answers

Students' own answers

- 6 Tell students that they will need to read the text carefully to see whether their answers were correct or not. Then have the students mark their own work.

Answers

The Nobel Prize conferences are held in Petra, Jordan. Many people who had won Nobel Prizes participate in these conferences to talk about the world's problems and try to solve them.

- 7 Students read the text again and answer the questions. Explain that for question 4, they have to give their opinion and that the answer is not found in the text.

After students have finished reading the text, ask them to complete Assessment Tool 3 in the Activity Book page 78 to evaluate their own reading skill.

Answers

- 1 His Majesty King Abdullah II Ibn Al Hussein.
- 2 The city served as inspiration to solve difficult problems as in the past, the Nabatean people solved many problems to build the city.
- 3 People discussed many world issues, including peace, medicine, science and culture.
- 4 Students' own answers

SPEAKING

- 8 Tell the students about someone that you would like to award a Nobel Prize to. Make notes on the board, explaining what they do or have done and why you think they should win the prize. Ask the students to read the instructions. Give them a few minutes to make some notes about their chosen person. Tell them that Nobel recipients must be living.

Answers

Students' own answers

WRITING

- 9 Ask the students to organise your notes from exercise 8 into paragraphs. Then ask them to help you expand your notes into sentences until you have written a short text on the board about your chosen prize winner. Tell the students they have to write a short text using their notes from exercise 8 and your text as a model.

Remind the students that *them* in the rubric is used to substitute *him/her* to avoid specifying gender.

Answers

Students' own answers

Quotation

Read the quotation to the class. Ask students to translate the quotation and discuss its meaning. Translate it if necessary. A suggested translation could be:

لا أرى أبداً ما قد أنجز وإنما ألحظ ما بقي لئبجّر.

Explain that Marie Curie was a very inspirational woman in both the history of medicine and history in general. A talented and hard-working physicist and chemist, she was the first woman to become a professor at the Sorbonne University in Paris, France. Her discoveries made a lot of progress towards finding treatment for diseases. She also set up medical research centres.

Ask students how they think the quotation might inspire other people. Explain that it's about doing research and working hard.

LESSONS 5 AND 6

Overview

Outcomes: It is expected that students will

- use dictionaries and glossaries to confirm and clarify word meaning
- identify the main idea in a letter and explain how the details support the main idea
- engage in a discussion to understand and clarify main ideas using the Present Continuous and pictures
- write a letter about a school project

Materials

- Student's Book pages 30–31
- Dictionaries
- Glossary – Activity Book pages 69–70
- Activity Book: Module 3 – pages 22–23

Student's Book, pages 30 and 31

VOCABULARY: Science


- 1** Tell the students they are going to learn some words related to science. Ask them to look at the words in bold in each sentence. Choose students to read the words aloud to check pronunciation.

Give students time to guess the meaning of the key words in bold by reading each sentence. Explain that the words in bold are in the wrong sentences. If the students still do not understand the meaning of the words from the context, reassure them that there is an accompanying reading text to give them extra contextual information. For this reason, tell the students they can refer to the text to give them a greater chance at understanding.

Then, allow students to work in pairs or small groups to compare their guesses before checking in a dictionary or using the Activity Book glossary. Check answers as a class.

Answers

- 1** findings **2** microscope **3** research
4 equipment **5** report **6** hypothesis



VOCABULARY: Science

1 The words in bold are in the wrong sentences. Put them in the correct place.

1 Radium is one of the major **research** that Marie Curie made. _____

2 A scientist uses a **hypothesis** to look at very small objects that are invisible to the human eye. _____

3 I conducted **findings** into the importance of science in our daily lives. _____

4 A flask and a beaker are **report** used by scientists. _____

5 The teacher admired the informative **equipment** his student wrote about the history of the Nobel prize. _____

6 Einstein made a **microscope** about how light is transmitted before he did an experiment to test it. _____

READING

2 Read Robert's letter. What does he want help with?

3 Read Robert's father's reply. Did he answer Robert's question? How?

Dear Dad,
I'm doing an interesting science project at school at the moment. Can you help me? For instance, what are scientists doing when they carry out experiments?
Love,
Robert

Dear Robert,
I'm delighted that you are showing interest in my work as a scientist! At the moment I am working on an important project. There's a lot of very useful equipment here, and I am using this equipment to carry out my experiments. For example, there's a huge microscope in the laboratory, which is helping me with my research.
When scientists carry out an experiment, they first decide what to investigate. They ask a question about why something is happening and try to think of a possible answer. This possible answer is called a hypothesis. Scientists then carry out experiments to test their hypothesis. They observe the results and, if necessary, they change their hypothesis. Finally, scientists write a report about what they have found out. This is how they share their findings with other scientists.
I'm only working here for two more weeks. Then I'm coming home!
With love,
Dad

READING

- 2** Tell the students they are going to read a letter that Robert has written to his dad. Ask students to read the letter individually and to answer the question in the rubric.

Call on students to share their answers to the class. Correct any mistakes, while praising those who answered correctly and encouraging those who tried but didn't answer correctly.

Answer

Robert wants help with his science project.

- 3** Tell the students they are going to read the reply that Robert's father sends back, and find out if he answered Robert's question. Read the letter as a class and ask students to underline any information that can help answer the question. Invite students to share their responses and justify their answers. Discuss the correct answer as a class.

Answer

Yes, Robert's father answered Robert's question by giving him some instructions on what to do when carrying out an experiment. He did that based on his own experience because he is a scientist himself.

4 Read Robert's father's letter again and order the events.

- He writes a report.
- He observes the results.
- Then, he carries out experiments to test the hypothesis.
- The scientist decides what to investigate.
- He might change his hypothesis.
- He creates a hypothesis.

GRAMMAR: The Present Continuous

5 Use clues from the letter on page 30 to describe what the people are doing in each picture.



SPEAKING

6 In pairs, ask and answer questions about the pictures in exercise 5.

- A: Are you writing a report?
B: No, I'm not. I'm observing the results. Are you writing a report?
A: Yes, I am.

WRITING

7 Write a letter to a relative about a school project you are working on at the moment. Tell them what you are learning about and how you are doing the work. Then, edit your work for spelling, punctuation and clarity of ideas.

4 Ask the students what they remember about Robert's father's reply. Tell the students they are going to read Robert's father's letter again and put the events in the correct order. Read through the sentences and check any vocabulary that they may not know.

The students complete the exercise, in pairs if you wish. Choose students to give their answers.

Answers

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

Activity Book, page 22, exercises 8 and 9

In exercise 8, students read the text about a Medical Technologist and choose the correct word from the box to complete each sentence. Encourage them to use a dictionary to check the meaning of any words they're not sure of. Tell students that there is one extra word.

In exercise 9, students match the verbs (1–6) with the nouns (a–f) to make meaningful phrases. You may need to explain to the students that *look down* is a phrasal verb and that *down* is added to the verb *look* to mean that the microscope is below where you're looking and you look into it through a lens.

As an extension, ask students to use the nouns and expressions (a–f) to write their own sentences.

GRAMMAR: The Present Continuous

5 Ask students to remind you of the form and use of the Present Continuous. Ask *What am I doing now?* to elicit the answer *You are teaching*. Ask *What are you doing now?* to elicit the answer *We are learning/studying English*.

Ask the students to look at the photographs and say what they can see. Now ask them to use the clues from the letter on page 30 to write sentences describing what each person is doing. Remind students to use the Present Continuous. Check answers as a class.

Answers

- Picture a: She is looking down the microscope.
- Picture b: He is observing the results.
- Picture c: He is setting up an experiment.
- Picture d: She is writing a report.

SPEAKING

6 Read the instructions to the class. Ask two students to read the example question and answer out loud. Put students in pairs and make sure they understand the concept behind the exercise. The idea is to discuss the pictures using questions to elicit answers about what they see.

Make sure that each student has a turn at asking and answering. Walk around the classroom monitoring the activity.

Suggested answers

A: *Are you writing a report?* **B:** *No, I'm not. I'm observing the results. Are you writing a report?*

A: *Yes, I am. Are you looking down a microscope?* **B:** *No, I'm not. I'm setting up an experiment.*

Activity Book, page 22, exercise 10

Students read each sentence and correct the underlined verbs to form the Present Continuous. They then rewrite each sentence. As an extension, ask the students to think of other sentences with mistakes in them. Encourage volunteers to come to the front and write their sentences on the board for the rest of the class to try to correct the sentences.

WRITING

- 7** Elicit words for family members and write them on the board. Choose students to tell you about school projects they are working on at the moment. Ask *What do you have to do? How are you doing the work?* (for example, carrying out an experiment, researching on the Internet, etc.).

Ask the students to look at the letters on page 30 again. Ask *How do the letters start? How do the letters end? What information is in each paragraph?*

Students write their letter to a relative about a school project they are working on at the moment. Monitor as they are writing, pointing out any errors. Encourage students to correct any mistakes themselves, rather than you giving them the answer immediately.

After they have finished writing their letters, ask students to check their written work for spelling mistakes, punctuation errors and clarity of ideas.

Choose students to read out their letters.

Answers

Students' own answers

Activity Book, page 23, exercises 11 and 12

In exercise 11, get volunteers to ask you questions about your favourite TV programme or hobby. Then students choose their own subject to investigate in a survey. Encourage them to choose something that people will have an opinion about or experience of. They make a list of 5 questions to ask about the subject. Then they complete the survey chart with their questions, their interviewees' names and answers.

Using their completed survey chart in exercise 11, students write a short report in exercise 12 summarising the results of their survey. When they have finished, ask students to show their reports to a partner and read each other's. Remind them that a report should tell the reader what findings they have reached and what they have shown. They should also use short and simple sentences.

Unit 4 Science and scientists

LESSONS 1 AND 2

Overview

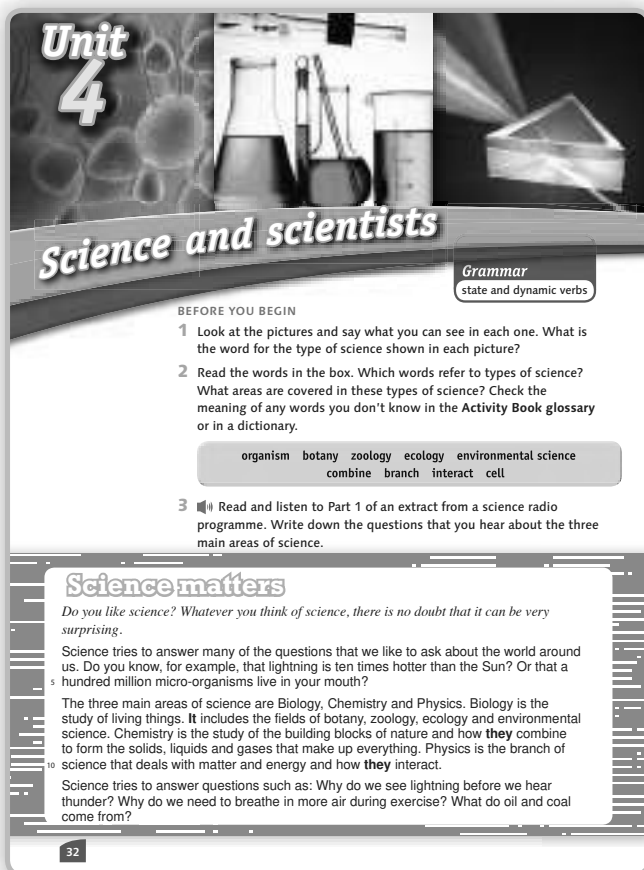
Outcomes: It is expected that students will

- use pictures to make guesses
- use context to guess the meaning of new words
- use dictionaries and glossaries to confirm and clarify word meaning
- listen to an informational text to get background information on science
- respond to analytical questions after reading an informational article about science
- identify the difference between state and dynamic verbs

Materials

- Student's Book pages 32–33
- Dictionaries
- Glossary – Activity Book pages 69–70
- Cassette
- Activity Book: Module 3 – page 24

Student's Book, pages 32 and 33



BEFORE YOU BEGIN

- 1 Ask the students to look at the photographs and say what they can see in each one. Ask what types of science are shown in each picture. Have them work in pairs. Encourage students to speak as much English as possible in their responses, but offer reassurance if they do not have sufficient vocabulary to answer fluently at this stage – the key words throughout the module will introduce them to the required words as you go along. As you walk around the classroom, try not to interrupt discussions. In general terms, the first photograph (a microscopic view of human blood cells) illustrates Biology, the second (typical chemistry laboratory equipment) illustrates Chemistry, and the third (light being refracted by a prism) illustrates Physics.

Answers

left to right: Biology, Chemistry, Physics

- 2 Choose students to read the words from the box aloud to check pronunciation. Students work in pairs to answer the question. They can check the meaning of any words they don't know in the Activity Book glossary or in a dictionary. Encourage them to use the school library, a public library or to go online to do some research about the different types of science. Check answers as a class.


Answers

botany: plants; **zoology:** animals; **ecology:** organisms and their environment;

environmental science: a mix of biology, chemistry, ecology and geology and how the environment is affected by the processes studied in these separate subjects

Activity Book, page 24, exercise 1

Ask the students if they know what ecology is, and then read the example with them. Make sure they understand the meaning of *study of* and *working for*. Students match the words and phrases from each column to find the definition of the words in the first column. They then write the definitions in full sentences, following the style of the example.

- 3  Ask *What type of science do you like? Why?* Tell the students they are going to read and listen to Part 1 of a radio programme about science.

Explain that they will hear several questions but that they need to listen for the questions that science tries to answer. (These are at the end of Part 1 of the listening text.)


Play the cassette. The students listen and read at the same time. Ask for three students to volunteer and have each one read one of the questions out loud to the rest of the class.

After each question has been read, have all students jot down answers. Explain that they should apply reason to their answers because, in the next exercise, they will read and listen to Part 2 and check their answers.

Answers


- 1 Why do we see lightning before we hear thunder? 2 Why do we need to breathe in more air during exercise? 3 What do oil and coal come from?

4 Discuss the questions you have written down in exercise 3 with a partner and try to answer them.

5  Read and listen to Part 2 and check your answers.

Physicists have shown us that light travels faster than sound. It is the fastest thing we know. Biologists explain that when we do exercise, the cells in our body need more oxygen. Chemists have found that oil and coal come from plants and animals that lived millions of years ago.

COMPREHENSION

6  Read and listen to the texts again and answer the questions.

- 1 What do the pronouns in **bold** refer to?
- 2 What's the importance of science?
- 3 Why are ecology, botany and zoology considered branches of Biology? Explain.
- 4 If you want to know about how plants grow, which branch of science can be helpful? Explain.
- 5 In your opinion, what is the most important question that scientists were able to answer? Explain your choice.
- 6 What other questions do you think scientists should answer?


GRAMMAR: State and dynamic verbs

7 Read the sentences and circle the correct tense.

- 1 Science answers many questions we **are liking / like** to ask.
- 2 **Do you know / Are you knowing** that lightning is hotter than the Sun?
- 3 We **are seeing / see** lightning before we hear thunder.
- 4 At the moment, we **are doing / do** an exercise.

8 Some of the following sentences are wrong. Put a tick next to the correct sentences, and correct the wrong sentences in your notebook.

- 1 I'm not sure they're knowing Samer.
- 2 Zeina forgot to turn the lights off before she left the office.
- 3 Do you know that our bodies are needing more oxygen when we do exercise?
- 4 Fadi is fixing his brother's bike at the moment.
- 5 He is wanting to be an archaeologist and discover hidden treasures.
- 6 I am not liking extreme sports because they are dangerous.
- 7 Scientists believe that if we save energy, we protect the environment.




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- 4 Ask students to read the rubric and to choose a partner.
- Tell students that they will share and discuss the questions they wrote down from exercise 3, with their partner. Tell them to exchange these questions and take turns in asking and answering them.
- As the students are working, listen in on conversations but try not to interrupt them. Make a mental note if you see that some students are struggling, and try to give them suggestions for improvement at some point in the future.

Answers

Students' own answers


- 5  Tell the students they are going to read and listen to Part 2 of the radio programme. The students have to listen and check their answers to exercise 4.

Play the cassette. The students listen and read, checking their answers from exercise 4 and marking their own work. Choose students to give their answers.

Answers

- 1 Light travels faster than sound. 2 The cells in our body need more oxygen when we exercise. 3 Oil and coal come from plants and animals that lived millions of years ago.

COMPREHENSION

- 6  Tell the students they are going to read and listen to the texts again to find the answers to the questions. Read through the questions and check the meaning of any vocabulary they may not know.
- The students can underline the relevant information in the texts as they listen. Ask the students to compare their answers with a partner. However, explain to the students that for questions 5 and 6 answers cannot be found in the texts. Students have to answer them giving their own opinion. Play the cassette again for the students to check their answers. Check answers as a class.

Answers

- 1 It (line 7): Biology
they (line 8): building blocks of nature
they (line 10): matter and energy
It (line 14): light
- 2 Science is important because it tries to answer many of the questions that we like to ask about the world around us. 3 Because they are branches that study living things like plants and animals. 4 Botany can be helpful because it studies how plants grow. 5 Students' own answers 6 Students' own answers

GRAMMAR: State and dynamic verbs

- 7 Ask the students to remind you of when to use the Present Simple and Present Continuous. Write *state verbs* and *dynamic verbs* as headings on the board. Add the verb *like* under the first heading and the verb *do* under the second heading. Ask students if they can guess the difference between the two types of verb. If not, add further examples of your own (e.g. *love, hear, believe, want* for state verbs

and *listen, watch, eat, play, study* for dynamic verbs) until students guess correctly (state verbs describe states, opinions and feelings; dynamic verbs describe actions and activities).

Go through the examples in the *Grammar notes* section of the Activity Book, explaining that state verbs do not usually appear in the Present Continuous.

The students complete the exercise. Check answers as a class.

For advanced students, ask them to use two state verbs and two dynamic verbs to write their own sentences.

Answers

1 like 2 Do you know 3 see 4 are doing

- 8 Divide students into small groups. Tell them each group has 10 minutes to try to think of a short funny play consisted of one scene, in which they use the following words (want, like, believe, fix, know, forget). Tell them they can use other verbs as well. Each group will then perform the scene in front of the class, but has no more than 2 minutes to do so. They should use all the words you gave them in that scene within two minutes. Time the activity as each group performs. The group who takes more than two minutes to use all of the verbs loses.

Once the activity is finished, direct the students' attention to exercise 8. The students should write the correction in their notebooks. While they are working, walk around the classroom pointing out any mistakes so students can have another attempt at finding the correct answer.

Answers

- 1 I'm not sure they know Samer.
2 ✓
3 Do you know that our bodies need more oxygen when we do exercise?
4 ✓
5 He wants to be an archaeologist and discover hidden treasures.
6 I don't like extreme sports because they are dangerous.
7 ✓

Activity Book, page 24, exercises 2 and 3

Remind the students of the difference between the Present Simple and Present Continuous tenses. In exercise 2, students look at each verb in the first column and the two sentences in the next columns. They complete the sentences with the correct form of the verb in the first column.

In exercise 3, students complete the telephone conversation between Tareq and Ramzi using the correct form of the verbs in brackets. When they have finished, ask students to roleplay the conversation in pairs.

LESSONS 3 AND 4

Overview

Outcomes: It is expected that students will

- engage in a peer discussion to exchange interests and experiences using state and dynamic verbs
- demonstrate understanding of a listening text about science by answering true and false questions
- develop speaking strategies by giving opinion and supporting ideas with reasons
- engage in a peer discussion about kinds of scientist
- develop reading strategies to find specific information in a text
- respond to analytical questions after reading an information text about Ibn Al Haitham

Materials

- Student's Book pages 34–35
- Dictionaries
- Glossary – Activity Book pages 69–70
- Cassette
- Activity Book: Module 3 – page 25

Student's Book, pages 34 and 35

SPEAKING

1 In pairs, ask and answer the following questions using the correct verb forms. Use complete sentences.

1 Do you have an English dictionary? 2 What do you think of science?
3 Does Biology seem difficult? 4 What subjects do you like at school?
5 What languages do you know? 6 When do you feel happy?

LISTENING

2 Listen to an interview with a scientist. Which area of science does he believe is the most important today?

3 Listen to the interview again. Are the sentences true or false? Correct any sentences that are false.

1 Scientists study the world around us. True
2 Professor Allen is a zoologist.
3 Environmental scientists are trying to solve environmental problems.
4 Professor Allen is working with some huge green plants.
5 These plants produce flowers when they grow.
6 Scientists think that their research is important for cars in the future.

4 Complete the summary about the interview using the Present Simple or the Present Continuous form of the verbs in the box.

live carry out produce think be react work grow

Professor Allen (1) is an environmental scientist. He (2) is on a research project with tiny green plants. These tiny plants (3) are in rivers and in the sea and they (4) are to sunlight. The scientists (5) are experiments with these plants. They (6) are them in huge numbers. When the plants grow, they (7) are a liquid. Scientists (8) are that cars can use this liquid in the future.

SPEAKING

5 Do you think that science is exciting? Which area of science do you think is the most important? Discuss with your partner. Give reasons.

A: I think that science is exciting because you can have surprising results when you do experiments.
B: I think that Medicine is the most important area of science because it helps people when they are ill.

SPEAKING

- 1** Ask the students to look at the photographs at the top of the page and say what they can see. From left to right, the photographs show a zoologist and a geologist conducting studies in the field, and an astronomer at work in an observatory. Ask the students which subjects they study at school. Make a list on the board. Ask *Which subject do you like to know more about?* Encourage students to answer using complete sentences.


Put students into pairs – perhaps placing advanced students with beginner ones. Tell them that while the purpose of the exercise is to use grammatically-correct sentences, it is important for them to have fun with the exercise and be creative. It is more interesting to keep the discussion going between them, rather than answering Yes or No. For example, for question 1, they can have the following conversation, A: Do you have an English dictionary? B: Yes, I do, but I don't have it on me today. A: Did you forget to bring it to class with you today? A: Yes. I think I left it at home.

Walk around making sure students are working through all of the questions, and taking it in turns to speak. They should pay attention to differences of opinion when answering some of the questions, with each student explaining why they think what they do.

Answers

Students' own answers

LISTENING

- 2**  Ask students to read through the rubric before you begin playing the cassette. You can answer general questions they have, but nothing that would give away the answer.

Then, play the cassette through once without stopping. Tell students that they should take down notes as they listen and to write the difficult words they hear. If it takes them too long to write the corrections quickly, tell them to write just a few letters so they can go back later and write the rest of the word. This is a useful tip for jotting down information when it is presented too quickly to record every word fully.

Once you have finished playing the cassette, check the answer to the question as a class. Do not answer any questions relating to unfamiliar vocabulary.

Ask students to use a dictionary to find out the meaning of the words they do not understand.

Audioscript

Interviewer: Professor Allen. Can you tell us what scientists do?

Professor: Scientists study the world around us – from the tiny micro-organisms that live on Earth to distant unknown planets.


Interviewer: Which area of science do you think is the most important one today?

Professor: I'm an environmental scientist, so of course I think that environmental science is the most important! Today, there are a lot of environmental problems in the world, and scientists are trying to solve them. At the moment, I am working with some tiny green plants, which don't produce flowers when they grow. They live in rivers and in the sea and they grow in sunlight. We are carrying out experiments to grow huge numbers of these tiny plants in water. They are very important, because when they grow, they react to sunlight and produce a liquid. We think that cars can use this liquid in the future.

Interviewer: I see now why so many people think that science is very exciting.

Answer

environmental science

- 3**  Tell the students they are going to listen to the interview again to decide if the sentences are true or false. Have students read all six sentences before you play the cassette so that they know what information they should be listening out for.

Then, play the cassette. You can choose whether or not to pause after relevant sentences in order to make the exercise slightly easier for students.

Once you have finished playing the cassette, see if students can provide the correct answers to the sentences they identified as false. They will have time to check their responses at the end of the exercise.

Encourage students to correct the false sentences, writing in full rather than in note form. Check answers as a class.

Answers

1 True **2** False. Professor Allen is an environmental scientist. **3** True **4** False. Professor Allen is working with some tiny green plants. **5** False. These plants produce a liquid when they grow. **6** True

- 4 Ask the students to remind you what a *summary* is. Tell them they are going to read a summary about the interview in exercise 3. Ask them what they remember from the interview.

Ask the students to look at the words in the box. Ask them what the Present Simple and Present Continuous forms of the verbs are and check pronunciation and meaning.

Tell them that they have to complete the summary with the words from the box, using the Present Simple or Present Continuous forms of the verbs.

Check answers as a class.

Answers

1 is 2 is working 3 live 4 react 5 are carrying out 6 are growing 7 produce 8 think

Activity Book, page 25, exercise 4

Students look at the verbs in the box and decide whether they are 'State', 'State and Dynamic' or 'Dynamic'. They complete the table and then choose two verbs from each column to write their own sentences. Ask volunteers to read out their sentences to the class.

SPEAKING

- 5 Before students begin asking and answering in pairs, have them take some notes about what kind of scientists they want to talk about. What kind of science do they deal with? What is their job? What is important about their work?

Once students are prepared, put them in pairs to begin asking questions to one another about the different scientists.

Walk around the class and monitor their work. Have some pairs roleplay their dialogue to the rest of the class.

After students have finished the exercise, ask them to refer to Assessment Tool 4 in the Activity Book page 78 to evaluate their performance in this exercise.

Answers

Students' own answers

Quotation

Read the quotation. Ask students to translate the quotation and then discuss the meaning. Translate if necessary. A suggested translation could be:

تعلّم من الأمس، عَشْ من أجل اليوم، وتطلّع إلى الغد، فَإِنَّ الأمر المهم هو ألا تتوقف عن التساؤل.

Explain that this quotation is by a scientist who lived during the Second World War. Albert Einstein's most famous work is the equation $E = MC^2$, which shows how energy and mass are related. He developed the British scientist Isaac Newton's ideas about gravity and also investigated the movement of light and the structure of the universe.

Ask students if they agree with this quotation. Why should we 'never stop questioning'?

VOCABULARY: Science and scientists

6 Complete the sentences using the correct nouns or sentences.

- 1 I enjoy studying animals and their different characteristics.
I want to be a(n) _____.
- 2 I like _____.
I want to be a meteorologist.
- 3 I love studying and reading about different kinds of rocks and stones.
I want to be a(n) _____.
- 4 I am interested in _____.
I want to be a botanist.
- 5 I enjoy observing stars and studying everything outside Earth's atmosphere.
I want to be a(n) _____.
- 6 I like _____.
I want to be an ecologist.

SPEAKING

7 Work in pairs. Take it in turns to say what you are working on. Your partner says what kind of scientist you are.

- A: I am carrying out research into what whales eat.
B: I think you are a zoologist.

READING

8 Read about a famous scientist. What did he discover?

Ibn Al Haitham was a brilliant scientist who wrote many papers on Physics, Astronomy and Mathematics. He was born in the year 965 CE and died in 1039 CE.

He carried out experiments with light, and the results of which were written down and became his famous book, the *Book of Optics*. The science we now know as 'optics' was born. Ancient Greek scholars had tried to explain how human beings see, but they had not done any experiments to prove their hypotheses. Ibn Al Haitham was able to prove for the first time in his experiments that people can see because light reflects off things around us and into the eye.

Ibn Al Haitham also developed the first camera obscura. In a dark room of his house, he allowed light to come into the room through a tiny hole, and an upside-down picture of the scene outside appeared on the wall opposite. This experiment established the knowledge on which the first cameras were made.

COMPREHENSION

9 Read the text again and answer the questions.

- 1 What is the book that Ibn Al Haitham wrote called? Why do you think he wrote it?
- 2 What is the name of the science that he discovered?
- 3 How was Ibn Al Haitham different from Ancient Greek scholars?
- 4 What did Ibn Al Haitham discover about the science behind the camera?

Who invented the digital camera, and when?

35

VOCABULARY: Science and scientists

- 6 Ask the students to remind you of the three main types of science (Physics, Chemistry and Biology). Ask what the people who study these sciences are called (physicists, chemists and biologists). Ask students to look at the instruction. Explain that they have to read the sentences and complete with the correct nouns or sentences. Students complete the exercise, in pairs if you wish. Check answers as a class.

Answers

1 zoologist **2** studying the weather **3** geologist
4 studying plants **5** astronomer **6** studying the environment

Activity Book, page 25, exercises 5 and 6

In exercise 5, students read the work descriptions and next to each one they write the people who do that work.

In exercise 6, students read the text about Mohammad Ibn Zakariya Al Razi and find the five words for people connected with science. They then complete the table with the noun (person), noun (subject) and adjective or participle.

SPEAKING

- 7** Tell the students that you are a scientist and that you are carrying out research into what whales eat. Ask them to guess what kind of scientist you are (a zoologist).
Working in pairs, students take it in turns to say what they are working on and guessing what kind of scientist their partner is. Walk around the classroom, listening in on conversations without interrupting. Then, ask for one or two pairs of students to perform their questions and responses for the rest of the class.

Answers

Students' own answers

READING

- 8** Ask the students a few simple questions before reading the article. For example, *What is Ibn Al Haitham famous for? What was the first camera like in the past?*
Have students read the article about Ibn Al Haitham to find out the answer. You can instruct students to work alone, in pairs, in groups, or read the article together as a class depending on what you think will be most beneficial to them.

Answers

He founded the science of 'optics'. He carried out experiments with light. He developed the first camera obscura.

COMPREHENSION

- 9** Students should work in pairs to discuss the answers to the given questions.
Listen to students' discussions and make sure they are progressing through the list of questions. Set a time limit so that all students are prepared for a class discussion at the end of the exercise. Reassure students that the most important thing is that they can convey their ideas in English.

Then, go through the questions one by one with the whole class. Have different students share their answers.

Answers

1 It is called the *Book of Optics*. He wrote it to try to explain how human beings see, since it was unknown before. **2** Optics **3** He carried out experiments to prove his hypotheses. **4** He discovered that images appear upside-down.

Research box

Ask students to read the question. Do they know the answer? Tell them to do research online, to visit the school library or a public library to find the answer and find more information on the first digital camera. Explain that Steven Sasson invented the digital camera in 1975.

LESSONS 5 AND 6

Overview

Outcomes: It is expected that students will

- use pictures to make guesses
- use context to guess the meanings of new words
- use dictionaries and glossaries to confirm and clarify word meaning
- identify the objectivity of information provided by a speaker
- interpret reading material about higher education in Jordan by answering questions
- pronounce words in a proverb
- paraphrase information, ideas and opinions in written reading material about higher education in Jordan
- develop writing strategies by writing a short report about a scientific experiment

Materials

- Student's Book pages 36–37
- Dictionaries
- Glossary – Activity Book pages 69–70
- Activity Book: Module 3 – pages 26–27


Student's Book, pages 36 and 37

READING AND COMPREHENSION

- 1** Ask students to discuss what the pictures represent with a partner. Stress that they must explain the reasoning behind their responses, e.g. *I think the people in the first photograph are students because they are wearing a mortarboard*. Explain that a 'mortarboard' is an academic cap worn in a graduation.
As an extension of this, you can ask each pair or small group of students to discuss what they would feel on their graduation day. What will they miss the most about school?

Suggested answers

They are students, and they are graduating.



READING AND COMPREHENSION

- Look at the photographs. Who are these people? What are they doing?
- Read the words in the box. Check the meaning of any words you don't know in the **Activity Book glossary** or in a dictionary. Then, write sentences using these words.
higher education vision distinguished witness priority
- Read the article. How objective is the speaker? Explain.

JORDAN, A PIONEER IN HIGHER EDUCATION

Jordan has some of the best universities in the Middle East, both public and private. In the last decade, and during the reign of His Majesty King Abdullah II, the sector of higher education in Jordan witnessed significant progress.

His Majesty King Abdullah II had a vision to transform Jordan into a leading country in the global economy, and so he placed higher education within the priorities of the country.

In 2007 CE, His Majesty King Abdullah II established the Scientific Research Support Fund for encouraging and supporting scientific research in the kingdom. The SRSF helps distinguished students through offering scholarships and supporting their higher education research programmes.

During his Majesty's reign, many public and private universities were established. There are some 236,000 students studying in Jordan's universities, including 28,000 foreign students from all over the world. Jordan has one of the best standards of education in the Arab region, and, without a doubt, a pioneer in higher education.

- Read the article again and answer the questions.
 - What is the main idea of the text?
 - Why is Jordan considered a pioneer in higher education?
 - In your opinion, why do foreign students come to study in Jordan?
 - Discuss how higher education progressed during the reign of His Majesty King Abdullah II.
 - Give suggestions about how higher education could be developed further in Jordan.

- 2 Students will not have encountered many of these words before. Choose students to read the words from the box aloud to check pronunciation. The students work in pairs to check the meaning of any words they don't know in the Activity Book glossary or in a dictionary. Encourage them to use the school library, an encyclopaedia or the Internet. Check answers as a class, then ask students to write their own sentences using these words. Choose some students to read one of their sentences, and make sure all students get the chance to do so.

Answers

Students' own answers

- 3 Students read the article to answer the question. Ask the students to look at the title of the article. What kind of information do they think might be included in the article? Students discuss the question in pairs. Choose students to give their answers and explain them.

Answers

The speaker is not objective because he gives his opinion about education in Jordan. (Jordan has some of the best universities... Jordan is one of the most educated countries in the Arab region... a pioneer in higher education.)

- 4 Tell the students they are going to read the article again to answer questions. Read through the questions with the class and check the meaning of any vocabulary the students may not know.

The students read the text again and find answers for the given questions. Encourage students to write in full rather than in note form. They can work in pairs if you wish. Explain that for questions 3 and 5, the answers are not found in the text, so the students should give their own opinion. Check answers as a class.

Answers

- 1 The speaker explains to the readers how Jordan is one of the most educated countries in the Arab region. 2 Many native students, as well as foreign students from all over the world, go to study in Jordanian universities. 3 Students' own answers 4 His Majesty King Abdullah II established the SRSF (Scientific Research Support Fund), which encourages distinguished students by offering them scholarships, and supports scientific research in Jordan. 5 Students' own answers

PRONUNCIATION

- 5 Can you say this proverb? Use the pronunciation table in your **Activity Book glossary** to help you.
/ɔː tʃaɪld wɪðaʊt ɛdʒəkəʃən ɪz laɪk ə bʌd wɪðaʊt wɪnz/
What do you think this proverb means? Translate it into Arabic, then in pairs compare your answers.

SPEAKING

- 6 What would you like to study at university? Discuss with a partner.

WRITING

- 7 Paraphrase the first two paragraphs in the article on page 36. Then share your work with the class.

READING

- 8 The way humans react is fascinating, and it is a growing area of scientific research. Read the instructions for this experiment. Then work in pairs and carry it out. Make notes about your findings.

Experiment – How fast do you react?

- Ask a partner to hold up a ruler. His or her hand should be at the top. Put your hand close to the zero mark at the bottom. Don't touch the ruler!
- Ask your partner to drop the ruler suddenly. Try to catch it.
- Look where your hand is on the ruler. Write down the number next to your hand. It shows how far the ruler has fallen.
- Repeat the experiment three more times. Can you catch the ruler faster each time? Look at the numbers you write down to find out.

WRITING

- 9 Read **What's happening?** below. Use this information and your notes from exercise 8 to write a short report about your experiment. Then share your work with the class.

What's happening?

EXPERIMENT – HOW FAST DO YOU REACT?
You catch the ruler when a message travels from your eyes to your hand. It takes a short time for this to happen. You can catch the ruler faster with practice, but the message always needs time to travel.

Writing strategies

- Writing a report**
- Your report should tell the reader what happened in the experiment and what the experiment showed.
 - Use the information in exercise 8, but try not to copy. Use your own words. Use short, simple sentences.

PRONUNCIATION

- 5** Ask students to tell you what the symbols in the sentence are. Do they recognise any of them? Put the word /prɒvə:b/ on the board and get them to say it, and tell you what a proverb is. Remind students they can find the symbols in the *Pronunciation table* in the Activity Book page 75. The sentence in exercise 5 is a popular proverb. Students should work in pairs and practise working it out aloud. When they have worked it out, they should write it down.
- Tell students that the proverb is "A child without education is like a bird without wings". It explains that education helps a child to succeed in life. The students should then focus on producing a good translation into Arabic, thinking about meaning rather than individual words. Collect students' ideas and come up with a good translation as a class. Write the proverb in English and Arabic on the blackboard, as motivation for the students.

SPEAKING

- 6** Give the students some time to read the rubric and think about what they would like to be in the future. This should make it easier for them to decide on what they would like to study at university. Then, put them in small groups to explain their feelings, using words they have learnt in this module. Walk around the classroom monitoring the activity.
- Make sure all students get a chance to share their opinion and discuss their answers.

Answers

Students' own answers

Activity Book, page 26, exercises 7, 8, 9 and 10

For exercise 7, read the first paragraph of the text in exercise 8 with the students, and ask them what they think the text is going to explore.

In exercise 8, students read the rest of the text. How many of their suggestions in exercise 7 were correct?

Exercise 9 checks the students' understanding of the text in exercise 8 and encourages them to think about the topic a little further. Students read the questions and write their answers using information from the text. Question 6 requires students to give their own answers.

In exercise 10, students find the words *distinguished*, *witness* and *hypothesis* in the text and write their definitions. Ask volunteers to read their definitions to the class. Provide them with a good dictionary definition where necessary.

WRITING

- 7** Tell the students that they are going to paraphrase the first two paragraphs in the article on page 36. Ask them to read the article in exercise 3 again and to rewrite the sentences using different vocabulary, grammar and word order. Tell them that the most

important thing when paraphrasing a passage is to keep the same meaning.

Monitor as they are writing, pointing out any errors. Encourage students to correct any mistakes themselves, rather than giving them the answer immediately.

Choose students to read their paraphrase to the class.

Answers

Students' own answers

READING

- 8** Ask the students what an *experiment* is (a scientific procedure to test a hypothesis and to find out some new information).

Ask the students to read the instructions for the experiment. Check any vocabulary they may not know. Tell them they are going to carry out the experiment and make notes about it afterwards.

The students carry out the experiment in pairs and make notes about what happened. Monitor as they are working, helping where necessary. Do not check their answers at this point.

Answers

Students' own answers

WRITING

- 9** Tell the students they are going to write up their experiment in a short report. Ask the students what kind of information should be included in a report.

Read through the *Writing strategies* box with the students. Make sure they all understand the strategies presented.

Ask the students to read *What's happening?* and check any vocabulary they may not know.

The students write their reports, using their notes from exercise 8 and the *What's happening?* text. Monitor as they are working, helping where necessary.

Choose students to read their reports to the class.

Answers

Students' own answers

Activity Book, page 27, exercises 11 and 12

In exercise 11, students work in pairs. For experiment 1, each pair will need a small strip of paper. For experiment 2, each pair will need a cup, a coin and a small piece of card to go over the cup. Students look at the instructions in the pictures and carry out each experiment. They then write a brief description of each experiment, using the pictures and the words in the labels to help them. In exercise 12, students use their descriptions from exercise 11 to write a short paragraph about each experiment. This should include their findings or explanation, what happened and why.

LESSON 7

Project

Tell the students that they are going to write about a Nobel Prize winner. Ask them to remind you which subjects people can win Nobel Prizes for and write them on the board.

Ask the students to look at page 38 in their Student's Book. Read through the task with them. Explain that they will do this on a piece of paper when they are ready. They should first plan in their notebooks.

You may need to provide the students with information about the person they have chosen. Alternatively, you could ask them to find out the information at home before you do the project in class.

Students read the list of questions. Using one of the prize winners from Module 3, go through the questions and make notes on the board to answer the questions. Remind the students to do this first before they begin writing their text. If the students cannot think of a person, they can choose one from page 38.

Students write their text. Monitor as they are writing, pointing out any errors. Encourage students to correct any mistakes themselves, rather than giving them the answer immediately. Remind them to illustrate their text with drawings or pictures they have found online, in magazines, etc.

Give students pieces of paper to write their final projects on. These could be displayed on the classroom wall.

Now tell students to look at the texts they wrote about a Nobel Prize winner. They should choose 6 pieces of important information about the prizewinner.

Next, they should compare their chosen information with that of their partner. Which prizewinner would they prefer to interview? Here they are practising selection and reasoning, important skills for debating and discussion.

They should then share ideas about writing an interview. Where will it be? Who will the interviewer be? Is this interesting for someone to listen to? Have you got questions that give you enough information? Have you begun and ended the interview like a normal conversation?

When students are satisfied with their interviews, have some students perform theirs in front of the class. Ask the class to give constructive feedback.

Project

Write about a Nobel Prize winner.

Your task

- Choose a winner of a Nobel Prize and find out some information about him / her.
- Find out the answers to the questions. Use books, the Internet, the school library or a public library.
- Write a short text of about one hundred words about the winner.
- Illustrate your project with photographs or pictures from magazines, etc.
- Present your project to the class.

Questions

- When did he / she live?
- Which Nobel Prize did he / she win?
- What was his / her achievement?
- Why do you think he / she deserved to win the prize?

Alexander Fleming

William Golding

38

Task instructions:

- Look at your text about the Nobel Prize winner you chose. You are going to interview him / her about his / her life and why they were awarded the prize. What questions would you ask? How do you think he / she would respond?
- In pairs, write an interview between you and your chosen winner.
- Does the information in your interview match the information you researched?
- Are your questions useful for finding out information?
- Will this be interesting for a listener?
- Now present your interview in groups.

Revision A

Overview

Outcomes: It is expected that students will

- develop the skills introduced in the context of business, science, precious stones, life on Earth and professions
- review the grammar learnt in Modules 1–3

Materials

- Student's Book pages 39–40
- Activity Book pages 29–30

Student's Book, pages 39 and 40

Revision A

1 Listen to the exercise. What kind of text is it? Tick the information that you hear.

You must...	be a successful business man already.	want to share your business ideas.	know a lot about saving the environment.
<i>The Business</i> is...	a company.	a new TV show.	a newspaper article.
You will have to...	do market research.	use money well.	have an interview.
You should...	design a website.	apply immediately.	call the show's hotline.

2 Write a letter to your best friend, describing a recent visit to your favourite museum. Describe the museum, as well as the time you spent there.

3 Think of someone you know. What annoying habits do they have? Tell each other in pairs, using the Present Continuous.
My colleague is always talking on the phone in a loud voice!

4 Work in pairs. Take turns to mime an action, and guess what your partner is doing.
*A: Are you swimming?
B: No, I'm not. I'm paddling a kayak!*

- 1 Ask the class to think back to the first Module on business, marketing and new products. What can they remember? Then explain they are going to do a listening exercise that is relevant to this topic. Read the rubric to the class, and then ask what they should do first. They need to listen for gist first, and decide what type of text they are listening to (**advertisement**), so assure them they don't need to start answering the questions in the grid yet.

Play the recording. Ask students to tell as much as they can about what they just heard. Next, they should read through the grid, and when they have finished, tell them to predict their answers with a partner. They could put a small pencil mark by their predicted answer.

Play the recording again. Students do the exercise. After you have given out the answers, ask how many of them they predicted correctly.

Audioscript

Are you full of business ideas? Do you want to share them? Will they make the world a better place?

If you answered yes to all these questions, you should apply to enter our brand new TV show, *The Business*. It's a chance for you to compete against other businessmen and women, and to get your product on the market, right now!

You'll be challenged to promote your product to customers, to develop it and to work with a budget. Then, at the end you'll face the hardest job interview of your life!

Can you beat the others and succeed in the new original show, *The Business*?

Apply now on our website if you think you're the right one for us!

Answers

you must...		want to share your business ideas.	
<i>The Business</i> is...		a new TV show.	
You will have to...		use money well.	have an interview.
You should...		apply immediately.	

- 2 Explain that students are going to write letters to their best friends about a visit to a museum. Review how to write an informal letter by modelling on the board:

Dear _____,

How are you? I'm fine. (Say what you've been doing recently in a short general sentence.)

I went to the _____ Museum last (month/ weekend/Saturday). (Give more details, including the answers to questions discussed above. Write five sentences or more.)

What have you done recently? I look forward to hearing your news.

Love,

Set the completion of this exercise as homework, or use it as an assessment opportunity in class. Explain they must use the vocabulary from unit 2.

Answers

Students' own answers

Activity Book, page 29, exercises 1 and 2

For exercise 1, students can work in groups to complete the table after listening to the script. While they are doing the activity, draw the table on the board so that you check the answers with the whole class. Ask one member of each group to write one answer until the table is complete.

For exercise 2, students can write brief notes for their leaflet. They can then write the leaflet at home, after they have done some research on the Internet or in the school library or in a public library. In the next lesson, ask students to exchange leaflets, read them and give their opinion about them.

- 3 Ask students if they remember how to talk about annoying habits. Tell them to think of someone they know, and write down any annoying habits that they have.

Check a few of these orally, and then instruct students to tell their partners. Can they think of more habits/a different person, if there is time?

Monitor and note any errors. Go through some of these in class afterwards, without mentioning who made the mistakes.

Answers

Students' own answers

- 4 You can do a short class introduction to exercise 4 in a whole class situation. It is a good idea to remind students about a calm classroom before starting an exercise like this. Mime one action, and elicit responses. Shake your head until students guess the correct action (and use the correct grammar). Once they have guessed, they can work in pairs to do the same.

Answers

Students' own answers

Activity Book, page 30, exercise 3

Exercise 3 checks students' understanding of the use of *yet* and *already* with the Present Perfect. In pairs, students discuss what they have already done during the day and what they haven't done yet. Students write their partner's sentences so that they tell them to the class, e.g. *Nour has already had breakfast, but she hasn't tidied her bedroom yet.*

- 5 Work in pairs. Talk about the pictures using the Present Perfect with *yet* and *already*.



She has baked a cake. She hasn't cut it yet. She's already turned the oven off.

- 6 Write a short descriptive text about the profession of your choice and your reasons for choosing it.

- 7 Choose a famous person and imagine you are that person. Describe yourself so that your partner can try to guess who you are. Use any of these verbs.

like know hate enjoy think hope go work speak want wear have

A: I like playing tennis. I'm training for the US Open Tennis Championships now. I hope to win. I speak Spanish and English, but at the moment I'm practising English because I'm going to the USA soon.

B: You're Rafael Nadal.

A: Yes, I am.

- 8 Play 'What's my job?'. Work in pairs. Think of a job, and give your partner hints about it. Take turns to guess each other's jobs. Use the words in the box.

can't could might must

A: I travel by aeroplane.

B: You could be a flight attendant.

A: No, I'm not. I sit in the cockpit.

B: You must be a pilot.

A: Yes, I am!

- 5** This exercise focuses on the use of the Present Perfect Simple. It is a good idea to start this off with a mime activity yourself as well. Mime finishing marking a pile of Students' Books or similar, and sit back in your chair for example. Write on the board *What haven't I done yet? Have I already finished teaching?* Students respond.

Students work in pairs to discuss the photographs. They should write notes to share with the class at the end of the exercise.

Ask for one example per pair. Correct when necessary.

Suggested answers

- 1** *She hasn't cut the cake yet. She's already turned the oven off.*
- 2** *She hasn't presented her paper yet. She's already written her name on the paper.*
- 3** *He hasn't painted all of the wall yet. He's already climbed up the ladder.*
- 4** *She hasn't got to the top of the mountain yet. She's already walked up a few steps.*

Activity Book, page 30, exercise 4

Play the cassette for students to complete the first column of the table. Meanwhile, draw the table on the board. Then, play the cassette a second time for students to decide whether the activities have state or dynamic verbs.

Check the answers with the whole class, asking volunteers to write them on the board.

- 6** This exercise should be done as a quick review with little or no help to prepare from you. Students may use their books to check vocabulary, but you should emphasise that it is a short check to help them remember what they've learnt and use it. Monitor as they write, and rather than correcting, ask them questions so that they can correct their own work.

Answers

Students' own answers

- 7** Explain to students that they must choose a famous person and pretend to be him/her, and that they should describe what they are doing at the moment, how they feel and, if possible, what they have done recently. Do not do any explicit teaching here.

Monitor while they are doing the exercise, and place a mixture of correctly and incorrectly produced sentences on the board for students to analyse afterwards. They should be using state verbs, Present Continuous (at the moment) and perhaps even Present Perfect Simple (recent experience).

Answers

Students' own answers

- 8** Remind students about the modal verbs by putting a blurred photograph or obscure picture on the board. Elicit 'You could be/You might be/You can't be'.

Direct them to the exercise. They should work in pairs to complete it, in the same way as the exercise above.

Answers

Students' own answers

Activity Book, page 30, exercises 5 and 6

For exercise 5, ask students to write the letter individually. Remind them to use the modal verbs of possibility. When they're finished, ask volunteers to read their letter to the class.

For exercise 6, students work in pairs to discuss their daily use of science. Walk around the classroom to make sure the students are using the Present Continuous with *always* correctly.

Activity Book, page 60, Test A

Now, this is the most convenient time for you to refer the students to *Test A* in their Activity Books. Students should complete the test individually, or in pairs where required. You may ask students to exchange each other's answers and mark each other. Then, check the answers with the whole class. Where speaking activities are involved, ask pairs of students to come to the front of the class and perform the activity.

MODULE 4

Student's Book, page 41

OPENER

Write *Journey* on the board and elicit its meaning. Brainstorm ideas connected with journeys and write them on the board. Now look at page 41. Tell the students that this page tells them what they will be doing in Module 4.

Look at each photograph with the class. Ask if the students know any of the answers to the questions. Tell them that they will find out the answers in the module. The photographs show penguins in the Antarctic, an aerial view of the Amazon together with an inset of a man who swam the entire length of the river, and a train travelling through Canada.

Then ask the students about themselves, for example:

- Have you travelled to other countries?
- What did you see?
- Where have you visited in your own country?
- Was it interesting? Why/Why not?

Explain to the students that they will learn how to talk about the polar regions and planning trips in units 5 and 6.

Journeys

Outcomes: It is expected that students will

- read about the polar regions, sea turtles and a great journey
- listen to information about polar bears and penguins, information about diving in Aqaba, a holiday plan and a description of a tour in Wadi Rum
- use vocabulary related to the polar regions, polar animals, marine life, geographical features and tours
- talk about visiting the North and South Poles, to make suggestions and plans, to choose items to take on a trip
- use the Second Conditional, *will / won't*, and to make suggestions using *Shall, Let's ...*, *How / What about, Why don't we ...*
- write about a visit to the Red Sea, a marine animal, the Amazon River and a memorable journey
- revise written work for clarity of ideas and coherence

MODULE 4

Where is this place in the world? Would you like to visit this place? Why/Why not?

Where is this river? What journey is this man making?

Where in the world is this train travelling through? Which countries use trains for people to travel? Name a few of them.

Journeys

Outcomes

- To read about the polar regions, sea turtles and a great journey
- To listen to information about polar bears and penguins, information about diving in Aqaba, a holiday plan and a description of a tour in Wadi Rum
- To use vocabulary related to the polar regions, polar animals, marine life, geographical features and tours
- To talk about visiting the North and South Poles, to make suggestions and plans, to choose items to take on a trip
- To use the Second Conditional, *will / won't*, and to make suggestions using *Shall, Let's ...*, *How / What about, Why don't we ...*
- To write about a visit to the Red Sea, a marine animal, the Amazon River and a memorable journey
- To revise written work for clarity of ideas and coherence

Project

Write about a country.

41

Unit 5 Exploring wildlife

LESSONS 1 AND 2

Overview

Outcomes: It is expected that students will

- use pictures to make guesses
- use context to guess the meaning of new words
- use dictionaries and glossaries to confirm and clarify word meaning
- make connections between prior knowledge and an informational text about polar animals
- pronounce the letters *p* and *b*
- use the Second Conditional to express ideas and opinions
- participate in a simple discussion by using relevant words and sentences from the unit

Materials

- Student's Book pages 42–43
- Dictionaries
- Glossary – Activity Book pages 70–71
- Cassette
- Activity Book: Module 4 – page 31

Student's Book, pages 42 and 43

Unit 5 Exploring wildlife

BEFORE YOU BEGIN

1 Look at the photographs. What do you think helps these animals live in polar regions?

2 Which of these words refer to animals? Check the meaning of any words you don't know in the **Activity Book glossary** or in a dictionary.

snowstorm iceberg boat trip wildlife seal sole nostril polar ice floe webbed

3 Listen and read about polar bears and penguins. What do you know about these animals? Discuss in pairs.

Polar Bears and Penguins

Not many people have the chance to visit the North and South Poles. However, if you had the opportunity to visit the Poles, they would appear similar – both are places of extreme cold. If you went **there** in winter, you would probably experience severe snowstorms. However, both are also places of spectacular beauty, with their frozen landscapes of snow, ice and icebergs. If you went on a special adventure boat trip when you visited, you would be able to observe the unique wildlife of these places, like polar bears, penguins and seals. You would be unlucky if you didn't see any seals.

The polar bear lives in the cold, snowy Arctic lands in the North Pole. It has a thick layer of fat underneath its skin and this helps to keep it warm. It also has a thick layer of fur all over its body, including the soles of its feet, which allows it to swim in the coldest seas without feeling the cold. Beneath the fur the skin is black, so it absorbs heat. Polar bears are excellent swimmers. Their nostrils can close so they can swim underwater and between the ice floes to look for seals, their favourite food.

Unlike polar bears, penguins live in the South Pole and many live in Antarctica. Penguins keep warm with thick skin and lots of fat under the skin. Penguins have dark coloured feathers on their back, which absorb heat from the sun to keep **them** warm. Like polar bears, penguins are excellent swimmers. **They** have webbed feet and streamlined bodies for powerful and fast swimming. They have different diets, but in general, they all eat a variety of small fish.

BEFORE YOU BEGIN

- 1 Ask the students what they know about the North and South Poles. Accept any appropriate answers. Ask them to look at the photographs. Ask *How do you think these animals survive in polar regions? What do you think helps them?*

Answers

Students' own answers

- 2 Brainstorm the names of animals that you might find in the North and South Poles. Ask what colour they often are (white). Ask the students to look at the words in the box. Ask *Are the animals in the above pictures mentioned in the box?* (No, the animals in the pictures are polar bears and penguins.)

Choose students to read the words from the box aloud to check pronunciation.

The students work in pairs to answer the question. The students can check the meaning of any words they don't know in the Activity Book glossary or in a dictionary. Check answers as a class.

Answers

wildlife, seal, sole, nostril, webbed

Activity Book, page 31, exercises 1 and 2

In exercise 1, students join the words in the first box to words in the second box to make words connected with polar regions. They then write the completed words. Remind students they can use each word only once.

In exercise 2, students write a sentence for each completed word in exercise 1.

When the two exercises are finished, students can exchange their sentences with a partner to check whether they have used the key words correctly in the sentences.

- 3 Read through the **Listening strategies** box with the students and explain it to them. Ask the students to look at the title of the text. What kind of information do they think might be included in the article? Tell them they are going to read and listen to the text to find the answer to the question. Play the cassette. The students listen and read at the same time. Check the answer as a class.

Answers

Students' own answers

COMPREHENSION

4 Read and listen to the text again, then answer the following questions.

- 1 Identify the purpose of the author in the text (to inform, to compare and contrast, etc.) Explain.
- 2 What makes the Polar region a good place to visit? Explain.
- 3 What do polar bears and penguins have in common that help them survive such weather?
- 4 What do the words in **bold** refer to?
- 5 What other title would you suggest for the text? Justify your answer.
- 6 In your opinion, are polar bears and penguins in danger? Why/Why not?



PRONUNCIATION

5 Listen to the title of the text on page 42. What are the initial sounds of the main words? Find in the text words with similar sounds and fill in the table.

Which of the words you found has the two sounds?

bear	penguin

GRAMMAR: The Second Conditional

6 Complete the Second Conditional sentences with the correct form of the verbs in brackets.

- 1 If you went (go) to the Poles, you would see a lot of snow and ice.
- 2 If I see (see) a polar bear, I'd take a lot of photographs.
- 3 If you visit (visit) the North Pole, you wouldn't see any penguins.
- 4 If I travel (travel) to the Arctic in winter, I would experience severe snowstorms.
- 5 If I win (win) a lot of money, I'd go on an Arctic boat trip.

7 What would you do in these situations? Write sentences using the Second Conditional.

- 1 You get lost in the city.
If I got lost in the city, I would ask someone to tell me the way.
- 2 You find a valuable item on the street.
- 3 Your best friend moves to another country.
- 4 You have a problem with your studies.
- 5 You see fire in the opposite building.
- 6 You find a cat with a broken leg in the garden.

SPEAKING

8 If you went to the North or the South Pole, what would you see or do? Make notes. Then, in pairs, tell your partner.



We must always remember with gratitude and admiration the first sailors who steered their vessels through storms and mists, and increased our knowledge of the lands of ice in the South.

Roald Amundsen, polar explorer (1872 CE–1928 CE)

43

COMPREHENSION

- 4 Tell the students they are going to read and listen to the text again and find the correct answers. Now read through the questions with the students and check any vocabulary that they may not know. Give the students a couple of minutes to read carefully through the text again and find the answers.

Play the cassette again. The students listen again and write down their answers. Encourage students to write using full sentences. Check answers as a class.

Ask the students if there is any vocabulary they still do not understand. Encourage other students to try to explain these words if they can.

Answers

- 1 The purpose of the author in the text is to inform the readers of the climate and wildlife (polar bears and penguins) in the North and South Poles.
- 2 People who get to visit the Polar region will have the chance to observe the various interesting wildlife there.
- 3 Both polar bears and penguins are excellent swimmers and have thick layers of fat underneath their skin to keep them warm.
- 4 there (line 5): the Poles
its (line 17): the polar bear
their (line 23): polar bears
them (line 30): penguins
They (line 31): penguins
- 5 Students' own answers
- 6 Students' own answers

PRONUNCIATION

- 5 Ask a student to read the instructions and to read the title of the text *Polar Bears and Penguins*. Have another student come to the board to write it and underline the letters *p* and *b* in *polar*, *bears* and *penguins*.

Then play the cassette and ask some other students to repeat the title. Make sure they are pronouncing the letters *p* and *b* correctly. Refer students to the *Pronunciation table* in the Activity Book page 75 for more examples.

In pairs, students copy the table in their notebooks, find and write more words in the text that have the letters *p* and *b*.

Have students come to the board and write words with the two letters under the words *bear* and *penguin* that are already written on the board.

Answers

The initial sounds are *p* and *b*.

bear	penguin
both, probably, beauty, icebergs, boat, be, able, observe, body, beneath, black, absorb, between, back, webbed, but	people, pole, opportunity, appear, places, probably, experience, spectacular, landscapes, special, trip, polar, helps, keep, powerful

The word that has the two sounds is *probably*.

GRAMMAR: The Second Conditional

- 6** On the board write *If it is hot this afternoon, I will go swimming*. Underneath this sentence, write *If I had a lot of money, I would buy a big house*. Ask the students what they think the difference between the two sentences is. Underline the verb forms in each sentence and elicit the form and use of each conditional.

Go through the examples in the *Grammar notes* section of the Activity Book, explaining how to use the Second Conditional to give them the opportunity to practise the forms. Ask the students *If it is hot this afternoon, what will you do?* and *If you won a lot of money, what would you do?*

Write the verbs in brackets from the exercise on the board and choose students to tell you their Past Simple forms.

Now tell the students they have to complete the Second Conditional sentences with the verbs in brackets.

The students complete the exercise. Choose students to give you their answers.

Answers

1 went 2 saw 3 visited 4 travelled 5 won

- 7** Ask the students to tell you what they would do if they got lost in the city. Accept all sensible answers. After students finish giving suggestions, read the example answer out loud.

Make sure students understand the concept behind the exercise. The idea is to read the situations given to them and try to put themselves in these situations and write what they would do. Make sure that students use the Second Conditional to write their sentences.

The students complete the exercise. To check answers, ask for volunteers to read out one complete sentence each. If someone makes a mistake, give the correct answer and gently explain why the suggestion was incorrect.

Suggested answers

1 *If I got lost in the city, I would ask someone to tell me the way.* 2 *If I found a valuable item on the street, I would give it to the police.* 3 *If my best friend moved to another country, I would write him/her a letter every week.* 4 *If I had a problem with my studies, I would ask for my teacher's assistance.* 5 *If I saw a fire in the opposite building, I would call for help.* 6 *If I found a cat with a broken leg in the garden, I would take it to the doctor.*

Activity Book, page 31, exercises 3, 4 and 5

For exercise 3, remind students about using the Second Conditional. Students join the sentence parts (1–6) and (a–f) to make complete sentences.

In exercise 4, students use the sentence beginnings (1–6) in exercise 3 to make their own sentences, which they write in their notebooks. Ask volunteers to read some of their sentences to the class.

In exercise 5, students use the word prompts to write questions in the Second Conditional.

SPEAKING

- 8** Ask the students if they think they will go to the North or South Pole. Ask them which conditional to use when talking about something that is unlikely to happen (the Second Conditional). Ask the students to think about what they would do if they went to the North or South Pole. Give an example of your own using the Second Conditional.

The students make notes about what they would see or do. They then take it in turns to tell their partner. Monitor as they are working, helping where necessary.

Choose students to give their answers.

Answers

Students' own answers

Quotation

Read the quotation to the class. Ask students to translate it and then discuss the meaning. Translate if necessary. A suggested translation could be:

لَا بُدَّ مِنْ أَنْ نَتَذَكَّرَ دَائِمًا بِامْتِنَانٍ وَتَقْدِيرِ الْبَحَارَةِ الْأَوَّالِ الَّذِينَ أَبْحَرُوا
بِسُفُنِهِمْ فِي وَجْهِ الْعَوَاصِفِ وَوَسْطِ الصَّبَابِ وَأَعْنَوْا مَعْرِفَتَنَا بِالْأَرَاضِي
الْجَلِيدَةِ فِي الشَّمَالِ.

Explain that Roald Amundsen is giving thanks to the discoveries that went before his expedition. He was an explorer from Norway, who had previously trained as a doctor but wished to explore little-known territories. He kept diaries that describe how his expeditions were successful because he had planned well. Ask students to think of people they are grateful to, and get them to say why. How have their lives been improved by the actions of others?

LESSONS 3 AND 4

Overview

Outcomes: It is expected that students will

- read functional material to extract information from a brochure
- participate in a group discussion by sharing ideas and opinions using the Second Conditional
- email a friend describing a visit to the Red Sea

Materials

- Student's Book pages 44–45
- Dictionaries
- Glossary – Activity Book pages 70–71
- Activity Book: Module 4 – page 32

Student's Book, pages 44 and 45

READING

1 Read the brochure about Antarctica to find out what happens there in the summer. Would you consider visiting Antarctica? Explain.

A TRIP TO ANTARCTICA

Do you know a place where it is day for six months of the year? Do you also know where ice and weather, not clocks and calendars, determine when and where people travel?

If you visit Antarctica on one of our adventure trips, you'll discover a continent that has incredible beauty. Antarctica is the southern continent and is surrounded by the Atlantic, Pacific and Indian Oceans.

If you come on one of our fascinating trips, your adventure will begin with a flight to Argentina. From there, you will travel with our guide to Ushuaia, the most southerly city in the world, and join our special ship.

On the way to the South Pole, our ship passes through amazing scenery. If you go on deck, you will see huge icebergs, as well as whales, seals and many different sea birds. Our team of experts will be there to help you if you have any questions.

Passengers go on trips every day if it's sunny. One of our most popular trips is to Half Moon Island. Passengers can also spend an afternoon at the boiling hot springs of Deception Island.

There is a lot of time to enjoy your trip because it's light for twenty-four hours a day during the summer in the Antarctic. A boat trip to Antarctica is an unforgettable experience.

Please remember:

- Our boat trips are from November to February. (We don't take passengers to Antarctica unless it is summer there.)
- You need warm clothes if you come!
- Don't get too close to the wildlife: some animals attack if you come near them.
- There are no banks in Antarctica. If you want to buy something, you'll need some money.
- If you book before 1st September, you'll get a free visit to the Amundsen-Scott research base.

COMPREHENSION

2 Read the brochure again and complete the following table with the information from the text. Use full sentences.

	Antarctica
Location	
Weather	
Day and night cycle	
Boat trips	
Wildlife	

READING

- 1 Ask the students what they know about the northern and southern hemispheres to elicit that the seasons are opposite. Ask them when they think is the best time to visit Antarctica (in summer). Ask *What happens in summer in Antarctica?*

Tell the students they are going to read the text quickly to find the answer to the question. Remind them not to spend too long on this. They should not worry about any vocabulary they don't know at this point. Check answers as a class.

Answers

Students' own answers

COMPREHENSION

- 2 Tell the students they are going to read the text again to complete the table. Read through the titles in the table with the class and check the meaning of any vocabulary the students may not know. Encourage students to give you some answers if they remember any details from their first reading.

The students read the text again and find the answers in the text. They can underline the key information in the text as they read.

Encourage the students to write in full rather than in note form. They can work in pairs if you wish. Check answers as a class.

Ask the students if there is any vocabulary they still do not understand. Encourage other students to try to explain these words if they can.

Answers

Location: Antarctica is in the South Pole and is surrounded by the Atlantic, Pacific and Indian Oceans.

Weather: The weather is cold.

Day and night cycle: It's light for twenty-four hours a day during the summer.

Boat trips: Boat trips are from November to February.

Wildlife: Passengers on deck will see whales, seals and many different sea birds.

Activity Book, page 32, exercises 6, 7 and 8

Students look at the photo in exercise 6 and decide what they think the text will be about. Write their answers on the board.

In exercise 7, students read the text about a travel review and check their answer to exercise 6. How many students were correct? Check how many answers written on the board are correct.

In exercise 8, students read the definitions and then re-read the text in exercise 7 to find the matching words. Students can do this activity in pairs to make it make more fun.

READING

- 3** Tell the students that they are going to read and complete Jameel's email about his trip to Aqaba. Read the text with the students, asking them to suggest words that might go in each gap. Accept any appropriate answers.

Now look at the words in the box and check the pronunciation and meaning.

The students complete the exercise, in pairs if you wish. Check the answers as a class.

Ask the students if there is any vocabulary they still do not understand. Encourage other students to try to explain these words if they can.

Answers

1 wildlife **2** shrimps **3** sea turtles **4** frozen **5** snowstorms **6** boat trip

READING

- 3** Complete Jameel's email with the correct words from the box.

boat trip shrimps snowstorms sea turtles frozen wildlife

Dear Fadi,
I'm having the most incredible time in Aqaba on board the ship sailing across the Red Sea. The ship stops every 6 hours so we can dive into water. I've seen some amazing scenery: lovely coral reefs, gentle water currents and many multicoloured fish. It's really beautiful. There is a lot of incredible **(1)** _____ to observe. If you look carefully, you will see marine creatures of all sizes. You see tiny fish such as **(2)** _____, and big creatures such as **(3)** _____. Did you know that sea turtles are found in all oceans except in the Arctic? That is because they cannot survive in **(4)** _____ water, blizzards and **(5)** _____. If they travel to cold regions, they will die. That is why they only live in warm waters. So I guess you did not spot any during your Arctic **(6)** _____ last year? You would love it if you were on this boat trip.
Best wishes,
Jameel

GRAMMAR: The Second Conditional

- 4** Complete the Second Conditional sentences with the correct form of the verbs in brackets.

- 1** If I visited (visit) Antarctica in winter, I think it would be a bad idea.
- 2** If you _____ (go) on a trip to Wadi Rum, you'd enjoy it.
- 3** If we _____ (not see) any penguins in the South Pole, I would be very surprised.
- 4** If sea turtles _____ (live) in cold water, they would die.
- 5** Would you go diving in the Red Sea if you _____ (get) the chance?

SPEAKING

- 5** Imagine you are thinking about going on a boat trip to Antarctica, and you are asking Fadi what it would be like before you decide to go. In groups, ask and answer the questions. Use the text in exercise 1 to help you.

- 1** If I went on deck, what scenery would there be? **2** What animals would I see?
- 3** What would I do if it was sunny? **4** Would I need warm clothes?
- 5** Would I see any polar bears?
- A: If I went on deck, what scenery would there be?
B: There would be huge icebergs.

WRITING

- 6** Imagine you are visiting the Red Sea. Write an email to a friend describing your visit. What scenery and marine life can you see?



How old is the Red Sea?

45

GRAMMAR: The Second Conditional

- 4** Ask the students to remind you of the form and use of the Second Conditional. Tell them they have to complete the sentences with the correct form of the verbs in brackets.

The students complete the exercise, in pairs if you wish. Check answers as a class.

As an extension, you can play a game with the students orally and give them part of a conditional sentence, which they are supposed to finish. For example, you can tell them *If I didn't have school today, ...* or *I would go on a boat trip ...* Give a

chance for more than one student to give an answer for each sentence beginning so that students enjoy the different answers that relate to their own lives.

Answers

1 visited **2** went **3** didn't see **4** lived **5** got

SPEAKING

- 5** Tell the students they are going to go on a boat trip to Antarctica and they are going to ask Fadi some questions. Read through the questions with the students and check any vocabulary they may not know.

Ask the students what they remember from the text in exercise 1. Ask them to read it again quickly to remind themselves.

The students work in groups and take it in turns to ask and answer the questions, using the text in exercise 1 to help them. Monitor as they are working, helping where necessary.

Choose students to ask and answer the questions.

Suggested answers

1 *There would be huge icebergs.* **2** *You would see whales, seals and penguins.* **3** *You would spend an afternoon at the boiling hot springs of Deception Island.* **4** *Yes, you would need warm clothes. It's very cold in Antarctica!* **5** *No, you wouldn't. There are no polar bears in Antarctica.*

WRITING

- 6** Ask the students to remind you where the Red Sea is. Tell them they are visiting the Red Sea and they are going to write an email describing their visit to a friend. They have to describe the scenery and wildlife that they can see.

Ask the students to look at the email in exercise 3 and tell you how to begin and end an email. Ask the students if they can think of other ways to begin and end an email and write them on the board (e.g. *Hi, See you later, Bye for now, All the best, (Love) from...*).

The students write their email. Ask them to include only the most important information. Monitor as they are writing, pointing out any errors. Encourage the students to correct any mistakes themselves, rather than you giving them the answer immediately.

Ask students to use Assessment Tool 5 in the Activity Book page 79 to evaluate their writing skills. You may use it in addition to your own assessment.

Answers

Students' own answers

Research box

Ask the students to read the question in the *Research box*. Do they know the answer? Explain that they have to find out the information before the next class (The Red Sea is 55 million years old, dating back to the time when Africa started to move away from Arabia).

Activity Book, page 32, exercise 9

This true / false exercise tests students' understanding of the text in exercise 7. Students read each sentence and decide whether it is true or false, marking T or F in the box. They then correct the false sentences and rewrite them.

LESSONS 5 AND 6

Overview

Outcomes: It is expected that students will

- respond to analytical questions before and after listening to an article
- use context to guess the meaning of new words
- use dictionaries and glossaries to confirm and clarify word meaning
- transform information from a linear text to a table
- use rising and falling intonation
- interview peers using the Second Conditional
- write a report about a marine animal
- organise information into an e-presentation

Materials

- Student's Book pages 46–47
- Dictionaries
- Glossary – Activity Book pages 70–71
- Cassette
- Activity Book: Module 4 – pages 33–34

Student's Book, pages 46 and 47

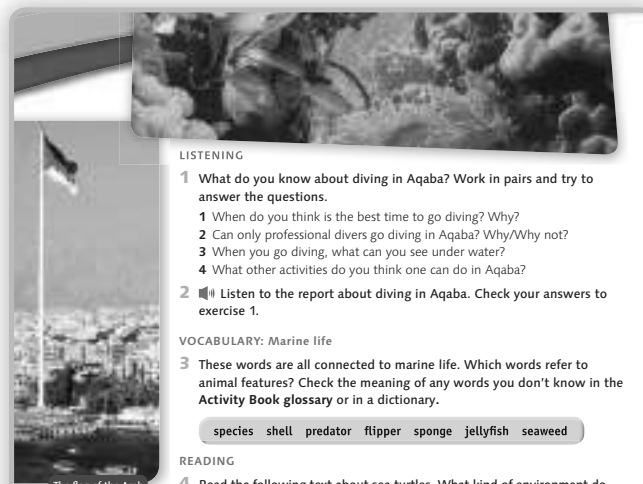
LISTENING

- 1 Ask the students to look at the picture at the top of the page. Ask the students what they know about diving. Tell the students to look at the questions and try to answer them.

The students work in pairs. Check answers as a class but don't say whether they are right or wrong at this point.

Answers

Students' own answers



LISTENING

1 What do you know about diving in Aqaba? Work in pairs and try to answer the questions.

- 1 When do you think is the best time to go diving? Why?
- 2 Can only professional divers go diving in Aqaba? Why/Why not?
- 3 When you go diving, what can you see under water?
- 4 What other activities do you think one can do in Aqaba?

2 Listen to the report about diving in Aqaba. Check your answers to exercise 1.

VOCABULARY: Marine life

3 These words are all connected to marine life. Which words refer to animal features? Check the meaning of any words you don't know in the Activity Book glossary or in a dictionary.

species shell predator flipper sponge jellyfish seaweed

READING

4 Read the following text about sea turtles. What kind of environment do you think sea turtles need to survive?

Sea turtles are among the most ancient creatures in the world. There are seven species of sea turtles that can be found today and they are found in all waters that are warm. Since the Red Sea's water in Aqaba is constantly warm, it is considered to be the place where sea turtles travel in search of food. All sea turtles have hard shells that protect them from predators. Their shells are also streamlined to help them swim through the water more easily and faster. Their colour differs depending on the species; they could be yellow, green or black. Unlike other turtles, sea turtles cannot hide their legs and head inside their shells because they have flippers that direct them smoothly while swimming. Those flippers are also built for digging in the sand. Most sea turtles eat small sea animals, such as sponges, jellyfish, snails and shrimps. Other sea turtles feed on sea plants and grasses, such as seaweed. Surprisingly, sea turtles can live up to 80 years and can weigh up to 200 kilograms!

5 Read again and complete the table below.

Living conditions	Adaptation to its environment	Food
warm waters		

- 2 Tell the students that they are going to listen to some information about diving in Aqaba and check their answers to the questions in exercise 1.

Play the cassette for the students to check their answers. You may need to play the recording twice to give students the chance to make notes. Check answers as a class. Were the students right?

Audioscript

Have you ever been to Aqaba? If not, you should consider visiting it because it has many wonderful sites, and one of its greatest attractions is the Red Sea. There, one can experience the best diving in the world! The best time to go diving is September or October, during which the water is warm and the air temperature is not too hot. Also, around this time of year the fish life is a lot richer to spot sea turtles and explore the beautiful marine life. If you go there in July or August, diving will be very uncomfortable. Therefore, since all the conditions in Aqaba are easy, diving is acceptable for every level, especially that most diving centres in Jordan offer courses for everyone, whether they are first-time divers or professional ones. Now that you know all about Aqaba and the underwater world, you might want to start preparing for your diving holiday!

Answers

- 1 The best time is in September or October because the water is warm and the air temperature is not too hot.
- 2 Anyone can go diving in Aqaba because there are courses for everyone.
- 3 You can see marine life such as sea turtles.
- 4 Students' own answers

VOCABULARY: Marine life

- 3 Ask students to look at the words in the box. Which words refer to features of animals?

Choose students to read the words from the box aloud to check pronunciation.

The students work in pairs to answer the question. Students can check the meaning of any words they don't know in the Activity Book glossary or in a dictionary. Encourage them to use the school library, an encyclopaedia or the Internet if they would like to know more information about some of the key words. Check answers as a class.

Answer

shell and flipper

READING

- 4 Tell the students that they are going to read a text about sea turtles. What kind of information do they think might be included in the text?
- Tell the students to read the text silently and quickly to find the answer to the question. Check the answer as a class.

Then, ask students if they remember any other information from the text that they read and found interesting about sea turtles. Discuss their answers with the whole class. This activity could be a warm-up to the following exercise.

Answer

Sea turtles need warm water to survive.

- 5 Tell the students they are going to read the text again and complete the table. Encourage them to read the text quickly and find the relevant information. They should not worry too much about any vocabulary they don't know at this point.
- The students draw the table in their notebooks and complete the exercise, in pairs if you wish. Check answers as a class.

Answers

Living conditions: warm waters

Adaptation to its environment: hard shell, streamlined shell, flippers

Food: small sea animals (sponges, jellyfish, snails, shrimps), sea plants and grasses (seaweed)

COMPREHENSION

6 Read the text in exercise 4 again. Write sentences about how sea turtles are adapted to their habitat. Choose from each column. One of the sentences in the first column is used twice.

1 They have flippers	to protect them from predators.
2 They have streamlined shells	to help them dig in the sand.
3 They have hard shells	to direct them while swimming, to help them swim more easily and faster.

They have flippers to help them dig in the sand.

PRONUNCIATION

7 Listen and repeat. Practise the intonation.

- 1 If I won a lot of money, I'd go on a Red Sea boat trip.
- 2 If I went diving in Aqaba, I'd see sea turtles.

SPEAKING

8 Roleplay an interview with your partner. Take turns to ask and answer the following questions. Take notes. What would you do if ...

you won a lot of money?	you saw a famous person?
you travelled to Aqaba?	you invented something very important?
you spoke many foreign languages?	you played a musical instrument very well?
you lived anywhere else in the world?	

A: What would you do if you won a lot of money?
B: If I won a lot of money, I would give it to charity.

9 Tell the class about some of the answers you and your partner gave. You can use your notes from exercise 8.
If Ali won a lot of money, he would give it to charity. I would do the same, and I would also give some money to my family.

WRITING

10 Choose a marine animal. Do research about it. Consider the following to write a report about it.

- 1 Where does it live and what is it like there?
- 2 How is its body adapted to the living conditions?
- 3 What food does it eat? Does it hunt other animals?

SPEAKING

11 In groups, make an e-presentation about the marine animal you chose in exercise 10.

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COMPREHENSION

- 6 Ask the students what they remember from the text in exercise 4 about sea turtles. Tell them they have to choose from each column to make sentences about how sea turtles are adapted to their habitat. Point out that they have to use one sentence half on the left more than once.

Make sure the students don't write on their Student's Book. Instead, ask them to write the full sentences in their notebooks. While they are doing the activity, in pairs if you wish, you can write the two columns on the board and then ask volunteers to complete the matching in order to check the answers.

If you find that more advanced students finished the activity before the others, ask them to write similar sentences in their notebooks about other animals. Remind them that they can write about polar bears and penguins, which they got introduced to on page 42. They can write sentences like *Polar bears have a thick layer of fat under their skin to keep them warm.*

Answers

1 They have flippers to help them dig in the sand. **2** They have flippers to direct them while swimming. **3** They have streamlined shells to help them swim more easily and faster. **4** They have hard shells to protect them from predators.

Activity Book, page 33, exercises 10, 11 and 12


In exercise 10, students read the text about leopard seals and choose the correct word from the box to complete each sentence. Encourage them to use a dictionary to check the meaning of any words they're not sure of. Tell students that there is one extra word.

For exercise 11, students imagine that they are thinking of going on an Antarctic holiday. Following the example, they use the word prompts to write questions in the Second Conditional. Then, using the Second Conditional, they write answers to their questions.

Using the word prompts and the verbs in brackets in exercise 12, students write sentences in the Second Conditional.

In both exercises 11 and 12, make sure the students are using the correct forms of the verbs to make Second Conditional sentences. If any student went wrong in more than one sentence, ask them to go back to the *Grammar notes* section in the Activity Book to review the formation of a Second Conditional sentence.

PRONUNCIATION

- 7**  Read the sentences with the students, ignoring the arrows for the moment and elicit that they are sentences in the Second Conditional. Now draw the students' attention to the arrows and ask them what they mean (the first half of the Second Conditional sentences have rising intonation and the second half of the sentences have falling intonation).

Explain that they are going to listen to the sentences and that they should listen out for the rising and falling intonation patterns. Play the cassette to the students.

Play the cassette again and pause after each turn, repeating the sentences and asking the students to repeat the sentences after you.

SPEAKING

- 8** Read through the instruction and question prompts in the box with the students. Check any vocabulary they may not know. Give students two minutes to write brief notes of their answers to get ready for the interview. The students roleplay an interview, taking it in turns to ask and answer the questions. Tell them to take notes of their interviewee's answers. Monitor as they are working, helping where necessary. Do not check answers at this point.

Answers

Students' own answers

- 9** Now choose pairs of students to tell the class about some of the answers they gave.

If the students need further practice of the Second Conditional at this point, you could play a memory game with them. Begin by saying *If I won a lot of money, I would buy a big house. If I bought a big house, I would have a swimming pool. If I had a swimming pool, I would swim in it every day.*

Go around the class asking each student to repeat what you said and to add a sentence of their own. When the students start to forget sentences, encourage the others to help. Remind them that this is a memory game and they must not write anything down.

Answers

Students' own answers

WRITING

- 10** Elicit the marine animals the students have learnt the names of in the unit. Ask *Which is your favourite marine animal? Why?* Ask them if they like any other marine animal which they haven't learnt about in the unit.

Tell the students they are going to write a report about their favourite marine animal. The students may not know much about these creatures.

Encourage them to use the school library or to go online to do some research about them.

Answers

Students' own answers

SPEAKING

- 11** Put students in groups, and ask them to write the name of the marine animal they chose in exercise 10 on a small piece of paper and fold it. One student from each group picks one piece of paper so that they decide on which animal to prepare the e-presentation. If more than one group choose the same animal, ask them to pick another one.

For more guidance about making an e-presentation, you can refer to the guidelines found on page 11 of this book. Advise students to write the information they have in the form of bullet points and decide how to divide them into different slides. Stress that they should work on an attractive introduction and on a good conclusion. Tell them that an e-presentation would be more interesting if there are some pictures included, so invite them to look for pictures on the Internet or in encyclopaedias.

At the moment of the e-presentations, set a time limit for each group. Remind the students to speak very clearly, and make sure all the members of the groups get the chance to present part of the project.

At the end of each e-presentation, get some feedback from the other groups on how well the presentation was.

Answers

Students' own answers

Activity Book, page 34, exercises 13 and 14

In exercise 13, students write some advice for a friend who wants to visit Jordan. They complete the sentences in the Second Conditional, including suggestions for things they would or wouldn't do if they were their friend.

In exercise 14, students are supposed to use the sentences they wrote in exercise 13 to write an email to a friend. Tell them that the sentences they wrote in the previous exercise should be more developed and have more detail in the email. Remind them to review their work to check whether the ideas in the email are coherent and whether they used the Second Conditional correctly.

Unit 6 Planning a trip

LESSONS 1 AND 2

Overview

Outcomes: It is expected that students will

- respond to analytical questions before, during and after listening to a conversation
- use rising intonation
- make suggestions using *Shall we...* and *How about...*
- develop speaking strategies about how to make dialogues

Materials

- Student's Book pages 48–49
- Dictionaries
- Glossary – Activity Book pages 70–71
- Cassette
- Activity Book: Module 4 – page 35

Student's Book, pages 48 and 49

Unit 6

Planning a trip

Grammar
making suggestions: *shall, let's ... How / What about ... Why don't we ...; will / won't and shall*

BEFORE YOU BEGIN

1 What would your ideal holiday be? Discuss with a partner.

2 Read and listen to Mr and Mrs Hussein discussing their family holiday plans with their daughter Dalia. What kind of holiday are they planning and in which country?

Where shall we go?

Mrs Hussein: So, where shall we go on holiday this year?

Dalia: We went to Australia two years ago. Why don't we visit somewhere different this year?

Mrs Hussein: You're right. How about going to Canada? Do you think it's a good idea?

Dalia: That's a great idea!

Mr Hussein: I'll check online if there are any trips to Canada. Oh here, there's a train journey in the Canadian Rockies.

Dalia: It looks fantastic.

Mr Hussein: Listen: See the natural wonders of Western Canada. Your journey will begin in Vancouver in British Columbia. From there, you will travel through the Coastal Mountain Range and Fraser Canyon with its dramatic landscape. You will follow the Fraser River, famous for its salmon fishing. You will pass by the Albrecht Glacier and the magnificent Pyramid Falls. The highlight of your journey will be Mount Robson, the highest peak in the Canadian Rockies.

Mrs Hussein: I really like the sound of that. Let's book the holiday.

Dalia: I'll book the train tickets then. I think I'll book them online. It will be cheaper.

Mrs Hussein: Shall I check the flights to Canada? We'll have to fly to Vancouver to get the train.

Dalia: Then I'll start packing!

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BEFORE YOU BEGIN

- 1 Ask the students to look at the photographs and say what they can see in each one. Brainstorm different types of holiday and write them on the board. Ask

the students what kinds of holiday they enjoy. Tell the students they are going to discuss their ideal holiday with their partner.

The students complete the exercise. Monitor as they are working, helping where necessary. Choose students to talk about their partner's ideal holiday.

Answers

Students' own answers

- 2 Tell students that you are going to play a little game before beginning the activity. Tell them that you are going to ask them a question, and the first student to raise their hand and say the correct answer wins. Ask them to take a quick look at the text without reading it and see whether they know to which country the family is going for holiday. The students are supposed to see the words *Canada* and *Canadian* to know the answer.

Note that there's a slight difference in meaning among the three words *holiday*, *journey* and *trip*. You may need to explain the difference to the students. Write on the board the following sentences:

We are going on holiday this summer.

Our journey to Aqaba will take two hours.

We went on a day trip to a museum.

Explain that *holiday* means *vacation* or a *break from school or work*. *Journey* means the act of going from one place to another, whether in the same country or from one country to another. *Trip* emphasises that it is something done for enjoyment.

Then, play the cassette and ask students to read the text at the same time to check their guesses. After that, ask students if any of them has ever been to *Canada*, or if they know any other places in *Canada* they can go for holiday.

Answers

They are planning a train trip through the Canadian Rockies.

COMPREHENSION

- 3 Tell the students they are going to read and listen to the text again to find the answers to the questions. Read through the questions and check the meaning of any vocabulary they may not know. Play the cassette again. The students can underline the relevant information in the text as they listen.

Encourage them to write the answers in full sentences.

Ask the students to compare their answers with a partner. Explain that if they have different answers from each other, they should pay special attention to this point when they listen again.

Play the cassette again for the students to check their answers. Check answers as a class.

Ask the students if there is any vocabulary they still do not understand. Encourage other students to try to explain words if they can.

Answers

- 1** She went there two years ago. **2** we (line 4): Mr Hussein, Mrs Hussein and Dalia; there (line 16): Vancouver in British Columbia; its (line 20): Fraser River **3** It is the highest peak in the Canadian Rockies. **4** Students' own answers
5 Students' own answers

COMPREHENSION

3 Read and listen to the text again and answer the questions.

- 1 Why doesn't Dalia want to go to Australia?
- 2 What do the words in **bold** refer to?
- 3 What is special about Mount Robson?
- 4 Do you think the family will have an exciting holiday? Why/Why not?
- 5 What would you change in this planned holiday to make it better? Explain.

PRONUNCIATION

4 Listen to the questions from the text. To which questions can the answer be yes or no?

- 1 So, where shall we go on holiday this year?
- 2 How about going to Canada?
- 3 Do you think it's a good idea?
- 4 Shall I check the flights to Canada?

Listen again. Which questions go up in pitch at the end? Repeat.

GRAMMAR: Making suggestions

5 Choose the correct answer.

- 1 Shall we **to go** / **go** / **going** to Canada this year?
- 2 Why **don't we to** / **don't we** / **don't** visit somewhere different?
- 3 Shall I **to read** / **reading** / **read** it to you?
- 4 How about **to go** / **go** / **going** on a train journey?
- 5 Let's **book** / **to book** / **booking** the tickets today.

6 Complete each suggestion with *Shall we* or *How about*.

- 1 How about going on holiday to Aqaba?
- 2 _____ go to the theatre this evening?
- 3 _____ take the train?
- 4 _____ driving to Spain?
- 5 _____ go sightseeing in London?

SPEAKING

7 In pairs, make dialogues with these phrases.

- 1 (go) on safari in Kenya
- 2 (go) surfing in Australia
- 3 (go) mountain climbing in Switzerland
- 4 (go) skiing in Lebanon
- 5 (go) sightseeing in London
- 6 (go) camping in Wadi Rum

A: How about going on safari in Kenya?
B: That's a great idea.



Canada is the second largest country in the world but it only has one half of one per cent of the world's population. What is Canada's population today?

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PRONUNCIATION

- 4** Read the instructions and the four questions. Explain the difference in pitch between the first two questions and the second two questions. Ask some volunteers to repeat each question after you. Then play the cassette for students to notice the rising pitch in questions 3 and 4, and elicit the answer. Explain that when the answer to a question can be yes or no, the question is uttered with a rising pitch.

Answer

Questions 3 and 4 go up in pitch at the end.

GRAMMAR: Making suggestions

- 5** Tell the students they are going to spend some time together over the weekend. Ask them for some suggestions about things they could do. Don't expect them to use the target language yet, but simply encourage them to come up with a few ideas. Write the ideas on the board in note form. Now go through the examples of language for making suggestions in the *Grammar notes* section in the Activity Book, paying attention to the verb forms that follow.

The students complete the exercise, in pairs if you wish. Check answers as a class.

Answers

- 1** go **2** don't we **3** read **4** going **5** book

- 6** Write *Shall we* and *How about* on the board. Ask the students to tell you which verb forms follow these phrases (the infinitive with *Shall we* and the *-ing* form with *How about*). Tell the students they have to complete the suggestions using *Shall we* or *How about*.

The students complete the exercise, in pairs if you wish. Check answers as a class.

As an extension, you can do a quick oral activity with the class, asking them to give you sentences of their own using *Shall we* and *How about*. If you notice that less advanced students haven't understood the difference between the two forms yet, explain further, probably by using the two forms in each sentence of the exercise (for example, *Shall we take the train?* or *How about taking the train?*). You can also ask volunteer students to explain the difference.

Answers

- 1** *How about* **2** *Shall we* **3** *Shall we* **4** *How about* **5** *Shall we*

SPEAKING

- 7** Ask the students to look at the phrases in the box. Ask them which are suggestions (the first four) and which are responses (the last two). Using the first sentence as an example, ask the students *How about going on safari in Kenya?* and choose students to respond, using the phrases in the box. Give another example of your own if you wish.

Explain to the students that they have to make dialogues using the phrases in the box and the prompts. Remind them to use either the infinitive or the *-ing* form, depending on which is correct. The students complete the exercise with their partner. Monitor as they are working, helping where necessary. Choose students to demonstrate their dialogues for the class.

Suggested answers

1 A: How about going on safari in Kenya?
B: That's a great idea! **2 A:** Why don't we go surfing in Australia? **B:** I'd love to! **3 A:** Shall we go mountain climbing in Switzerland?
B: I'd love to! **4 A:** Why don't we go skiing in Lebanon? **B:** That's a great idea! **5 A:** How about going sightseeing in London? **B:** I'd love to! **6 A:** Let's go camping in Wadi Rum.
B: That's a great idea!

Research box

Ask the students to read the question in the *Research box*. Do they know the answer? Ask them to make guesses about the population of Canada. Write each student's name and guess down on a piece of paper. You could pin this to the wall for the students to see. Explain that they have to find out the information before the next class. (Over 34,800,000 in 2012 CE). In the next class, check your list to see who got the answer right.

Activity Book, page 35, exercises 1, 2 and 3

In exercise 1, students look at the words in the box and match them to the definitions (1–7). Tell students that there is one extra word.

In exercise 2, students read the suggestions and complete them using the correct form of the verbs in brackets. If more advanced students finished before the others, put them in pairs and ask them to give answers of their own to the eight suggestions.

Using the word prompts, students complete the dialogue in exercise 3 and then number the lines in the correct order. Ask students to practise saying the dialogue with a partner.

LESSONS 3 AND 4

Overview

Outcomes: It is expected that students will

- use pictures to match with new words
- engage in a discussion to talk about planning a trip
- make suggestions about things to take on a trip to Malaysia

Materials

- Student's Book pages 50–51
- Dictionaries
- Glossary – Activity Book pages 70–71
- Activity Book: Module 4 – pages 36–37

Student's Book, pages 50 and 51

VOCABULARY: Geographical features

1 Ask the students to look at the photographs and describe what they can see. Look at the words in the box. Choose students to read aloud the words to check pronunciation.

Tell the students they have to match the words from the box with the pictures. The students complete the exercise individually. Check answers as a class.

Ask students if they have seen similar places in Jordan. Ask them to name these places or say in which area these places are found.

Answers

1 plain **2** waterfall **3** glacier **4** canyon

VOCABULARY: Geographical features

1 Match the pictures with the words from the box.

waterfall glacier plain canyon

2 Read and complete the first part of Dalia Hussein's email about her trip to the Canadian Rockies with the words from the box.

waterfall scenery route journey mountain range highlight

Dear Rana,

I've been here for two days now and I have seen some wonderful (1) scenery. I'm on a train called *The Rocky Express* with my family. We're crossing the Rockies, the spectacular (2) mountain range in the west of Canada. We're following the (3) route of the Fraser River and my dad has been able to go salmon fishing there. The (4) waterfall of the (5) glacier for me so far though has been the (6) canyon called Pyramid Falls. It is spectacular!

GRAMMAR: will / won't and shall

3 Read and complete the second part of Dalia's email. Use the verbs in the box with the future form *will / won't* or *shall* for suggestions. Check the meaning of any words in the box you don't know.

stay see meet not have believe hire

Tomorrow we (1) will see the Albrede Glacier. Then it's Jasper National Park and we (2) will stay there for one night. My parents have already made the hotel reservation. Then we (3) will hire a car to go to Calgary. My mother wanted to go to Toronto, but we (4) will not have time. It's too far. I'm going home next week. (5) will you when I get home? We (6) will show so that I show you my photographs. You (7) will see how many bears we have seen!

See you soon
Dalia

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- 2 Ask the students if they remember what and where the Rockies are (a mountain range in Canada). Ask if they have ever seen mountains and where. Are there mountains in Jordan? Ask *What can you see and do in the mountains?*

Check the meaning and pronunciation of the words in the box. Tell the students they have to complete the first part of an email by Dalia Husseini about her trip to the Canadian Rockies.

The students complete the exercise. Check answers as a class.

Answers

1 scenery 2 mountain range 3 route 4 highlight
5 journey 6 waterfall

GRAMMAR: will / won't and shall

- 3 Write the following sentences on the board:

will won't shall

I _____ meet my friends because I have to study for my exam.

I _____ go holiday this summer.

_____ we take an umbrella? It's going to rain.

Ask three volunteers to come to the board and write the correct answer in the gap. Check the answers with the whole class, and ask other volunteers to explain the use of *will*, *won't* and *shall*.

Explain the general meaning of the letter written by Dalia to help students complete the exercise more confidently.

The students complete the exercise, in pairs if you wish. Remind them that there is a *Grammar notes* section in the Activity Book that they can refer to if they need to. Check answers as a class.

Answers

1 will see 2 will stay 3 will hire 4 won't have
5 Shall /call 6 shall meet 7 won't believe

Activity Book, page 36, exercises 4, 5 and 6

Remind students about when we use **will**, **won't** and **shall**. Students then complete the dialogues in exercise 4 with the correct word.

Students answer the questions in exercise 5 in their own words. Ask volunteers to share their answers with the class.

In exercise 6, students read the sentences and choose the correct word from the box to complete each one. Encourage them to use a dictionary to check the meaning of any words they're not sure of. Tell students that there is one extra word.

SPEAKING

4 In pairs, imagine you are planning a trip from Vancouver to Toronto. Make dialogues. Use the words and phrases in the box below.

fly go by train go by coach
hire a car take the ferry
drive slow expensive
uncomfortable

A: How shall we get there?
B: Shall we go by train?
A: No, that's too slow. Let's fly.

5 Imagine you are going to Malaysia on holiday. Make some plans. Note down your answers to the following questions:

- How will you travel there?
- How long will it take to get there?
- What will you do there?
- What will the weather be like?
- What food will you eat?
- What will you do when you get back?

6 In pairs, ask and answer the questions in exercise 5.

A: How will you travel to Malaysia?
B: I'll go by plane.

7 In a group, decide what you will take on your trip. You can choose words from the box below and think of your own items, too. Use *Shall we ...*, *Let's ...* and *How about ...*

guidebook towel sunscreen money passport skis
insect repellent mosquito net warm jacket
suitcase bed waterproof coat map of England tent shorts

A: Shall we take a guidebook?
B: Yes, that sounds like a good idea.
C: How about checking online for tourist attractions there first?

The journey of a thousand miles begins with a single step.
Lao Tzu, Philosopher

Speaking strategies

Dialogue

- First, think about your trip and what you might want to say. Use some words and expressions provided.
- Practise saying expressions to yourself (e.g. *What do you think?*).
- Write notes (e.g. where we want to go, what we want to do). Use your notes to help you remember what you want to say; you should be able to look at them briefly for ideas and then continue speaking to your partner.

SPEAKING

- 4 Ask the students to look at the photograph at the top of the page and say what they can see. Ask them which form of transport is in the picture (train). Ask which other ways people can use to travel.

Explain that the students are planning a trip from Vancouver to Toronto in Canada (a distance of around nine and a half thousand kilometres). With a partner, they have to make dialogues about the best way to travel, using the words and phrases in the box.

The students complete the exercise. Monitor as they are working, helping where necessary. Choose pairs to read out their dialogues for the class. Ask *How do you prefer to travel?*

After students have worked in pairs, ask them to use Assessment Tool 6 in the Activity Book page 79 to evaluate their performance in speaking.

Suggested answers

A: How shall we get there? **B:** Shall we go by train? **A:** No, that's too slow. Let's fly. **B:** How shall we travel through Canada? **A:** Shall we hire a car? **B:** No, that's too expensive. Let's go by train.

- 5 Now ask the students to look at the second picture (which shows the Crystal Mosque in Kuala Terengganu, Malaysia). What can they see and where is it? Ask the students what they know about the Crystal Mosque.

Tell the students that they are now going to Malaysia on holiday and must make some plans. Read through the questions with the students and ask them to note down their answers individually. Do not check their answers at this point.

Answers

Students' own answers

- 6 Tell students that they will be asking and answering the questions in exercise 5, using their notes. Once students are prepared, put them in pairs to begin discussing the questions. Encourage them to correct each other's speech if they notice any mistakes. However, make sure they do so in a polite and constructive manner.

Walk around the class and monitor their work. Make sure each student gets a turn to ask and answer the questions. When students have finished, have some pairs present their dialogue to the rest of the class.

Suggested answers

1 **A:** How will you travel to Malaysia? **B:** I'll go by plane. 2 **A:** How long will it take to get there? **B:** It'll take a few hours to get there. 3 **A:** What will you do there? **B:** I will visit the Crystal Mosque and take lots of photographs. 4 **A:** What will the weather be like? **B:** It will be very sunny. 5 **A:** What food will you eat? **B:** I'll eat Malaysian chicken. 6 **A:** What will you do when you get back? **B:** I'll show you my photographs.

- 7 Brainstorm a list of things you might take on holiday with you and write them on the board. Accept any appropriate answers.

Look at the words in the box with the class. Choose students to read aloud the words to check pronunciation and meaning. Elicit the different ways to make a suggestion.

Read through the *Speaking strategies* box with the students. Then, read the instructions and explain

that the students have to decide in groups what to take on their trip. You can limit them to ten items if you wish, including their own ideas.

The students complete the exercise. Monitor as they are working, helping where necessary. Choose groups to act out their dialogues for the class.

Suggested answers

A: Shall we take a guidebook? **B:** Yes, that sounds like a good idea. **C:** How about checking online for tourist attractions there first? **A:** Yes, let's do that! **B:** Look! We can go to Pulau Tioman. It's a small beautiful island in Malaysia. **A:** That's a great idea! Shall we take warm jackets? **C:** No. It will be very sunny. Shall we take suncream? **B:** Yes, that is a very good idea!

Quotation

Read the quotation to the class. Ask students to translate the quotation and then discuss the meaning. Translate if necessary. A suggested translation could be:

إن رحلة الألف ميل تبدأ بخطوة واحدة.

Explain that this quotation is from a famous thinker from China, who travelled the world for many years to try to understand it. His philosophy is mainly about acceptance and attempting to be peaceful, but this quotation is using the idea of the beginning of a journey as a starting point in life. It means that great things can come from small beginnings.

Ask students to think of reasons why people travel. Once they have 10 reasons, they should rank them in order of importance, and explain why they have put them in this order.

Activity Book, page 37, exercises 7, 8 and 9

In exercise 7, students look at the photo and decide what kind of organisation they think the text will be about.

Students read the text in exercise 8 and check their answer to exercise 7. How many students were correct?

Students read the definitions in exercise 9 and re-read the text in exercise 8 to find the words that match the definitions. They write the words next to the corresponding definition.

LESSONS 5 AND 6

Overview

Outcomes: It is expected that students will

- engage in a group discussion about journeys
- respond to analytical questions before and after reading an article
- write a short description of the Amazon River by making inferences from reading material
- engage in a peer discussion about the longest journey
- use dictionaries and glossaries to confirm and clarify word meaning
- demonstrate understanding of a listening text about a tour to Wadi Rum by completing a table
- write three well-developed paragraphs in a story about a memorable journey

Materials

- Student's Book pages 52–53
- Dictionaries
- Glossary – Activity Book pages 70–71
- Cassette
- Activity Book: Module 4 – pages 37–38

Student's Book, pages 52 and 53

- 1 Ask the students to look at the photographs and say what they can see (rivers). Which rivers do they think are shown in the photographs? Ask which other rivers the students know in Jordan and around the world.
- The students work in groups to discuss a journey they would like to make. You could give an example of your own. Choose students to give their answers.

Answers
Students' own answers



1 What journey would you like to make? Work in a group to discuss your answer.

READING

2 Read about this great journey. How do you think a person should prepare for such a journey? Discuss in pairs.

The longest swim

On 7th April 2007 CE, the swimmer Martin Strel completed an incredible journey. He swam the entire length of the Amazon River! At 5,268 kilometres, this was the longest swimming journey ever.

Martin set off from Peru on 1st February and arrived in Brazil sixty-six days later. The Amazon River in South America is a very dangerous place. It is home to the bull shark, which is the most dangerous shark to humans. He said that his best protection from predators was a group of pink dolphins. These friendly creatures accompanied him every day, swimming alongside him. Martin kept up a strict routine during the Amazon swim. He stopped for a short break each day for lunch. Every day he swam around eighty-four kilometres.

Before he completed this amazing journey, Martin had already broken other records. He swam across the English Channel in 1997 CE, and then became the first man to swim across the Mediterranean, from Tunisia to Italy, in the same year. Then, between 2000 CE and 2004 CE, he swam the River Danube in Europe, the Mississippi in the USA, the Paran in Argentina and the Yangtze in China. He also broke the record for the longest continuous swim as he swam around 504 kilometres non-stop down the Danube.



- READING
- 2 Tell the students that they are going to read an article about one man's incredible journey. Ask them to look at the photographs and say what they can see.
- Ask the students to look at the title of the article. What kind of information do they think might be included in the article?
- Tell the students to read the article quickly to find the answer to the question.
- The students complete the exercise. Check answers as a class.

Suggested answer

A person can prepare for such a journey by taking someone with them to help in case of emergency, keeping a first-aid kit on board, checking the weather forecast to see if it's suitable for such a journey, choosing a place where there are few or no dangerous sea creatures, taking a lot of water and food, etc.

COMPREHENSION

3 Read the text again. Answer the following questions.

- 1 Research the length of the Amazon River. Did Martin Strel swim down the entire river?
- 2 What kind of danger was there along the Amazon River? How did Martin protect himself?
- 3 What records did Martin break? Complete the following table with the relevant information.

Record	Year

- 4 Why do you think Martin decided to swim the Amazon River?
- 5 Do you think you are able to break a certain record? If so, what is it? If not, why not?

WRITING

4 Write a short description of the Amazon River. Use the text in exercise 2 and your answers to exercise 3 to help you.

SPEAKING

5 What is the longest journey you have been on? Discuss with your partner.

VOCABULARY: Tours

6 These words are all connected with tours. Which words describe geographical features? Check the meaning of any words you don't know in the Activity Book glossary or in a dictionary.

valley jeep safari cliff hospitality dune rock formation carving archaeological prehistoric awe-inspiring nomadic

LISTENING


7 Listen to a description of a tour to Wadi Rum in Jordan. Which ways of travelling are mentioned?

8 Listen again and complete the following table in your notebook.

Geographical features	Activities to do	Sites to visit

WRITING

9 Write about a memorable journey that you have been on. Use the model text in exercise 2 to write three paragraphs describing the sequence of events. Then, revise your work for clarity of ideas and coherence.



- COMPREHENSION
- 3 Give students two minutes to re-read the text silently. Then, students can work in small groups to answer the questions. For question 1, students can do their research on the Internet or in the school library.
- When the groups are finished, ask one volunteer from each group to give an answer to one of the questions. For question 5, you may involve a bigger number of students to get more varied responses.

Answers

1 The length of the Amazon River is 6,400 kilometres. Martin Strel swam the entire length of the river. **2** There were bull sharks along the Amazon River. Martin protected himself by having pink dolphins accompanying him.

3

Record	Year
1. the Amazon River	1. 2007 CE
2. the English Channel	2. 1997 CE
3. the Mediterranean	3. 1997 CE
4. the River Danube in Europe, the Mississippi in the USA, the Paran in Argentina and the Yangtze in China	4. between 2000 CE and 2004 CE

4 Suggested answers: to break another record; to prove to himself and to the world that he capable and courageous; because it's fun and exciting... **5** Students' own answers

Activity Book, pages 37–38, exercises 10, 11, 12 and 13

For exercise 10, ask students for their suggestions about things to do, know about or observe in Jordan. Then they write four sentences about four different things they would like to do, know about or observe.

Exercise 11 encourages students to think about whether The Jordan Ranger Exploration and Adventure Centre could help with the things they wrote about in exercise 10. Students write their opinion.

Exercise 12 helps students to plan their piece of writing in exercise 13. Students choose a memorable trip for their family, and make notes on where they would stay, how they would travel and how they would prepare for the trip.

In exercise 13, remind students to include in their writing the notes from exercise 12, in addition to any details that they would find interesting to mention, such as who they would go with and why, what kind of activities they would do, how much they loved the trip, etc.

WRITING

4 Ask the students what they remember about the Amazon River from the text in exercise 2. Tell them that they are going to write a short description of the river using this text and their answers from exercise 3. Elicit information from the students and write ideas on the board.

The students complete the exercise. Monitor as they are working, helping where necessary. Choose students to read their descriptions to the class.

Suggested answer

The Amazon River is in South America. It is a very long river and very dangerous. There are bull sharks, for example. These are all very dangerous for humans. There are also friendly creatures such as pink dolphins in the Amazon River.

SPEAKING

5 Tell the students about the longest journey you have been on and what it was like. Talk about how and where you travelled, what you saw and what you did.

The students work in pairs to describe their longest journeys. Choose students to tell the class about their partner's journey.

Answers

Students' own answers

VOCABULARY: Tours


6 Check the meaning of *tour*. Students are supposed to find the words related to geographical features. Check whether the students know what is meant by *geographical feature*. Explain that it means something that exists in a landscape naturally. Choose students to read the words from the box aloud to check pronunciation.

The students work in pairs to answer the question. The students can check the meaning of any words they don't know in the Activity Book glossary or in a dictionary. Check answers as a class.

Answers

valley, cliff, dune, rock formation

LISTENING

7  Elicit different ways of travelling. Tell the students they are going to listen to a description of a tour to Wadi Rum. They have to make a note of the ways of travelling that are mentioned.

Play the cassette once for the students to complete the exercise. Then, play the cassette another time to give less advanced students a chance to answer the question more accurately. Check answers as a class.


Audioscript

Wadi Rum is a valley in the south of Jordan with spectacular desert landscapes and prehistoric archaeological sites. The towering cliffs, high sand dunes and bold rock formations are awe-inspiring. Travellers can explore the area by taking a jeep tour, but a more unusual way to travel through it is riding on the back of a camel.

Riding on a camel through the red deserts of Wadi Rum is a unique experience. Since ancient times, camels have always been among the most useful transport tools in Jordanian history. They can store enormous quantities of water. Visitors to the valley can go on a three-day camel safari trip that includes camping overnight in tents. They can see unforgettable views at sunrise or sunset. They can observe the unique plant and animal wildlife of the area. During the trip, there are visits to sites such as the Anfashieh inscriptions – a mountain with carvings of a camel caravan from the Nabatean and Thaumadic period. There are more Nabatean rock carvings of people and animals in the narrow canyon of Jebel Khaz'ali.

Answer

jeeps, camels

8  Tell the students they are going to listen to the description again and complete the table in their notebooks.

Check with the students any vocabulary that they may not know. Encourage them to read the text carefully as they listen again to find the relevant information.

Play the cassette again. Check answers as a class.

Answers

Geographical features: towering cliffs, high sand dunes, bold rock formations

Activities to do: riding on a camel, going on a safari trip, camping, observing unique plant and animal wildlife

Sites to visit: Anfashieh inscriptions, narrow canyon of Ebel Khaz'ali

WRITING

9 Tell the students about a memorable journey you have been on (make this different from the one you talked about in exercise 5) and say why it was memorable.

Tell the students they are going to write three well-developed paragraphs of a memorable journey that they have been on. Explain that this could be any journey they have taken and does not have to be a long one. For more guidance, write on the board notes of what each paragraph should include. You can write the following notes, add to them or edit them according to what you think interests the students:

Paragraph 1: where, when and with who you went on the journey

Paragraph 2: what activities you did, what problems you faced

Paragraph 3: how the journey ended, what you liked most about the journey

Monitor as they are writing, pointing out any errors. Remind them to use the model text on page 52 to help them. Encourage the students to correct any mistakes themselves, rather than you giving them the answer immediately. Choose students to read out their paragraphs.

Answers

Students' own answers

LESSON 7

Project

Tell the students they are going to write about a country that interests them. This is a good time to revise the names of countries in English if you wish.

Remember to tell students that the historical and geographical aspects of this project are very important for student's personal and general knowledge. However, remind them and stress that the main purpose of this activity is for students to practise their language in the context of history and geography.

Ask the students to look at page 54 in their Student's Book. Read through the task with them. Explain that they will do this on a piece of paper when they are ready. They should first plan in their notebooks.

You may need to provide the students with information about the country they have chosen. Alternatively, you could ask them to find out the information at home before you do the project in class.

The students read the lists of points to include. Go through the points in the first list one by one and make notes on the board to help with ideas and vocabulary. Now go through the second list, brainstorming reasons for visiting a country, methods of transport and things to see.

The students write their text. Monitor as they are writing, pointing out any errors. Encourage the students to correct any mistakes themselves, rather than giving them the answer immediately. Remind them to illustrate their text with drawings or pictures they have found in magazines, online, etc.

Ask students if they have made a presentation before. Did they enjoy it? Why/Why not? Explain they are going to give a short presentation (2 minutes) about one or two interesting aspects of the country they chose.

Explain that they will need to do further research, make notes, organise their information and create note cards (3 should be enough for two minutes, containing an Introduction, Middle and Conclusion) to speak from.

Ask students how much writing they should include on the note cards (bullet points and key words only!). Ask why they should do this (so they can connect with their audience and make eye-contact).

Remind students that they should use interesting words when they give their speech, but that they must know what the words mean when they give the speech, or else the audience will be very confused.

Tell students to stick to a rigid structure – see the following:

- Introducing the Topic (why it is important to them, the main points they will cover).
- Details for the Middle Section (talk in detail about the points raised at the beginning).
- Conclusion (give a summary, link the points you talked about to each other, show how this country is important globally).
- Finally, thank your audience for listening.

The students should then prepare a list of questions to ask their classmates about the country they have chosen, using the lists on page 54 for ideas. Choose students to read their descriptions to the class. Encourage the students to ask and answer questions.

The projects could be displayed on the classroom wall.

Project

Write about a country.

Your task

- Choose a country that interests you. Carry out some research on the Internet, in your school library or a public library. Make notes on some of the following:
 - climate
 - landscape
 - wildlife
 - food and culture
 - interesting places
 - means of transport
- Write a short text about the country that you have chosen using your notes on the above areas, including:
 - why you would like to visit this country
 - what you would like to see there
 - how you would travel around
- Prepare some questions to ask your classmates about the country they have chosen. Read your text to the class. Answer questions about the country.

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- Speak about a country. Choose one or two aspects of the country you wrote about. Do more detailed research. Remember the following:
 - Make clear notes.
 - Organise your notes into a logical order.
 - Practise with a partner. Are you speaking clearly and slowly?
 - Are you being expressive with your voice?
 - Are you making eye-contact?
- Finally, present your speech to a group of your classmates.

MODULE 5

Student's Book, page 55

OPENER

Write *Climate* and *Earth* on the board and elicit the meaning of the words. Brainstorm ideas connected with climate and write them on the board. Now look at page 55. Tell students that this page tells them what they will be doing in Module 5.

Look at each photograph with the class. Ask if the students know any of the answers to the questions. The main photograph shows a volcanic eruption; the other two show a polar scene and recycling bins. Tell them they will find out the answers in the Module. Then ask students about themselves, for example:

- What's the climate like in your country?
- What other kinds of climates do you know about?
- What kind of weather do you like best?
- Would you like to live in a very cold climate? Why/Why not?

Explain to students that they will learn how to talk about climate and Earth in units 7 and 8.

Climate and Earth

Outcomes: It is expected that students will

- read about climates, global warming, climate change and volcanoes
- listen to a radio programme about the weather and climate, and a news report about the Sahara Desert
- use vocabulary related to climates and climate change, global warming, Earth, adjectives and volcanoes
- talk about definitions, the climate, the weather, a drought in Australia and climate change
- recite a poem in English
- use defining and non-defining relative clauses
- write a summary of a radio programme, a drought in Australia, a town, causes of climate change and a volcanic eruption

What is happening in this photograph?

What type of climate is it in this picture? What other types of climate are there?

Climate and Earth

What do you think this picture represents?

Outcomes

- To read about climates, global warming, climate change and volcanoes
- To listen to a radio programme about the weather and climate, and a news report about the Sahara Desert
- To use vocabulary related to climates and climate change, global warming, Earth, adjectives and volcanoes
- To talk about definitions, the climate, the weather, a drought in Australia and climate change
- To recite a poem in English
- To use defining and non-defining relative clauses
- To write about a radio programme, a drought in Australia, a town, causes of climate change and a volcanic eruption

Project
Write a report about climate change.

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Unit 7 Weather and climate

LESSONS 1 AND 2

Overview

Outcomes: It is expected that students will

- use context to guess the meaning of new words
- use dictionaries and glossaries to confirm and clarify word meaning
- respond to analytical questions before, during and after reading an article about climates
- ask and answer a quiz using defining relative clauses

Materials

- Student's Book pages 56–57
- Dictionaries
- Glossary – Activity Book pages 71–72
- Cassette
- Activity Book: Module 5 – page 40

Student's Book, pages 56 and 57

Unit 7

Weather and climate

Grammar
defining relative clauses

BEFORE YOU BEGIN

- 1 What is the climate like at the North and South Poles? What is it like on the Equator? Why do you think these places have different climates?
- 2 Read the words in the box. Where in the world can you experience these types of climates? Check the meaning of any words you don't know in the **Activity Book glossary** or in a dictionary.
polar tundra mountain temperate desert monsoon tropical
- 3 Read and listen to the article about different climates. Which climate do you live in? How has pollution affected it?

One world, many climates

Climates vary hugely in different parts of the world. They determine what an area is like, and they affect the people who inhabit the region as well as the plants and animals that live there. There are eight main types of climate:

- 1 **Polar** areas are very cold, with strong, dry winds. The temperature in summer is never higher than ten degrees centigrade, and ice and snow cover the ground.
- 2 Areas that have a **tundra** climate include Russia and North America. They are usually cold, with very short summers. There is very little rain. This means that not many trees can grow.
- 3 In **mountain** areas, the height of the mountains determines the climate.
- 4 Areas that have a **cool temperate** climate include Northern Europe and the USA. There is rain almost all year. The summers are usually warm, and the winters are not very cold.
- 5 Places that have a **warm temperate** climate, such as Southern Europe, southern parts of the USA and South America, have hot, dry summers. Winters are not usually cold.
- 6 Areas where there is less than twenty-five centimetres of rain each year have **desert** climates. North Africa and central Australia are examples. During the day it is very hot, but at night it becomes very cold.
- 7 In India and South-East Asia, there is a **monsoon** climate, so the weather changes suddenly. Months of heavy rain follow months of dry weather.
- 8 Places where there is a **tropical** climate are near the Equator. It is always hot and wet in these areas, and rainforests grow there.

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BEFORE YOU BEGIN

- 1 Ask the students what they remember about the North and South Poles from Module 4. Ask them what the climate is like there. Ask *Where is the Equator? What is the weather like on the Equator?*

Ask the students to look at the photographs and say what they can see. The students work in pairs to discuss the questions. Choose students to give their ideas and explain them.

Answers

At the North and South Poles, the climate is very cold and dry. At the Equator, it is hot and wet. These places have different climates because they get different amounts of sunlight during the year.

- 2 Ask students to look at the words in the box. Choose students to read the words aloud to check pronunciation. Tell students to look for one cold climate (polar), one hot climate (desert) and one wet climate (monsoon).

Students work in pairs to answer the question. Students can check the meaning of any words they don't know in the Activity Book glossary or in a dictionary. Check answers as a class.

Suggested answers

polar: North and South Poles (the Arctic and the Antarctic) **tundra:** Russia, North America **mountain:** the Alps, the Himalayas, the Andes, the Atlas Mountains, the Rockies, the Caucasus, the Great Dividing Range, the Pyrenees, etc. **temperate:** Europe, the USA, parts of South America **desert:** North Africa (Sahara), southern Africa (Kalahari, Namib), central Australia, China, Chile (Atacama), Mongolia (Gobi), Mexico, western USA, Saudi Arabia, etc. **monsoon:** India, South-East Asia **tropical:** South America, South-East Asia

Activity Book, page 40, exercise 1

Students match the types of climate (1–6) to the descriptions (a–f). They then look at the photo and say which type of climate it shows. Students should approach this in pairs, one student looking at the vocabulary items (1–6) and the other student looking at the definitions (a–f). They take it in turns to read either a word or a definition, and their partner must find the appropriate match. Get students to do this as fast as possible.

- 3** ■ Tell the students to look at the title of the text. What kind of information do they think might be included in the text? Tell the students to read the text quickly to get a general idea of what the text is about. Tell them not to worry about words they don't know.

Now tell them they are going to read and listen to the text and find the answer to the question. Play the cassette. Students read and listen at the same time. Check the answers as a class.

Suggested answers

Jordan's rainfall per year is about 20 cm so it is classified as a desert climate. The weather is hotter in Jordan due to pollution.

COMPREHENSION

- 4** ■ Read and listen to the article again. Answer the following questions.

- How do you think a climate affects the plants and animals from one area to another?
 - How many types of climate does the article mention? Which climate do you think Jordan has?
 - Which other climate do you think would be interesting to experience? Why?
 - Which climate do you think causes danger to people the most? Explain your answer.
- 5** What type of climate does each of these sentences describe? Refer to the information in the article to help you decide.
- There is a sudden change from wet to dry weather. *monsoon*
 - The weather is often wet and it isn't usually very cold.
 - Summers are very short and there aren't many trees.
 - It's always hot and wet.
 - It's very hot during the day but very cold at night.

GRAMMAR: Defining relative clauses

- 6** Complete the sentences with *who*, *whose*, *which*, *when* or *where*.

- An iceberg is a huge piece of ice which floats in the ocean.
- Climates affect the people who inhabit the region.
- He's the man whose daughter I met in Jordan.
- An art gallery is a place where paintings are hung.
- Summer is the time of year when we go on holiday.

- 7** Join the following sentences using the relative pronouns in brackets.

- Climates affect the plants and animals. The plants and animals live there. (*which*)
- The man told me that there would be a storm this weekend. The man was reading a newspaper. (*who*)
- Russia is a country. Its climate is dry and very cold, with short summers. (*whose*)
- North Africa is a place. There is a desert climate in North Africa. (*where*)

SPEAKING

- 8** Work in pairs, Student A and Student B. Give your partner definitions of the words in your list from the box on the right using defining relative clauses. Your partner guesses the word.

A: This is a country that is to the north of the United States.
B: Is it Canada?
A: Yes, it is.

Student A	Student B
Canada	South Korea
supermarket	chemist's
stapler	hole punch
cabin crew	builder
1990	2005

COMPREHENSION

- 4** ■ Tell the students they are going to read and listen to the text again in order to answer the questions. Read through the questions with the class and check the meaning of any vocabulary the students may not know.

Students read the text again and then work in pairs to answer the questions. Check answers as a class. If you think some students need more clarification about the topic of world climates, explain further by highlighting the example countries mentioned in the text.

Answers

1 Suggested answer: Some plants and animals adapt to a certain climate, but not to another. For example, penguins can be found in the South Pole and not in Jordan. **2** The article mentions eight types of climate. Jordan has a hot, dry desert climate. **3** Students' own answer **4 Suggested answer:** A monsoon climate causes danger to people because it might result in floods.

- 5** Ask the students which words they remember from exercise 2 without referring to the Student's Book. Can they remember what they mean?

Students complete the exercise, in pairs if you wish. Check answers as a class.

As an extension, divide the class into five groups according to the five types of climate mentioned in this exercise. Tell the students each group has to draw a picture, or prepare a poster, that represents the climate assigned to them. Time the activity as to take not more than five minutes. Then, ask a representative from each group to present their picture or poster to the class.

Answers

1 monsoon **2** cool temperate **3** tundra
4 tropical **5** desert

GRAMMAR: Defining relative clauses

- 6** On the board, write the first sentence from exercise 6. Ask students to suggest words which might go in the gap.

Go through the examples of defining relative clauses in the *Grammar notes* section of the Activity Book. Now write up three options in the gap and ask students which is the correct option (*which*). Give another example or two of your own if you wish (e.g. *A polar area is a place which/who/where is very cold.*)

Ask the students to look at the sentences. Tell them they have to fill in the gap with the correct word in each sentence. Remind them that they can refer to the *Grammar notes* section if they need to.

The students complete the exercise, in pairs if you wish. Choose students to give you their answers and to explain why they think each answer is correct.

If students finish exercise 6, have them write their own sentences, but make them aware that they must use defining relative clauses.

Answers

1 *which* **2** *who* **3** *whose* **4** *where* **5** *when*

Activity Book, page 40, exercises 2, 3 and 4

In exercise 2, students read each pair of sentences and then rewrite them as one sentence joined with a relative pronoun. After students have completed the exercise, they should take it in turns to read out the first half of the rewritten sentence, and the other student tries to complete it, either with the answer they gave earlier, or an answer that makes sense to them. Monitor their progress as they do this, and correct as and when necessary.

In exercise 3, students join the sentence parts (1–5) and (a–e) using a relative pronoun from the box. They then write the complete sentences. Students can work in pairs here, covering up the second halves of the sentences (a–e) and predicting them from the first halves (1–5), before they start matching.

In exercise 4, students work in pairs to complete the sentences with their own ideas. Ask volunteers to read their sentences to the class. This is an opportunity for students to use the grammar in a context that they are familiar with, so encourage as many different answers as possible. Write some on the board, and use two or three as intonation or pronunciation practice after the class has listened, by back-chaining or by straightforward, 'chunked', repetition.

- 7** Ask the students to remind you what they remember about defining relative clauses. Give students two sentences, for example, *Jordan is a country. Jordan is in the Middle East.* Do not give them any guidance, but ask them how they could make it into a better piece of writing. Aim for the answer *by joining the sentences with a relative pronoun (Jordan is a country which is in the Middle East).*

Get students to work in pairs to complete the exercise. They will gain more understanding by discussion.

Answers

- 1** Climates affect the plants and animals which live there.
2 The man who was reading a newspaper told me there would be a storm this weekend.
3 Russia is a country whose climate is dry and very cold, with short summers.
4 North Africa is a place where there is a desert climate.

SPEAKING

- 8** To explain the exercise to the students, choose a word from the unit and give them a definition so that they guess what the word is. Use a defining relative clause in your definition. Tell the students they are going to play a guessing game with their partner using the words in the box.

Students complete the exercise in pairs, taking it in turns to describe and guess the words using defining relative clauses. Choose students to give their definitions for the class to guess. Explain that answers may vary and that there is no one correct answer.

Suggested answers

- A:** *This is a country that is to the north of the United States.*
B: *Is it Canada?*
A: *Yes, it is.*
A: *This is a place where you can buy food, household items, etc.*
B: *Is it a supermarket?*
A: *Yes, it is.*
B: *This is a person who constructs places such as houses, buildings, etc.*
A: *Is it a builder?*
B: *Yes, it is.*

LESSONS 3 AND 4

Overview

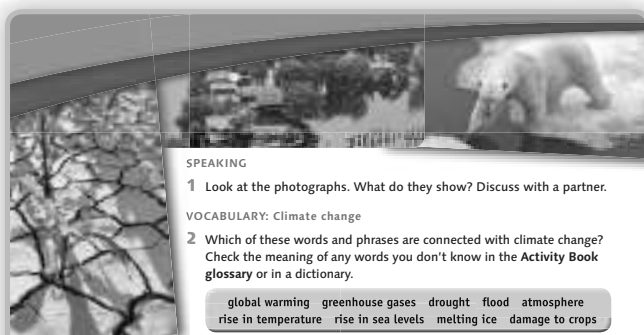
Outcomes: It is expected that students will

- use pictures to make guesses
- use dictionaries and glossaries to confirm and clarify word meaning
- demonstrate understanding of a listening text by writing a summary of it
- recite a poem in English
- write a poem in English
- sort, organise, and classify data into a table
- pronounce words of places

Materials

- Student's Book pages 58–59
- Dictionaries
- Glossary – Activity Book pages 71–73
- Cassette
- Activity Book: Module 5 – page 41

Student's Book, pages 58 and 59



SPEAKING

1 Look at the photographs. What do they show? Discuss with a partner.

VOCABULARY: Climate change

2 Which of these words and phrases are connected with climate change? Check the meaning of any words you don't know in the Activity Book glossary or in a dictionary.

global warming greenhouse gases drought flood atmosphere
rise in temperature rise in sea levels melting ice damage to crops

LISTENING

3 Listen to the radio programme. What is the difference between weather and climate?

4 Listen again and answer the questions.

- 1 What is the main idea of the audioscript?
- 2 What is described as a 'giant blanket of air'?
- 3 What negative impact can weather have on Earth?
- 4 What causes global warming? What can people do to reduce it?
- 5 What do you think will happen to the world's climates in the future?

WRITING

5 Listen to the radio programme again. Then write a summary of the programme using the words in the box in exercise 2.

SPEAKING AND WRITING

6 Fill in the blanks with the words from the box to complete the following poem. Discuss its meaning. Then, recite it to the class.

mighty sand ocean
Humble drops
water grains eternity

Little ____ of ____
Little ____ of ____
Make the mighty ____
And the pleasant land.
Thus the little minutes,
though they be,
Make the ____ ages
Of ____.

7 Write your own poem about a topic of your choice. Then, recite it to the class.

SPEAKING

- 1 Ask the students to look at the photographs at the top of the page and say what they can see. They discuss the photographs in pairs. The photographs show drought, flooding and receding polar ice caps, all thought by many scientists to have been the result of climate change.

Choose students to give their answers. Ask what problems these conditions can cause.

Answers

The photographs show a drought, a flood and the melting of ice.

VOCABULARY: Climate change

- 2 Check the meaning of *climate change*. (Climate change is a noticeable difference in average weather. It is used to describe the effects that human activity is having on the environment.) Ask the students what they know about the effects of climate change. Keep the discussion fairly short at this point.

Choose students to read the words from the box aloud to check pronunciation.

The students work in pairs to answer the question. Students can check the meaning of any words they don't know in the Activity Book glossary or in a dictionary. Check answers as a class.

Answer

All of the words are connected with climate change.

LISTENING

- 3 Write *weather* and *climate* on the board. What do students think the difference between them is? Do not confirm their answers at this point. Tell students they are going to listen to a radio programme about weather and climate.
- Play the cassette for the students. Students listen and answer the question. Tell them that they should deduce the answer from the context. Check the answer as a class.

Audioscript

The weather and climate affect the way you dress, the food you eat, and the place where you live. The weather can create huge waves at sea and shape the Earth around us. Plants and animals around the world have adapted to the weather conditions that they live in. For example, polar bears in the Arctic have thick fur to protect them from the cold.


The atmosphere which surrounds Earth is like a giant blanket of air. The weather is something that is happening at the moment in the atmosphere. The weather is also affected by things that happen thousands of kilometres away.

The weather creates many of the world's worst disasters, such as droughts, which cause crops to die and animals to starve, and floods, which cause widespread destruction. However, thanks to modern science, weather forecasts are now fairly accurate worldwide.

Today, though, world climates are changing faster than ever before. This is the result of global warming, which is caused by a build-up of greenhouse gases in the atmosphere. If we continue to produce large amounts of greenhouse gases, the world will become hotter, and extreme weather will become more common.

Answer

The weather is something that is happening at the moment. When a type of weather affects a part of Earth for many years, it is called climate.

- 4**  Tell the students that they are going to listen to the radio programme again and answer the questions. Read through the questions and check any vocabulary they may not know.

Play the cassette again. Students listen and answer the questions. Encourage them to write the answers to the questions in full rather than in note form. They can work in pairs if you wish. Choose students to give their answers.


Explain that the answer for question 5 is not found in the audioscript so students should give their own opinion.

Ask students to use Assessment Tool 7 in the Activity Book page 79 to evaluate their listening skills. You may use it in addition to your own assessment.

Answers

1 The main idea is the effects that weather and climate have on Earth. **2** The atmosphere that surrounds Earth is described as a 'giant blanket of air'. **3** Droughts and floods can occur causing destruction of places, plants and animals. **4** A build-up of greenhouse gases in the atmosphere causes global warming; people should reduce the production of large amounts of greenhouse gases. **5 Suggested answer:** I think the Earth will continue getting hotter. Weather and climates will become more extreme. There will be more floods, droughts and storms. Crops will die and there won't be enough food.

WRITING

- 5**  Tell the students they are going to write a summary of what they heard in the radio programme in exercise 3. Ask the students if they remember what a summary is.

Play the cassette for the students to listen and take notes. You may need to make convenient pauses until students have all the information they need to write their summary.

The students write their summary using the words in the box in exercise 2. Explain that they will need to use additional words. Monitor as they are working, helping where necessary. Choose students to read their summary to the class.

Answers

Students' own answers

SPEAKING AND WRITING

- 6** Tell students to tick (✓) the words they know (sand, ocean, water) and find one adjective that means very strong (mighty) and one adjective that means small (humble). Ask them which word they think means 'forever' (eternity).

Next give them the words 'drops, water, grains, sand'. Ask them whether they are nouns or adjectives. Explain that two of these words are quantities, and that they describe the other two. Ask for suggestions for which one matches which (drops + water, grains + sand). Students should explain their reasons. Now ask whether they think this means a tiny amount or a large amount (a tiny amount).

Explain that they are going to complete a poem by putting in rhyming words. Write the word 'rhyme' on the board. Ask students what this means (it means that the sound at the end of the words is the same). Give them a word, for example 'cat', and see how many words they can think of, quickly, that rhyme with it (for example, bat, sat, mat, hat, chat). Repeat with 'fall' (suggestions: call, ball, tall, wall, crawl).

You need to explain that it is every alternate line that rhymes in this poem, starting with the second line. Lastly, ask them if they can find words that rhyme with 'land' (sand) and 'be' (eternity) from the word box.

Finally give them some time to fit the words into the gaps, reminding them about making the second and fourth lines of both verses rhyme.

After they have done the exercise, they should practise performing it in a group. Ask volunteers to recite the poem in front of the class.

Answers

Little drops of water,
Little grains of sand
Make the mighty ocean
And the pleasant land.

Thus the little minutes,
Humble though they be,
Make the mighty ages
Of eternity.

Meaning: This poem suggests that even the little acts of kindness that we do count and can make the world a better place.

Answers

Students' own answers

VOCABULARY: Climates

8 Elicit the different types of climates from the students. Which climates do the photographs show? (cool temperate, tundra, desert) Point out that the different kinds of climate are used as the headings in the table.

Look at the descriptions in the box. Explain that students have to write the descriptions from the box under the correct headings in the table.

Students complete the exercise, in pairs if you wish. Check answers as a class. Ask students which climate they would most like to live in. If it is different from the climate in their own country, how different is it?

Answers

Polar: *very cold*; ice and snow **Tropical:** hot and wet **Desert:** very little rain; hot in the day, cold at night **Monsoon:** very heavy rain **Cool temperate:** rain most of the year; not very cold winters **Tundra:** very little rain; very short summers

VOCABULARY: Climates

8 Write the descriptions in the box under the correct types of climates.

very-cold ice and snow very short summers
very little rain rain most of the year not very cold winters
hot in the day, cold at night very heavy rain hot and wet

Polar	Tropical	Desert	Monsoon	Cool temperate	Tundra
very cold					

PRONUNCIATION

9 Listen to the words in the box. What do they have in common? And in what way are they different? Listen again and repeat.

Jordan Valley Russia North America North Africa
Southern Europe South America Jordanian Badia
South-East Asia Central Australia India Northern Europe

Put the words in alphabetical order.

? Global warming is due to greenhouse gases. How is Earth like a greenhouse?

10 Complete this report about desert climates with the words from the box.

survive cold surface
rainfall winters desert

Desert climates

Around 20 percent of the (1) surface of Earth is desert. Climates in the desert are either hot or (2) cold. The Jordanian Badia desert reaches 80 percent of the total area of the Kingdom. However, Jordan is among the few countries that have a (3) monsoon climate, but that also enjoy mild to cool and wet (4) winters. That's why we find Aqaba city and Jordan valley hot in summer and warm in winter.

The Badia desert is rich in wildlife. In the 1920's, some animals like the Arabian oryx didn't (5) survive due to climate change and the small amount of (6) rainfall. As a result, the Jordanian authorities set up the Shaumari Reserve in 1975 CE to save the few remaining numbers of the Arabian Oryx.

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7 By now, students should be very well familiar with how a poem is written. The thorough explanation that you have provided in exercise 6 must enable them to write their own poem. Ask them to do this activity individually so that they use their own creativity and imagination and write about whatever topic that interests them.

Following the guidelines they have been given about writing a poem (having the poem in stanza form, having rhyming words at the end of all or some verses and inserting key words that convey the meaning of the poem), students write their own poem.

When they are finished, choose as many volunteers as you can to recite their poem. You may ask the class to vote for the best poem and explain why it is the best.

PRONUNCIATION

9 Tell the students that they are going to listen to the cassette the first time to see what is common and what is different in the terms.

Play the cassette again. Ask some students to repeat the terms out loud for the whole class to hear. Ask the students to write the words in their notebooks in alphabetical order.

Refer students to the *Pronunciation table* in the Activity Book page 75 to help them pronounce the words.

Answers

All the words refer to places. Some refer to areas in countries (Jordan Valley, Jordan Badia), some refer to continents or parts of continents (North America, North Africa, Southern Europe, South America, South-East Asia, Central Australia, Northern Europe) and the others refer to countries (Russia, India).

Alphabetical order: Central Australia, India, Jordan Valley, Jordanian Badia, North Africa, North America, Northern Europe, Russia, South America, South-East Asia, Southern Europe

- 10** Tell the students they are going to read and complete a report about desert climates. Read the report with the students, asking them to suggest words that might go in each gap. Accept any appropriate answers.

Now look at the words in the box and check pronunciation and meaning. The students complete the exercise, in pairs if you wish. Check the answers as a class.

Answers

1 surface **2** cold **3** desert **4** winters **5** survive
6 rainfall

Research box

Ask the students to read the question. Explain that they have to find out the information before the next class by doing research on the Internet, in the school library or a public library (a greenhouse lets the Sun's heat in through the glass but keeps most of it inside the glass, so it warms up. Greenhouse gases in Earth's atmosphere also trap a lot of the Sun's heat and stop it from escaping into space).

Activity Book, page 41, exercises 5, 6 and 7

In exercise 5, ask the students what the weather is like today. Students then listen to a weather forecast and complete the sentences. The audioscript for this exercise is found on page 148 of this book.

In exercise 6, students read the sentences and choose the correct words from the box to complete them. Tell them that there is one extra word. After students have completed them individually, they can work in pairs to compare answers, to check. Tell them to do this by taking one book between two students and alternately reading the sentences, replacing the gap with 'blank' or 'beep'. The other student tries to remember the word they used as quickly as they can. Check together as a class.

In exercise 7, students read Hamid's notes about how what we eat affects the environment. Hold a discussion on the subject before writing the ideas that they have got from the notes. It is more constructive at this level for students to speak before they write their ideas down, because they do not need to rely on notes to give opinions.

Explain that these kinds of notes are made when we want to write a report or discursive essay. Ask students what they think now they have read the notes. *Should we eat meat?* Write some of the ideas on the board for students to refer to in the next part.

Students should then work in groups of four to discuss their ideas. Explain that they should try to disagree with each other as much as possible, and to keep the discussion going as long as possible. Put expressions like *'I understand what you mean, but...'*, *'I'm not sure I agree...'*, *'I don't think I agree with you on that'* on the board for their reference. Monitor their discussions, taking a few corrections to refer to at the end of the exercise.

When their discussions have ended, tell students to write a short passage describing their ideas.

LESSONS 5 AND 6

Overview

Outcomes: It is expected that students will

- use pictures to make guesses
- use context to guess the meaning of new words
- use dictionaries and glossaries to confirm and clarify word meaning
- engage in a discussion to find a solution to a problem
- write a newspaper report about the drought in Australia

Materials

- Student's Book pages 60–61
- Dictionaries
- Glossary – Activity Book pages 71–73
- Activity Book: Module 5 – pages 42–43

Student's Book, pages 60 and 61

SPEAKING

1 Look at the photographs. What do you think they represent? Discuss with a partner.

VOCABULARY: Global warming

2 These words are all connected to global warming. Check the meaning of any words you don't know in the Activity Book glossary or in a dictionary.

extinction efficiency appliance organic conserves enlighten absorb

The words in bold are in the wrong sentences. Put them in the correct place.

1 Spread awareness about global warming and **absorb** your friends and family.

2 Plants **enlighten** water through roots, stems and leaves.

3 Over the years, the world has witnessed the **conserves** of many animal species.

4 Minimising the use of electricity saves money and **extinction** energy.

READING

3 Read this newspaper report on tips that help save the planet's environment. How can this problem be solved?

Be Active!

• **Reduce, reuse and recycle!**
Did you know that a 1.5l bottle requires less energy and produces less waste than three 0.5l bottles? Avoid buying unnecessary items, reuse old material or recycle them into new products.

• **Turn off those lights!**
Did you know that you are using a huge amount of energy by keeping your electronics (light bulbs, phone charger, etc.) plugged in? Try using manual appliances instead of electric ones, if available, and keep watching TV and using your computer to a minimum.

• **Go organic!**
Did you know that organic farming cuts the production of carbon dioxide and nitrous oxide by at least half? It also requires less irrigation, which conserves water and energy. It's not only better for the planet; it's healthier for you too!

• **Plant a tree!**
Did you know that a single tree will absorb approximately one tonne of carbon dioxide during its lifetime? So start digging!

• **Encourage your friends!**
Finally, did you know that you can double the outcomes by sharing the above information? Set up recycling programmes and encourage energy efficiency at your school and neighbourhood. The more people you manage to enlighten, the greater YOUR help to save the planet will be (but please take action yourself too!)

SPEAKING

- 1 Ask the students to look at the pictures at the top of the page. Ask what they think the two pictures represent.

Students work in pairs to discuss the question. Walk around the class and ask if they have seen something like this before. Where have they seen it? Why does it exist?

Next, as a whole class, share ideas about the photographs.

Suggested answers

The photographs represent the need to use the resources of Earth responsibly. We can recycle or use things again. We need to work with nature, not against it.

VOCABULARY: Global Warming

- 2 Check pronunciation and meaning of the words in the box. Write the following sentences on the board and ask students to match the definition with the word:

- 1 A noun meaning a piece of electrical equipment.
- 2 A verb meaning 'teach' or 'inform'.
- 3 An adjective meaning 'natural'.
- 4 A third person verb meaning 'saves'.
- 5 A noun meaning 'when a type of animal or plant no longer exists'.
- 6 A noun meaning 'working well with no waste of energy'.
- 7 A verb meaning 'soak up like a sponge'.

Explain that the sentences do not make sense. The students must move the words around to find the correct place. Tell them that they will find it easier if they work out what part of speech is missing.

The students complete the exercise. Check answers as a class.

Answers

- 1 enlighten 2 absorb 3 extinction 4 conserves

READING

- 3 Tell students to close their books. They are going to read a report giving tips that help save the planet's environment.

Write the title of the report on the board. Ask the students to look at the title, without opening their books. What kind of information do they think will be included in the report? What will it tell them to do?

Tell students to open their books for ten seconds and look at the subheadings. (Check they know what this word means – the headings dividing the article into separate sections.) When the ten seconds are up, students should try to remember what the subheadings are.

Next, they read the whole article quickly and work with a partner to remember as much as they can. They then answer the question.

Suggested answers

This problem can be solved by not buying unnecessary items, by reusing old material, and recycling products that cannot be reused. We should try not to use electric appliances too much and buy and eat organic food. We can also plant trees and get our friends involved.

Suggested answers

If I avoid buying unnecessary items and reuse items, I will save money and can then donate to charity. If I eat more organic food, I will be healthier.

Note: Accept other answers that include saving money and being healthy, such as being more active (planting trees, and playing outdoor games and sports instead of sitting in front of the computer.)

COMPREHENSION

4 Besides saving the planet's environment, how can the 'suggested' ideas help you as an individual? Use full sentences.

Reduce, reuse and recycle!	
Turn off those lights!	
Go organic!	
Plant a tree!	
Encourage your friends!	

SPEAKING

5 What do you think of when you hear or see these words? Discuss your ideas with a partner.

sun rain wind cloud ice flood drought

When I hear or see the word 'ice', I think of white snow and polar bears.

SPEAKING AND WRITING

6 Imagine you are living in Australia. There is a very bad drought and no rain has fallen for many years. The earth is turning to dust, and crops are dying. What can you do? Discuss your ideas with a partner and write notes.

7 Read these sentences about the drought in Australia. With your partner, think of more sentences to add to the list.

- It's the worst drought in 100 years. There isn't much water available.
- Crops can't grow. Farmers have lost a lot of money.
- There was some rain last week. It hasn't had a big effect.
- Two million people live in the area. Luckily, they have enough to drink.
- Forests are becoming very dry.

8 Refer to your ideas in exercises 6 and 7 to write a newspaper report about the drought in Australia. Use the newspaper report on page 60 as a model and include at least one defining relative clause in your work. Then share your work with the class.

There is no such thing as bad weather, only different kinds of good weather.
John Ruskin, Critic (1819 CE–1900 CE)

Writing strategies

- As you plan with a partner, write some notes about what you want to discuss (e.g. What do we eat? How do we get water?)
- Ask and answer questions as you discuss your plan.
- Use words and expressions you have learnt in this unit (e.g. victims, as a result, safety).

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COMPREHENSION

- 4 Tell the students they must now write down some of the things they talked about in the previous exercise. Now, though, they must focus on how these activities will help them as an individual. Ask them if they can think of any examples without referring back to the text.

Direct students to the exercise. Remind them they must write in full sentences (if necessary, remind them what a full sentence is).

Activity Book, page 42, exercises 8 and 9

In exercise 8, students read the text about Tuvalu, pronounced /tu:va:luz/, in the Pacific Ocean and then answer the questions to check their understanding.

In exercise 9, tell students they are going to write some advice to people about reducing global warming in their own words. Remind them about the reading in exercise 3 of the Student's Book and ask them how much they can remember without checking the article.

Say it is important that they can use their own words to talk about this subject. Give them one of the four words in the box, and ask if anyone can make a sentence using it. Correct as necessary. Repeat with the other words.

Next, tell students that they need to write down these ideas.

SPEAKING

- 5 Tell students to look at the words in the box. Ask the students what kind of words they are. Elicit responses like *words related to weather*.

Explain to the class that they will have to share their thoughts on each word. In pairs, they will take turns to choose one of the words and ask one another what they think of when they hear or see the word.

Students discuss their ideas with a partner. Monitor their work and encourage volunteers to share their answers with the rest of the class.

Suggested answers

When I hear or see the word 'ice', I think of white snow and polar bears. When I hear or see the word 'drought', I think of deserts and dying crops. When I hear or see the word 'wind', I think of hurricanes and trees falling down.

SPEAKING AND WRITING

- 6** Elicit the meaning of *drought*. Ask the students where droughts are likely to occur. Have they ever experienced a drought? If so, ask *How did people cope with the drought?*

Tell the students to imagine they live in Australia. Tell them that there is a very bad drought and no rain has fallen for years. The earth is dry and the crops are dying. Ask students to think about what they can do.

The students discuss their ideas with a partner and make notes about what they could do. Invite pairs to the front of the class to roleplay their discussion. They should pretend to be two scientists trying to find solutions.

Give general feedback about common mistakes and give praise for correct and creative discussions.

Answers

Students' own answers

- 7** Read through the sentences with the students and check the meaning of any words they may not know.

Explain that they have to think of more sentences about the drought to add to the list. Students work in pairs to complete the exercise. Monitor as they are working, helping where necessary. Choose students to give their answers.

Suggested answers

It's very hot but there isn't any water, so we can't have showers. There is a very real danger of fire because everything is so dry. We don't know when it will rain again.

- 8** Tell the students that they are going to write a newspaper report about the drought in Australia. Read through the **Writing strategies** box with them and make sure everyone understands the given tips.

The students write their newspaper report, using their ideas from exercises 6 and 7 and using the newspaper report on page 60 as a model. Remind them to include at least one defining relative clause in their report.

Monitor as they are writing, making a note of any commonly recurring errors to be addressed at the end of the exercise.

Encourage the students to correct any mistakes themselves, rather than giving them the answer immediately.

Choose students to present their report to the class.

Suggested answers

Students' own answers

Quotation

Read the quotation to the class. Ask students to translate it and then discuss its meaning. Translate it for them if necessary. A suggested translation could be:

ليس هناك من طقس سيء: وإنما هناك أنواع مختلفة من الطقس الجيد.

Say that John Ruskin was an art critic and philanthropist, who discussed a wide range of topics in academic essays. He later became focused on social and political issues, and was elected professor of Fine Arts at the University of Oxford.

Ask students whether they agree with John Ruskin's point of view. Why/Why not?

Activity Book, page 43, exercises 10 and 11

Exercise 10 helps students to plan their climate description in exercise 11. Students choose one of the types of climate in the box. They name a country with that type of climate. They then start to research the weather in their chosen country, using the questions to help them make notes.

In exercise 11 and using their notes from exercise 10, students write a description of their chosen country's climate and conditions. When they've finished, ask volunteers to read their descriptions to the class.

Unit 8 Earth

LESSONS 1 AND 2

Overview

Outcomes: It is expected that students will

- make connections between prior knowledge and information about Earth in a magazine article
- use dictionaries and glossaries to confirm and clarify word meaning
- respond to analytical questions about information in a magazine article
- use non-defining relative clauses to write sentences about different locations
- write sentences about a familiar town in a guidebook

Materials

- Student's Book pages 62–63
- Dictionaries
- Glossary – Activity Book pages 71–73
- Cassette
- Activity Book: Module 5 – page 44

Student's Book, pages 62 and 63

Unit 8 Earth

BEFORE YOU BEGIN

1 What do the photographs show? Do you know what subject they all have in common? Discuss with a partner.

2 Read the words in the box. Which are connected to Earth? Check the meaning of any words you don't know in the Activity Book glossary or in a dictionary.

dramatic ice age eruption asteroid
rock fossil

3 Read and listen to this magazine article. Who or what can tell us about climate changes in the past?

Earth's climate story

Earth's climate is changing, but this is not new. Over millions of years, Earth has experienced many dramatic climate changes. For example, several ice ages, when glaciers covered much of Earth's surface, have taken place. In the past, Earth's climate was affected by sudden disasters, such as huge volcanic eruptions and clashes with asteroids. These events filled the atmosphere with smoke and dust, which blocked out the Sun, causing the climate to become cold and dark. Many plants and animals probably died on these occasions.

Geologists, who study Earth's rocks and how they formed, can 'read' layers of rock. These layers provide a record of what happened in the past. In warm periods of Earth's history, there were many plants and animals which eventually died and were fossilised in layers of rock. Archaeologists have also discovered evidence that shows how Earth's climate has changed over millions of years. For example, they have found fossils of trees in parts of Antarctica, which prove that this area was much warmer 110 million years ago than it is today.

Humans, whose activities might be causing global warming today, need to take action. Otherwise there will probably be more extreme climate changes in the future. Nobody knows for sure what to expect. However, Earth, which has already survived some dramatic changes in its long history, may have to face some challenges in the future!

BEFORE YOU BEGIN

- 1 Ask the students to look at the photographs (which show melting ice floes, fossils and a volcanic eruption) and say what they can see in each one. Can they give more information on how each of the ice floes, fossils and volcanoes are formed? Tell them that they are going to talk about Earth in unit 8.

In pairs, the students discuss the questions. Choose students to give their answers.

Answers

They show melting ice floes, fossils and volcanic eruption. These pictures are all related to the subject of geology and Earth.

- 2 Ask the students to look at the words in the box. Choose students to read the words aloud to check pronunciation.

The students work in pairs to answer the question. Check answers as a class. Students can check the meaning of any words they don't know in the Activity Book glossary or in a dictionary.

For advanced students, ask them to write their own sentences using the words in the box.

Answers

All of the words except 'asteroid' and 'dramatic' are connected to Earth.


- 3 Look at the title of the text. What information do the students think might be included in the magazine article? Tell them they are going to read and listen to the text and find the answer to the question. They will also discover how glaciers, fossils and volcanoes are all connected to climate change on Earth.

Play the cassette. The students listen and read at the same time. Check the answer as a class.

Answers

Geologists study rocks and fossils, and archaeologists look at fossils to find out about climate changes in the past.

COMPREHENSION

4  Read and listen to the article again and answer these questions.

- 1 When did glaciers cover much of Earth's surface? *during several ice ages*
- 2 Which disasters caused the climate to become cold and dark?
- 3 What can geologists discover from the number of layers of rock?
- 4 What have archaeologists found in Antarctica and what does this prove?
- 5 What is meant by the words 'take action'? What kind of action might need to be taken?
- 6 What do you think the climate will be like in the future? Explain.

GRAMMAR: Non-defining relative clauses

5 Choose the correct alternatives in the sentences based on the text on page 62.

- 1 Sudden disasters filled the atmosphere with smoke and dust, *who / which / whose* blocked out the Sun, causing the climate to become cold and dark.
- 2 Several ice ages, *which / when / who* glaciers covered much of Earth's surface, have taken place.
- 3 Geologists, *which / whose / who* study Earth's formation and its rocks, find out what happened in the past by looking at layers of rock.
- 4 In the Antarctic, *who / which / where* plants and animals face a harsh cold environment, archaeologists have found evidence that this area was once much warmer.
- 5 Humans, *who / whose / which* activities cause global warming, need to take action.

SPEAKING

6 Work in a group. Make a sentence about one of the places in the box below. Then add more information to the sentence using a non-defining relative clause.

the Sahara Desert the Taj Mahal the Equator the Amazon River Amman

A: The Sahara Desert is in Africa.
B: The Sahara Desert, which is in Africa, is very hot.

WRITING


7 Read these sentences from a London guidebook.

The Post Office Tower, which was built in 1964 CE, is 189 metres high.
Charles Dickens, whose house is in Bloomsbury, was a famous writer.

Write similar sentences about a town you know well. Include a non-defining relative clause in each. Then share your work with the class.

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COMPREHENSION

- 4  Tell the students they are going to read and listen to the magazine article again to find the answers to the questions in the text. Read through the questions and check any vocabulary they may not know.

Play the cassette again. Encourage students to write the answers to the questions as in the example. Point out that they will not find the answers to questions 5 and 6 in the text but that they will have to think about the answers themselves. For less advanced students, tell them they can work in pairs if you wish. Check answers as a class.

Answers

1 *during several ice ages* 2 Huge volcanic eruptions and clashes with asteroids caused the climate to become cold and the daytime sky dark. 3 They can find out which plants and animals lived a long time ago. This provides information about the climate in the past. 4 They have found fossils of trees. This proves that this area was much warmer 110 million years ago than it is today. 5 They mean that something should be done in order to deal with a problem. People must stop the activities that are causing global warming for example, we can reduce waste and recycle as much as we can; we can plant trees; we shouldn't use electric appliances very often and try to conserve as much energy as possible. 6 **Suggested answer:** The climate will be warmer, more extreme and unpredictable.

GRAMMAR: Non-defining relative clauses

- 5 On the board, write the first sentence from exercise 5 leaving a space instead of the options. Ask students to suggest words which might go in the gap.

Ask students to look at the sentences. Tell them they have to choose the correct word in each sentence.

Students complete the exercise, in pairs if you wish. Choose students to give you their answers and explain why they think each answer is correct.

Once they've finished, tell the students you are going to play a game. Explain that each student should use one of the relative pronouns (*who*, *whose*, *which*, *when* and *where*) to write their own sentences on a piece of paper. Tell them they should then tear the papers neatly into three slips, one including the first part of the sentence, another including the relative clause, and the third including the last part of the sentence. Prepare three boxes or small bags, and label them 1, 2 and 3. Collect the different slips of paper, and put each part in its corresponding box or bag.

Then, divide the class into small groups. Walk around the classroom asking each group to withdraw five slips of paper from each bag. When all the groups have had their slips of paper, tell them they should try to form meaningful sentences from their selected pieces of paper. Time the activity and tell the students they only have five minutes to do the task. Then, ask volunteers from each group to read their sentences aloud.

This should be a fun activity, so you might get a noisy classroom. However, try to handle it calmly because in this case, a noisy classroom means that productive learning is taking place among students.

Answers

1 *which* 2 *when* 3 *who* 4 *where* 5 *whose*

Activity Book, page 44, exercises 1, 2 and 3

In exercise 1, students read the definitions and write the words that match. The first letter of each word is provided.

Students should do this as a speaking exercise in pairs first of all. Explain that they need to give the clues in this order: 'This word starts with an f. It's the remains of an animal or plant preserved inside a rock.' They should complete it like this, making sure they are using full sentences when they speak.

After they have completed it as a speaking exercise, they can write down the answers individually.

In exercise 2, students read the sentences and complete each one with the correct relative pronoun. Once they've finished, ask them to replace the non-defining relative clauses with other ones to make meaningful sentences.

In exercise 3, students read the sentences (1–6) and choose the correct non-defining relative clause (a–f) to complete each one.

When they have finished, tell the students they have to write their own sentences, using the non-defining relative clauses (c–f).

SPEAKING

6 Ask the students to look at the places in the box and check if they know where and what they are. Explain that they have to make a sentence about one of the topics and the other members of their group have to add more information to the sentence using a non-defining relative clause. You could demonstrate using the example.

Students complete the exercise taking it in turns to make sentences and add information. Play a game where the group with the longest sentence wins. Monitor as they are working, helping where necessary.

Answers

Students' own answers

WRITING

7 Make sure students' books are closed. Write the sentences on the board. Ask the students to read the sentences. Where do they think they might find information like this? (in a guidebook about London). Ask the students to tell you which parts of the sentences are non-defining relative clauses (which was built in 1964 CE, whose house is in Bloomsbury).

Tell the students that they are going to write some similar sentences about a town they know well, including a non-defining relative clause in each sentence.

Monitor as they are writing, encouraging students to correct any mistakes themselves, rather than giving them the answer immediately.

Choose students to share their work with the class.

Answers

Students' own answers

LESSONS 3 AND 4

Overview

Outcomes: It is expected that students will

- sort, organise and classify data into a table
- use context to guess the meaning of new words
- develop strategies of active listening to a news report about the Sahara Desert
- write a summary of a news report after listening
- use non-defining relative clauses to complete a news report about Jordan's wildlife
- engage in a group discussion to find solutions to the problem of deforestation in Jordan
- write three paragraphs about causes of climate change

Materials

- Student's Book pages 64–65
- Dictionaries
- Glossary – Activity Book pages 71–73
- Cassette
- Activity Book: Module 5 – page 45

Student's Book, pages 64 and 65

VOCABULARY: Climate change

1 Find words from the text on page 62 that relate to the following subjects.

Climate	Natural Disasters	Professions

VOCABULARY: Adjectives

2 Complete the sentences about changes to Earth using the words in the box.

warm fertile dark frozen small

1 In past ice ages, much of Earth's water was frozen.

2 Volcanic eruptions made the climate cold and dark.

3 In warm periods, there were many plants and animals.

4 Small dinosaurs once lived in Antarctica.

5 The southern Sahara was once a fertile valley.

LISTENING

3 Listen to this news report. What have the archaeologists found and where?

Wherever you go, no matter what the weather, always bring your own sunshine.
Anthony J.D'Angelo,
Author

VOCABULARY: Climate change

1 Ask the students to look at the photographs at the top of the page. What can they see? Discuss the photographs in light of the previous lessons. What kind of climate is in each place? What kind of climate did they use to have? Do they think the climates have changed? How? Have an open class discussion.

Next, tell students to refresh their memories of the article on page 62. They have 3 minutes to re-read it. After these 3 minutes they can no longer look at the article.

Write 'Climate', 'Natural Disasters' and 'Professions' on the board. Students must suggest words from the article that they remember, and tell you which category the word should go in.

Suggested answers

Climate: ice ages, cold, dark, warm periods, warmer, global warming, extreme

Natural disasters: volcanic eruptions, clashes with asteroids, smoke and dust

Professions: Geologists, Archaeologists

VOCABULARY: Adjectives

2 Ask the students to give you some examples of adjectives which describe climate. Tell them they have to complete the sentences using the words in the box. Choose students to read aloud the words to check pronunciation and meaning.

The students complete the exercise, in pairs if you wish. Check answers as a class.

As an extension, ask students to try to use all of the words in the box and include them in one sentence of their own. They can work in small groups. The group with the most number of key words included in the longest meaningful sentence, wins.

Answers

1 frozen **2** dark **3** warm **4** Small **5** fertile

Activity Book, page 45, exercises 4 and 5


In exercise 4, students read the text about the Mount Tambora Volcano and choose the correct word from the box to complete each sentence. Encourage them to use a dictionary or the Activity Book Glossary to check the meaning of any words they're not sure of.

Explain to students that this kind of exercise is easier if you know which words are adjectives, nouns, verbs, adverbs, etc. Tell students to work in pairs to decide which words are adjectives (dark, dramatic, fertile, warm, small) and which are verbs (blocked, froze, provide). You could add more details to the questions regarding tenses too. Now read the text to the class and tell them to decide which gaps should have a verb and which an adjective. Students should note this down. (2 adjective, 3 verb, 4 adjective, 5 verb, 6 verb, 7 adjective).

Then get them to try putting the words in. Tell them that there is one extra word. They must work in pairs and explain their choices to each other before they decide on the answer. Check together as a class.

In exercise 5, students look again at the words in the box in exercise 4 and decide which are adjectives and which are verbs. They then complete the table, putting the words in the correct column.

LISTENING

3  Check the meaning of *archaeologist*. Tell the students that they are going to listen to a news report.

Play the cassette for the students to listen for the answer to the question. Ask them to take notes. Their notes should be brief, so encourage them not to write complete sentences, but to write key words, abbreviations, etc. Check the answer as a class. Once they've given their answers, ask the students to write a short summary of the news report. Their summary should not exceed five lines.

Audioscript

A green Sahara

An international team of archaeologists, who were searching for dinosaur fossils, has made a dramatic discovery in the Sahara Desert.

In the Gobero area of Niger, which is treeless today, the archaeologists have found evidence of a green, fertile valley. Scientists, who have examined the evidence, now think that the climate in the area was good until the valley dried up, about 4,500 years ago.

Archaeologists found evidence that people, who lived at the site between 4,500 and 10,000 years ago, lived next to a lake and hunted fish and animals. Paul Sereno, who made the discovery with a team of researchers, described how he saw bones belonging to animals that didn't live in the desert. It is amazing that people once lived in an area that is now largely dust.

Answers

They have found evidence that people lived and hunted in the Sahara Desert between 4,500 and 10,000 years ago. There were bones belonging to animals that no longer live in the desert.

Quotation

Read the quotation to the class. Ask students to translate the quotation and then discuss the meaning. Translate if necessary. A suggested translation could be:

مهما كانت الظروف والتحديات، كن إيجابيًا.

Explain that 'sunshine' is associated with happiness and a positive attitude, especially in countries such as the UK. Anthony J. D'Angelo is one of the creators of Chicken Soup for the Soul, a set of books that aim to empower and help people, developing their sense of ambition. He has designed self-improvement courses and books for universities in the USA. Ask students if they think it is important to 'always bring your own sunshine'? Why/Why not?

READING AND GRAMMAR: Non-defining relative clauses

4 Read and complete the news report. Use the phrases from the box.

who later on established the Royal Society for the Conservation of Nature
that used to be covered with plants
who both aim at turning the desert in Aqaba into an oasis that bring back the desert to life
which were full of trees in the past

Jordan's wildlife

Through the years, Jordan has faced several environmental problems. One of these problems is the deforestation of areas

(1) *that used to be covered with plants*. These areas, (2) _____ have now become deserts. The loss of forested areas has put many animal species, as well as the soil, in danger. The decline of wildlife was first noticed by a group of hunters many years ago,

(3) _____ a non-governmental organisation that carries out projects to protect the environment. The Jordanian government has also taken steps towards protecting the remaining forests, and started projects

(4) _____. One of these projects is the Sahara Forest Project, an agreement signed by Jordan and Norway.

(5) _____



SPEAKING

- 5 What other projects do you think can be carried out to protect nature? Discuss your ideas in a group. Then share your ideas with the class.
- 6 What causes climate change? Do you think climate change is important? Share your ideas with the class.

WRITING

- 7 Write three paragraphs about what causes climate change and if you think it is important for the future of Earth. Use your ideas and those of the class from exercise 6.

Writing strategies

Post-writing

- After you have written your first draft, read your work again carefully.
- Pay special attention to your spelling and use of grammar.
- If you like, you can exchange pieces of work with a classmate. Give each other useful feedback.

65

READING AND GRAMMAR: Non-defining relative clauses

- 4 Tell the students that they are going to read a news report about Jordan's wildlife. Ask what they can see in the photograph (a desert / deforestation). Ask the students to remind you what they remember about non-defining relative clauses.

Read the news report with the students, asking them to suggest phrases that might go in each gap. Accept any appropriate answers.

Now look at the phrases in the box. Point out that these are non-defining relative clauses. Tell the students they have to complete the news report using the phrases in the box. Check answers as a class.

Ask the students if there is any vocabulary they still do not understand. Encourage other students to try to explain these words if they can.

Answers

1 *that used to be covered with plants* 2 *which were full of trees in the past* 3 *who later on established the Royal Society for the Conservation of Nature* 4 *that bring back the desert to life* 5 *who both aim at turning the desert in Aqaba into an oasis*

SPEAKING

- 5** Ask the students to look at the question. Explain that they have to discuss the question in groups and think of possible projects to protect nature. Students discuss the question in groups. Each group should prepare a poster about their project. They should illustrate their posters and try to be creative. Once they've finished, ask volunteers from each group to present their poster to the class. Then, have a vote on the best project and the best poster.

Answers

Students' own answers

- 6** Tell the students to read the rubric and think about the answer. They are already familiar with the subject, so they should have enough information by now. Explain that the scientific aspect is only a way of practising their language skills in this exercise. The most important thing in this exercise is for them to speak in English and try to express themselves clearly.

Ask volunteers to share their answers with the class. Tell them to justify their reasons for the causes of climate change. Elicit a class discussion on the effects of climate change on their country.

Make note of any common mistakes in pronunciation or grammar and correct them later.

Encourage students to give positive feedback to their classmates while listening to each other's presentations.

Answers

Students' own answers

WRITING

- 7** Tell the students they are going to write three paragraphs about what causes climate change and whether or not they think it is important. Remind them to use their own ideas and the ideas of the class from exercise 6.

Give the students time to write their first draft. Monitor as they are working but don't comment on their work at this point.

Now tell the students to read the *Writing strategies*. They should read their work carefully, paying special attention to their spelling and grammar. Then ask them to exchange their pieces of work with a classmate and to give each other useful feedback. Remind them to also comment on the positive aspects of each other's work.

Answers

Students' own answers

Activity Book, page 45, exercise 6

Students read the pairs of sentences and join them to make non-defining clauses using the relative pronouns in brackets. When they've finished, ask the students to work in pairs to write other sentences for their partner to join using relative pronouns.

LESSONS 5 AND 6

Overview

Outcomes: It is expected that students will

- use context to guess the meaning of new words
- use dictionaries and glossaries to confirm and clarify word meaning
- respond to analytical questions about volcanoes
- use new words to label a diagram of a volcano
- pronounce initial *cr-*
- write an account about witnessing the eruption of a volcano

Materials

- Student's Book pages 66–67
- Dictionaries
- Glossary – Activity Book pages 71–73
- Activity Book: Module 5 – pages 46–47

Student's Book, pages 66 and 67

VOCABULARY: Volcanoes

1 These words are all connected to volcanoes. Which ones refer to kinds of rocks? Check the meaning of any words you don't know in the Activity Book glossary or in a dictionary.

plate crust crack pressure bubble up magma lava
basalt ash crush wear down obsidian

READING

2 Read the article about volcanoes. What positive effects do volcanoes have?

Volcanoes

1 Volcanoes occur where the plates in Earth's crust have cracks or weak spots in them. The very hot melted rocks, which lie deep under Earth's surface, are under a lot of pressure and they bubble up and try to squeeze out of any holes. The hot melted rocks are called magma. When a volcano erupts, the magma forces its way up through the surface and spills out as lava. Pieces of rock and ash are often thrown out with the lava.

2 About four and a half billion years ago, which was just after our planet was formed, there were probably many more volcanoes than there are now, and they erupted more often. Some of these were active in Jordan. Today, one sixth of Jordan is covered with basalt, or hardened lava. Most of this area is called the "Basalt Plateau", and lies between Azraq, Mafraq and the northern borders with Syria. There are at least forty volcanic centres in Jordan, all inactive now.

3 Volcanoes can be very dangerous to people when they are in the process of erupting. The hot lava can destroy towns and kill people. The ash can crush houses and plants. However, after the eruption, the ash and lava make the ground very good for farming. The magma cools into different kinds of solid rocks that wear down and become earth that is very good for growing plants. A long time ago, farmers used the obsidian (volcanic glass) for their tools. Even nowadays, obsidian is still used to make knives for medical operations.

VOCABULARY: Volcanoes

- 1** Ask the students to look at the photographs and say what they can see (lava flow and volcanic rock). Choose students to read the words from the box aloud to check pronunciation.

Have students work in pairs to answer the question. They can check the meaning of any words they don't know in the Activity Book glossary or in a dictionary. Check answers as a class.

For extra practice, have students explain what *bubble up* and *wear down* mean. Ask them how they guessed. Give an example if they are finding it difficult: *The cola overflowed/bubbled up when I opened the bottle. / I wore down the heels of my shoes because I used them so often.* Ask what the verbs might be referring to in the context of volcanoes.

Students should work in pairs to come up with the best sentences they can. Select students to read theirs aloud.

Answers

basalt, obsidian

READING

- 2 Tell the students that they are going to read an article about volcanoes. Ask the students to look at the title of the article. What kind of information do they think might be included in it?

Tell the students to read the article quickly to find the answer to the question.

The students complete the exercise. Explain that they do not need to worry about any vocabulary they don't know at this point but should concentrate on finding the information they need.

The students read the text and answer the question. Check answers as a class.

Answers

Ash and lava make the ground good for farming. Magma becomes earth that is good for growing plants. The obsidian is used as a farming and medical tool.

COMPREHENSION

- 3 Tell the students that they are going to read the article thinking about a possible heading for each paragraph. Tell them they need to think about the main idea of each paragraph to do this. Have students read the **Reading strategies**. Have them discuss in pairs after they have read each paragraph again. It is important that they compare ideas here for the purpose of improving their editing skills.

Suggested answers

- a How do volcanoes form?
- b Volcanoes in the past
- c Positive effects of volcanoes

COMPREHENSION

- 3 Choose a suitable heading for each paragraph, then explain your answers.

- 4 Read the text again and answer the questions.

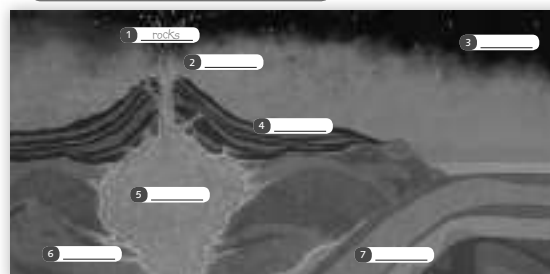
- 1 Where do volcanoes occur?
Volcanoes occur where the plates in Earth's crust have cracks or weak spots in them.
- 2 What are the hot melted rocks called?
- 3 Are there any active volcanoes in Jordan nowadays? Explain.
- 4 Why is the ash dangerous?
- 5 Do you think it is safe to live near a volcano? Why/Why not?

? The deepest mines on Earth are only about four kilometres deep. How far is the centre of Earth from the surface?

VOCABULARY: The structure of a volcano

- 5 Complete the labels on the diagram of the volcano with the words from the box.

crust lava cracks plates rocks ash magma



PRONUNCIATION

- 6 Listen to the words in the box. Notice the sound at the beginning of the words. Repeat them. What are the letters that make the sound?

crust crack crush

We call the sound of two consonants a cluster. In pairs, find words in the vocabulary box on page 66 that start with other clusters. Write the words and say them.

WRITING

- 7 Imagine that you have just witnessed the eruption of a volcano. Write an account of what happened and what you saw.

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Reading strategies

- After the first reading of the text, you will have a general idea of the content. Think about possible headings. What content would you expect for each heading? Underline the key words in each paragraph to help you.
- Now, read the text again more carefully. After you read each paragraph, consider what would be the most suitable heading for it.
- Consider why your headings are correct. What information in the paragraph helped you to choose the heading?

- 4 Tell the students that they are going to read the text again to find the answers to the questions. Read through the questions and check any vocabulary that they may not know. Encourage them to write the answers to the questions as in the example. They can work in pairs if you wish. Explain that the answer for question 5 cannot be found in the text, so the students should give their own opinion. Check answers as a class.

Ask the students if there is any vocabulary they still do not understand. Encourage other students to try to explain these words if they can.

When they've finished the task, ask students to use Assessment Tool 8 in the Activity Book page 80 to evaluate their comprehension of the article.

Answers

- 1 Volcanoes occur where the plates in Earth's crust have cracks or weak spots in them. 2 The hot melted rocks are called magma. 3 All volcanic spots in Jordan are inactive now. They were active many years ago. 4 Because it can crush houses and plants. 5 Students' own answers

Activity Book, page 46, exercises 7 and 8

Exercise 7 is a multiple choice exercise that tests students' understanding of the text. They read the text and choose the correct answer (a–c) to the questions.

This activity needs to be carefully guided by you. Read the text to the class. Tell them to listen and to follow in the text. When you finish, get students to close their books and tell their partner as much as they can. They should then open their books and check what they have said.

Next they should read the questions, and underline the key (important) words in each question. When they have finished that, they should read back through the text, and decide what part of the text answers each question. Tell them they must not decide on any answers yet.

They should then carefully check the relevant part of the article against each option; a, b or c. Which option is closer to the text's meaning? Tell students to discuss in pairs before answering. Check answers as a class.

In exercise 8, students read the definitions and then re-read the text in exercise 7 to find the matching words. As an extension, ask students to write their own sentences, using the words that they have found.

Research box

Ask the students to read the question in the *Research box*. Do they know the answer? Explain that they have to find out the information before the next class. Encourage them to do some research in the school library, in a public library, or online (The distance between the centre of Earth and the surface, ranges from 6,353 to 6,384 km.)

VOCABULARY: The structure of a volcano

5 Ask the students to look at the diagram of a volcano. Do they know what any of the parts are called?


Ask the students to look at the words in the box. Choose students to read the words aloud to check pronunciation and meaning.

The students label the diagram, working in pairs if you wish. Check answers as a class.

Answers

1 rocks **2** lava **3** ash **4** crust **5** magma **6** cracks
7 plates

PRONUNCIATION

6  Tell the students you are going to play the cassette the first time for them to listen to the initial sounds of the words. Ask students to repeat the set of three words and make sure they are pronouncing the cluster correctly.

Read the first question. Elicit answers: *c* and *r*.

Explain that the word cluster means a combination of two entities. So the letters *c* and *r* make a cluster sound.

Ask students to work in pairs to find words in the vocabulary box on page 66 that start with other clusters. Elicit answers. Then have one of the students write the words on the board and say them.

As an extension, you can ask students to look for similar words in the article on page 66, such as *spots*, *try*, *squeeze*, *through*, *spills*, *thrown*, etc.

Answers

The letters are *c* and *r*.

Other words are *pressure* and *plate*.

WRITING

7 Ask if any of the students have ever visited an area having a volcano. Tell them that you have seen a volcano erupt and describe your experience to them.

Ask students to imagine that they have just witnessed the eruption of a volcano. Explain that they are going to write an account of what happened and what they saw.

Students write their account. Monitor as they are writing, helping where needed. Encourage students to correct any mistakes themselves, rather than giving them the answer immediately.

Choose students to read out their accounts.

Answers

Students' own answers

Activity Book, page 47, exercises 9 and 10

Exercise 9 helps students to prepare a newspaper article about a world disaster. Talk to the students about a recent world disaster that has been in the news. Students then look at the list of world disasters and choose the one they'd like to research. Encourage them to find information about their chosen disaster. Using the useful words in the box, they then make notes about where and when it happened, what happened and what the causes and consequences were.

In exercise 10, students use their notes from exercise 9 to write a newspaper article describing their chosen disaster. Ask volunteers to read their completed articles to the class.

LESSON 7

Project

Tell the students that they are going to write a report about climate change. Ask them to remind you of the effects of climate change they have learnt about in units 7 and 8.

Ask the students to look at page 68 in their Student's Book. Read through the task with them. Explain that they will do this on a piece of paper when they are ready. They should first plan in their notebooks.

You may need to provide the students with information about the country they have chosen. Alternatively, you could ask them to find out the information at home before you do the project in class.

Ask students to read the descriptions of the different types of world climate on page 56. Ask them to think about which climate their chosen country has. They should compare their ideas with a partner.

Then ask the students to answer the questions about the country they have chosen. They should make notes to use in their report.

The students write their text, using the report at the bottom of page 68 as a model. Explain that the geographical aspect is only a way of practising their language skills in this task. Monitor as they are writing, helping where needed. Encourage students to correct any mistakes themselves, rather than giving them the answer immediately. Remind them to illustrate their text with drawings or pictures they have found in magazines, encyclopaedias, online, etc.

Introduce students to some common slogans so that they know what they are. Brainstorm key words about climate change from their projects' first task. Introduce the concept of alliteration, but warn students not to overuse it.

Ask students exactly why climate change needs to be acted against. What will the consequences and effects be? Have students practise putting these ideas into concise sentences.

Next, focus on the actual poster. Ask students what makes a good poster (both visually and content-wise) and ask them for examples if possible (colourful/eye-catching, well-proportioned, good picture, neat; short slogan, concise information).

Finally, remind students that whatever they write, especially in terms of persuasive writing, the person they want to read their posters is the most important person. Remind them to refer to you as much as they need to when constructing text for the poster.

Hold a competition for the most persuasive poster.

Project

Write a report about climate change.

Your task

If climate change causes the world to become warmer in the future, the effects will be different around the world. Choose a country and research the effects of climate change in it. Use the Internet, the school library or a public library. Then write a short report about it.

- Read the descriptions of world climates on page 56. Which climate does your chosen country have? Compare your ideas with a partner.
- Research climate change in your chosen country. Answer the questions.
- Write your report. Use your research and refer to the report below as a model. Then share your work with the class.

Questions

- Is climate change already affecting the country? If so, how?
- Are the people who live in your chosen country worried about climate change? If so, are they doing anything about it?
- If the world becomes warmer in the future, how will it affect this country and its climate?

Design and make a campaign to get people to be aware/active against climate change.

You should include:

- A poster with a slogan
- Facts
- Reasons to act
- Persuasive writing

A model report

Climate change in Jordan

The Middle East is the world's most water-stressed region. Due to global warming and climate change, water resources are becoming even scarcer in countries such as Jordan. This country is one of the ten driest places in the world. It is a Mediterranean country that depends mostly on rain as its main water resource. However, recent years have witnessed shortage in the rainfall in different parts of the country, and as a result, many water streams have either dried out, or have become unsuitable for use. Plants and animals, which cannot adapt to the changed weather conditions, will die. According to the International Union for the Conservation of Nature, the countries with the highest number of endangered species include Djibouti, Egypt, Morocco, Saudi Arabia, Yemen and Jordan, which all have more than 80 endangered animal species.

MODULE 6

Student's Book, page 69

OPENER

Write *Tourism* on the board and elicit the meaning. Brainstorm ideas connected with tourism and write them on the board. Now look at page 69. Tell students that this page tells them what they will be doing in Module 6.

Look at each photograph with the class. Ask if the students know any of the answers to the questions. From left to right, the photographs show the Italian artist and inventor Leonardo da Vinci, the Dead Sea in Jordan, and the Court of the Lions at Alhambra Palace in Spain. Tell them they will find out the answers in the Module. Then ask students about themselves, for example:

- How many types of tourism do you know?
- What do you think is the most beautiful tourist attraction?
- Have you ever invented anything?


Explain to students that they will learn how to talk about different types of tourism in both the present and the past in units 9 and 10.

Tourism

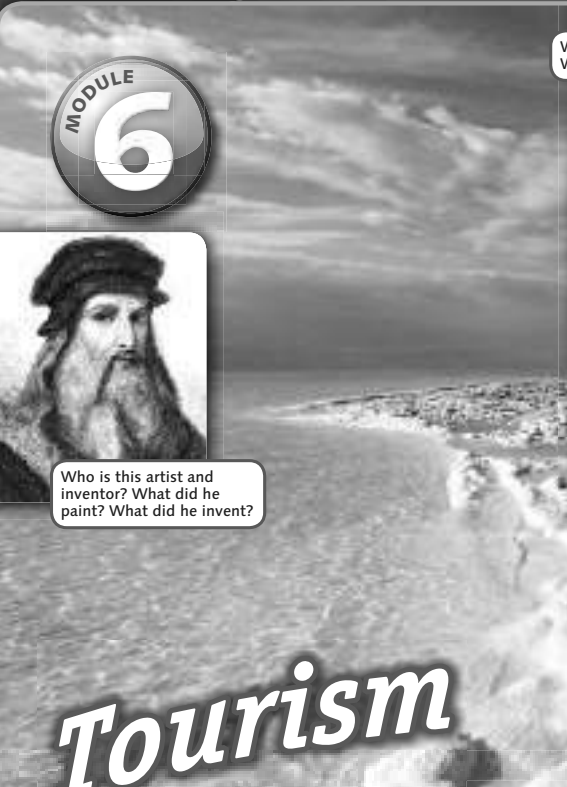
Outcomes: It is expected that students will

- read about tourist attractions, health tourism, cultural tourism and art and artists
- listen to a description of Burj Khalifa and an invention of Leonardo da Vinci's
- use vocabulary related to architecture, materials, health, art and artists
- talk about buildings with Islamic style in Jordan, an object, the Dead Sea, a painting, art and artists
- use the Present Simple Passive and the Past Simple Passive
- take part in a debate about art
- write about your country, an object, a tourist attraction in Jordan, artists and inventors, and a programme


MODULE 6



Who is this artist and inventor? What did he paint? What did he invent?



What is this place called? Would you like to visit it? Why?



Where is this place? What's special about it?

Tourism

Outcomes

- To read about tourist attractions, health tourism, cultural tourism and art and artists
- To listen to a description of Burj Khalifa and an invention of Leonardo da Vinci's
- To use vocabulary related to architecture, materials, health, art and artists
- To talk about buildings with Islamic style in Jordan, an object, the Dead Sea, a painting, art and artists
- To use the Present Simple Passive and the Past Simple Passive
- To take part in a debate about art
- To write about your country, an object, a tourist attraction in Jordan, artists and inventors, and a programme

Project

Write a description of a tourist attraction.

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Unit 9 Tourist attractions

LESSONS 1 AND 2

Overview

Outcomes: It is expected that students will

- use context to guess the meaning of new words
- use dictionaries and glossaries to confirm and clarify word meaning
- respond to analytical questions before, during and after reading an article about Alhambra Palace
- engage in a peer discussion about Islamic architecture in Jordan
- use the Present Simple Passive to ask and answer questions about general knowledge
- write three paragraphs giving facts and expressing opinion about one's country and region using the Present Simple Passive

Materials

- Student's Book pages 70–71
- Dictionaries
- Glossary – Activity Book pages 73–74
- Cassette
- Activity Book: Module 6 – page 49

Student's Book, pages 70 and 71

Unit 9
Tourist attractions

Grammar
the Present Simple Passive

BEFORE YOU BEGIN

- 1 Can you think of an example of Islamic architecture in Jordan? Tell your partner what you think of it.
- 2 Read the words in the box. Which of these words do you think are related to architectural features? Check the meaning of any words you don't know in the Activity Book glossary or in a dictionary.

overlook spectacular courtyard marble fountain
arch dome plasterwork calligraphy arcade

3 Read and listen to the article. How objective is the speaker? Explain.

Alhambra Palace

Alhambra Palace in Granada is part of the impressive heritage of the long-lasting Islamic empire in Spain. Its name in Arabic (Qasr al Hamra) means 'The Red Castle'. This refers to the red colouring of the bricks that the original palace was built from. It has become an important tourist attraction in Spain because of its rich Islamic history. It has also had a lot of influence on worldwide art and architecture since it was built.

This palace, which was built on a hill overlooking Granada, has beautiful views. The first king arrived in the thirteenth century and constructed a royal palace. After that, other kings added more parts to the palace. This is why it has so many different styles.

Many tourists come to visit Alhambra Palace today to see the Islamic architecture. This includes the spectacular Court of the Lions,

which is probably the most famous part of the building. It is a square open-air courtyard with an impressive marble fountain in the centre. The fountain's name comes from the twelve lions that support the fountain. The lion was a symbol of power in Islamic history and art. From this courtyard you can walk under arches into the Hall of the Two Sisters, whose wooden doors are over eight hundred years old. This room attracts tourists because of the beautiful dome, shaped like a flower, and the detailed plasterwork on the walls. Islamic Spain was famous for its artwork and calligraphy, and there are many well-preserved examples in this room.

There is a great difference between the plain outside walls and the paintings and sculpture that cover the inside walls. It seems to be paradise on earth with the column arcades, fountains and pools that are preserved there.

BEFORE YOU BEGIN

- 1 Ask the students to look at the photographs and say what they can see (a view of Alhambra Palace; Islamic architecture). Do they know where this place is? (Spain) Do they think it is a nice place to visit? Students should give reasons for their answers. Ask the students to think of an example of Islamic architecture they have visited in Jordan. Is it a tourist attraction? Explain that they have to tell their partner what they thought of it. Choose students to describe the place they have chosen.

Answers

Students' own answers

- 2 Ask the students to look at the words in the box. Choose students to read the words aloud to check pronunciation.

The students work in pairs to answer the question. Students can check the meaning of any words they don't know in the Activity Book glossary or in a dictionary. Check answers as a class.

Then, ask the students to look at the photographs again. Which words from the box can describe these two photographs? Ask students to work in small groups and tell them they should imagine they are at Alhambra Palace and having a phone conversation with a friend, describing the place to them on the phone. They should use the words in the box in their dialogues.

Ask volunteers to roleplay their dialogues in front of the class.

Answers

courtyard, marble, fountain, arch, dome, plasterwork, arcade

- 3 Tell the students they are going to read and listen to an article about Alhambra Palace. Ask the students to look at the title of the text and the question. What kind of information do they think might be included in the text?

Tell them to read the text quickly to get a general idea of what it is about.

Now tell them they are going to read and listen to the text and find the answer to the question. To help them answer the question, ask students to

look for facts in the text and underline them. They should also circle the sentences where they think the speaker is giving their opinion. Tell them to look for words like *beautiful*, *nice*, *pretty*, etc. which are based on personal opinion. Play the cassette. Students read and listen at the same time. Check the answer as a class.

Answers

He gives his opinion about Alhambra Palace (... part of the impressive heritage of the long-lasting Islamic empire in Spain... It has become an important tourist attraction in Spain... has beautiful views... includes the spectacular Court of the Lions... the beautiful dome... It seems to be paradise on earth...)

Answers

- 1 Suggested answers:** The Red Castle, Islamic Architecture of Alhambra Palace
- 2** The dome, the plasterwork on the walls, the artwork and calligraphy, the column arcades, arches, fountains and pools are all important elements of Islamic style of Alhambra Palace.
- 3** Students' own answers
- 4** Students' own answers

Activity Book, page 49, exercise 1

Students look at the words in the box and match them to the definitions (1–7). Encourage them to use a dictionary to check the meaning of any words they're not sure of. Tell students that there is one extra word.

COMPREHENSION

4 Read and listen to the text again and answer the questions.

- 1 Give another suitable title to the text.
- 2 What are the most important elements of Islamic style of Alhambra Palace?
- 3 The lion was a symbol of power in Islamic history and art. Name other symbols of Islam. What do they represent?
- 4 How do you think Alhambra Palace should be preserved?

SPEAKING

5 Are there any buildings in Jordan with similar architectural features? Discuss with a partner.

GRAMMAR: The Present Simple Passive

6 Write sentences in the Present Simple Passive. Use *by* only if necessary.

- 1 The Alhambra Palace / locate / in Granada, Spain.
- 2 The palace / situate / on a hill overlooking beautiful views.
- 3 It / visit / tourists from all over the world.
- 4 Islamic style / represent / through arches, calligraphy and a dome.
- 5 Walls / design / with detailed plasterwork.

SPEAKING

7 In pairs, ask and answer the questions using the Present Simple Passive.

Student A

- 1 Where / rice / grow?
a Denmark b France c China
- 2 What / make / at a bakery?
a cars b bread c toys
- 3 Where / the Mona Lisa / display?
a Rome b Madrid c Paris

A: Where is rice grown? B: Rice is grown in China.

8 Write three general knowledge questions. Then, ask your partner your questions.



WRITING

9 Write three paragraphs about your country or region giving facts about it and your own opinion. Use the Present Simple Passive.

Student B

- 1 Where / paella / eat?
a Spain b China c India
- 2 Who / bury / in the pyramids?
a builders b pharaohs c kings of England
- 3 Where / River Nile / find?
a Japan b England c Egypt

Answers
Student B: 1a, 2b, 3c
Student A: 1c, 2b, 3c

SPEAKING

- 5** Ask the students to look at the photograph. What can they see? (a view of Alhambra Palace at night) Tell the students to think of buildings in Jordan. Ask them to discuss their architectural features and whether they are similar to Alhambra Palace. Tell students they should use the key words learnt in exercise 2 on page 70 to help them in their discussions. Do they know of any modern buildings that still used some elements of the Alhambra Palace style? What do they think the contrast between the modern architecture and traditional architecture from the past in the same building represents?

Answers

Students' own answers

GRAMMAR: The Present Simple Passive

- 6** On the board write *Alhambra Palace is located in Granada, Spain*. Ask what the students notice about the verb forms. Explain that this is the Present Simple Passive.

Draw the students' attention. Stand in front of the class. Draw a circle. Ask students to tell you what has just happened using your name and the Present Simple, for them to reply (*Ms Salma*) *draws a circle on the board*. Ask the students *Who is doing the action?* Explain that the doer (*Ms Salma*) is the subject. Then ask *What is the action?* (*draws*). Explain that the action is the verb.

COMPREHENSION

- 4** Tell the students that they are going to read and listen to the text again and answer the questions. Read through the questions and check any vocabulary that they may not know. Play the cassette again. The students listen and answer the questions. Explain that the answers for questions 3 and 4 are not found in the text, so students should give their own opinion. Encourage them to write the answers to the questions in complete sentences.

Leave the first sentence on the board. Then, repeat the action. This time tell the students that you will tell them what has just happened, but begin your sentence with *A circle...* Elicit answers from the students to complete the sentence. Then write, *A circle is drawn by (Ms Salma)*. Ask the students what the subject (a circle) and the verb (is drawn) are.

Point to the first sentence and ask if the subject is doing the action. The answer should be *Yes*. Draw the students' attention to the second sentence and ask if the subject is doing the action for them to answer *No*. Explain that the subject is passive.

Ask the students to explain what happened to the verbs, by talking about the form. Ask students to remind you what the tense in the first sentence is (The Present Simple). Show students what happens in the second sentence: the auxiliary verb *to be* is used in the present tense (*is*) with the past participle of the main verb, which is *drawn* in this example.

Ask the students to refer to the *Grammar Notes* section at the end of the Activity Book for further reference on the Present Simple Passive.

Ask volunteers to give you examples of their own. Give another example or two of your own if you wish.

Answers

- 1 The Alhambra Palace is located in Granada, Spain.
- 2 The palace is situated on a hill overlooking beautiful views.
- 3 It is visited by tourists from all over the world.
- 4 Islamic style is represented through arches, calligraphy and a dome.
- 5 Walls are designed with detailed plasterwork.

Activity Book, page 49, exercises 2 and 3

Students read the text in exercise 2 and choose the correct words from exercise 1 to complete the sentences. Remind them to use the correct form and that some words might stay the same. Read the completed text to the class.

Remind students about how we use the Present Simple Passive. Students complete the sentences in exercise 3 in the Present Simple Passive, using the verbs in brackets.

SPEAKING

- 7 Tell the students they are going to do a quiz. Divide them into pairs and tell one student in each pair to be Student A and the other to be Student B. Ask them to look at their three questions. Explain that they have to ask their partner the questions using the Present Simple Passive and then read out the three options for their partner to guess the right answer. Do an example of your own with the class (for example, write on the board *Windows / make / which material?* to elicit the question '*Windows are made of which material?*') Then write the three options: *a concrete, b cotton, c glass*, to elicit the answer '*Windows are made of glass.*').

Students ask and answer the questions in pairs. Monitor as they are working, helping where necessary. Choose pairs to ask and answer the questions.

Answers

- 1 **A:** *Where is rice grown?* **B:** *Rice is grown in China.* 2 **A:** *What is made at a bakery?* **B:** *Bread is made at a bakery.* 3 **A:** *Where is the Mona Lisa displayed?* **B:** *The Mona Lisa is displayed in Paris.* / 1 **B:** *Where is paella eaten?* **A:** *Paella is eaten in Spain.* 2 **B:** *Who is buried in the pyramids?* **A:** *Pharaohs are buried in the pyramids.* 3 **B:** *Where is the River Nile found?* **A:** *The River Nile is found in Egypt.*

- 8 Read the rubric and tell the students to write three general knowledge questions different from the ones they did before. Once prepared, put them into pairs and tell them to ask one another the questions they had just written. Make note of any exceptional students whose conversations seem interesting and grammatically correct.

Answers

Students' own answers

WRITING

- 9 Ask the students to give you some facts about their country or region. Give an example of your own. Tell them to think about points to write about. For example: location, history, climate, places to visit, people, traditions, etc. The students write three paragraphs about their country or region giving facts and personal opinion using the Present Simple Passive as much as possible. Monitor as they are working, helping where necessary.

When they've finished, ask the students to exchange their work with a partner. They should underline facts and circle words or phrases that show opinion. Students should also check the use of the Present Simple Passive and discuss mistakes. Encourage them to listen to each other attentively when doing so. Then, ask the students to give you examples of facts and opinions. Check answers as a class.

Answers

Students' own answers

LESSONS 3 AND 4

Overview

Outcomes: It is expected that students will

- read a postcard describing a tourist attraction using the grammar learnt
- use dictionaries and glossaries to confirm and clarify word meaning
- write a description about how objects look and what they are made of using the Present Simple Passive
- participate in a group discussion describing an object
- ask and answer questions to guess what an object is
- use a picture to make guesses
- respond to questions before, during and after listening to a description of a building

Materials

- Student's Book pages 72–73
- Dictionaries
- Glossary – Activity Book pages 73–74
- Cassette
- Activity Book: Module 6 – page 50

Student's Book, pages 72 and 73

READING

- 1** Ask the students to look at the photographs at the top of the page and say what they can see (buildings in Dubai).

Tell the students they are going to read a postcard from Warda, who is visiting Dubai with her parents. Ask them to read the postcard and look at the verbs in brackets. Explain that they have to complete the spaces using the correct form of the verbs in brackets. Point out that they need to consider both active and passive forms.

The students complete the exercise. Monitor as they are working, helping where necessary. Check answers as a class.

Answers

- 1** *am having* **2** *are staying* **3** *is built*
4 *are taken* **5** *are decorated* **6** *are equipped*
7 *are entertained*

READING

1 Complete the postcard with the correct form of the verbs in brackets.

Dear Nadia,
 I **(1) am having** (have) a really incredible time here. My parents and I **(2)** (stay) at Burj Al Arab Hotel in Dubai at the moment! The hotel **(3)** (build) on an island, so all visitors **(4)** (take) there by helicopter. Our rooms **(5)** (decorate) in marble and gold and they **(6)** (equip) with everything we need. In the evening, we **(7)** (entertain) by the fish in the aquarium in the rooftop restaurant. See you soon.
 Warda

stamp

To: My best friend Nadia

VOCABULARY: Materials

2 The words in the box are all connected to materials. What is each material used for? Check the meaning of any words you don't know in the Activity Book glossary or in a dictionary.

steel marble silk wood glass plastic metal
 diamond bronze brass gold silver

GRAMMAR: The Present Simple Passive

3 Make sentences. Choose from each column.

1 The scarf	is designed	from steel.
2 The statue	is made	from marble.
3 The tower	is sculpted	by an architect.
4 The building	is built	with diamonds.
5 The ring	is decorated	of wood.
6 The furniture		of glass.
7 The vase		

The scarf is made of silk.

VOCABULARY: Materials

- 2** Ask the students what some objects in the classroom are made of. What other materials do they know? Ask them to look at the photographs at the bottom of the page. Ask *What are these items made of?* (silk, silver and diamonds).

Choose students to read the words from the box aloud to check pronunciation. The students work in pairs to answer the question. Students can check the meaning of any words they don't know in the Activity Book glossary or in a dictionary. Check answers as a class.

Suggested answers

steel: ships, cars, bridges, tools, knives, nails, screws **marble:** buildings, sculptures
silk: scarves, dresses, shirts **wood:** furniture, fences, shelves, buildings **glass:** windows, mirrors, bottles, glasses, vases **plastic:** bottles, bags, pens, CDs, DVDs, computers
metal: buildings, cars, ships, aeroplanes, machinery, plumbing **diamond:** jewellery, saws
bronze: sculptures, bells, medals **brass:** zippers, bells, household fittings, coins
gold: jewellery, sculpture **silver:** jewellery, candlesticks, decorative plates

Activity Book, page 50, exercises 4 and 5

In exercise 4, students read the sentences and circle the correct alternative to complete them.

In exercise 5, students read the sentences and then rewrite them in the Present Simple Passive. Remind them to include *by* if necessary.

GRAMMAR: The Present Simple Passive

- 3** Ask the students to tell you what they remember about the form and use of the Present Simple Passive.

Look at the words in the columns. Tell students they have to choose from each column to make sentences about what things are made of. Point out that they can use the words in the second column more than once. Remind them that there is a *Grammar notes* section in the Activity Book. They can refer to this if they need to.

Make sure the students don't write on their Student's Book. Instead, ask them to write the full sentences in their notebooks. While they are doing the activity, in pairs if you wish, you can write the three columns on the board and then ask volunteers to complete the matching in order to check the answers.

As an extension, ask the students to use the verb forms from the second column to write their own sentences. Choose students to read their sentences aloud.

Answers

- 1** The scarf is made of silk. **2** The statue is sculpted from marble. **3** The tower is built from steel. **4** The building is designed by an architect. **5** The ring is decorated with diamonds. **6** The furniture is made of wood. **7** The vase is made of glass.

WRITING

- 4** Ask the students to look at the pictures and say what they can see (a bike, a computer, a pen and a tin opener).

Look at the words in the box and check their meaning. Explain that the students have to choose one of the objects in the pictures and write about it using the verbs and materials in the box and the Present Simple Passive.

Students complete the exercise as in the example. Explain that answers may vary. Do not check answers at this point.

Suggested answers

pen: This object is made of plastic and metal. It is used for writing. **bicycle:** This object is constructed from steel. It is used for travelling and exercising. **computer:** This object is made of metal and plastic. It is used for working and using the Internet. **tin opener:** This object is made of metal and plastic. It is used for opening tins.

WRITING

- 4** Choose one of the objects in the pictures and write about it using the Present Simple Passive. You can use these verbs and words relating to materials:

make (of)	use (for)	construct (from)	produce	design
plastic	glass	wood	metal	steel



This object is made of plastic and metal. It is used for writing.

SPEAKING

- 5** Work in a group. Take it in turns to talk about your chosen object. Your group members guess what it is.
- 6** Think of another object. Use the Present Simple Passive to ask your partner questions about their object and answer questions about yours. Can you guess your partner's object?

A: Is it made of metal?
B: No, it isn't.

LISTENING

- 7** Look at the picture on the right. What do you think the design was inspired by? Discuss with a partner.
- 8** Listen to the report about this new building. How did nature inspire the design?
- 9** Listen again and complete the following table with information you gathered from the audioscript. Use full sentences. Is Burj Khalifa an interesting place for you to visit? Why/Why not?

Burj Khalifa	
Type	
Location	
Height	
Architecture	
Interior design	



Architecture cannot be understood without some knowledge of the society it serves.
Sir Hugh Maxwell Casson, Architect (1910 CE–1999 CE)



73

SPEAKING

- 5** Allow students to form their own groups of a specified number.

Each group should begin by reading the rubric and making sure they understand what they need to do together. Clarify any doubts.

Set a time limit for students to discuss and guess the objects they had chosen in exercise 4. Ask a few volunteers to read out their description for the class to guess the object.

- 6 Tell the students you have thought of an object and they have to guess what it is. Encourage them to ask questions using the Present Simple Passive and the materials from exercise 2 on page 72 (e.g. *What is it made of? What is it used for?*). Refer them to the example.

The students take it in turns to ask and answer questions about their new object, using the Present Simple Passive. Choose students to act out their dialogues for the class.

Ask students to use Assessment Tool 9 in the Activity Book page 80 to evaluate their performance.

Suggested answers

A: *Is it made of metal?* **B:** *No, it isn't.* **A:** *Is it made of glass?* **B:** *Yes, it is.* **A:** *Is it used for creating light?* **B:** *Yes, it is.* **A:** *Is it a light bulb?* **B:** *Yes, it is!* / **A:** *Is it constructed from wood?* **B:** *No, it isn't.* **A:** *Is it made of plastic?* **B:** *Yes, it is.* **A:** *Is it used to carry shopping?* **B:** *Yes, it is.* **A:** *Is it a plastic shopping bag?* **B:** *Yes, it is!*


LISTENING

- 7 Ask students to look at the picture of the building on the right. Do they know the name of the building? (Burj Khalifa in Dubai). Ask what they think the design was inspired by. Do they know the name of this kind of very tall building? (a skyscraper) Give them some time to describe the building (what materials were used to build it, what they think its height is, etc.)

Students discuss the question in pairs. Choose students to give their answers and explain them.

Answers

Students' own answers

- 8  Tell the students they are going to listen to a report about Burj Khalifa skyscraper. Read the question with the students. Play the cassette for students to listen for the answer. Ask them to take notes while listening. Remind them that their notes should be brief, so they should use abbreviations and listen for key (important) words to write down. Check the answer as a class.


Audioscript

Burj Khalifa is a skyscraper in Dubai in the United Arab Emirates and is the tallest structure ever built at 828 metres. It took five years to complete the exterior. The building opened in January 2010 CE. This amazing tower dominates the Dubai landscape and it can be seen from miles. It contains apartments, offices and a hotel. It is set in a lake and is surrounded by a park. The towering skyscraper was mainly designed by the architect Adrian Smith. The design is inspired by nature. The structure is shaped like a 'Y' and is inspired by the desert flower Hymenocallis. The tower's wings extend out from the centre, like petals from a stem. At the top, the tower is sculpted into a slim spire, made from more than 4,000 tonnes of steel. Patterns from traditional Islamic architecture are also included in the design.

In the lobby of Burj Khalifa, an incredible installation by Jaume Plensa is displayed. This comprises 196 cymbals that are made of a mixture of bronze and brass, and which are plated with gold. The cymbals represent the 196 countries of the world and are suspended on metal rods. They are gently struck by water dropping from the ceiling above, which the artist compares to the sound of water falling on leaves.

Answers

The design is inspired by a desert flower.

- 9  Tell the students they are going to listen to the report about the Burj Khalifa again in order to complete the table. Read through the titles in the table with the students and check any vocabulary that they may not know. Explain that this table is a factfile.

Play the cassette again. The students listen again and find the answers in the text. Encourage students to write in full sentences as they fill in the table. Check answers as a class.

After completing the table, students answer the questions in the rubric. Students write down their answers in their notebooks, and then discuss their answers in pairs.

Answers

Type: Burj Khalifa is a skyscraper.

Location: It is located in Dubai in the United Arab Emirates.

Height: It is the tallest structure ever built at 828 metres.

Architecture: Burj Khalifa was designed by the architect Adrian Smith and is shaped like a 'Y'. The design is taken from nature and is inspired by the desert flower Hymenocallis. The top of the tower is sculpted into a slim spire and it's made from more than 4,000 tonnes of steel.

Interior design: Burj Khalifa contains apartments, offices and a hotel. In the lobby, water drops from the ceiling on 196 cymbals, made of a mixture of bronze and brass. Students' own answers

Quotation

Read the quotation to the class. Ask students to translate the quotation and discuss the meaning.

Translate if necessary. A suggested translation could be:

لَا يُمَكِّنُ فَهْمُ الْفَنِّ الْمَعْمَارِيِّ فِي مُجْتَمَعٍ مَا مِنْ دُونَ الْإِلْمَامِ بِهَذَا الْمَجْتَمَعِ.

Sir Hugh Maxwell Casson was an influential architect, designer and lecturer of the twentieth century. He understood the relationship between society and the buildings it creates and uses.

Do they agree with the quotation? Why/Why not?

As an extension, you may ask the students
What can we understand about the Nabateans from the architecture in Petra, for example?

Activity Book, page 50, exercises 6 and 7

In exercise 6, students read the sentences and choose the correct verb from the box to complete each one. They need to use the Present Simple Passive form of the verbs.

Talk to the students about objects you can see in the classroom and what they are made of. Now in exercise 7, students write about objects in their own homes and towns, choosing five of the materials in the box to use in their description. When they have finished, ask students to show their descriptions to a partner and to read each other's.

LESSONS 5 AND 6

Overview

Outcomes: It is expected that students will

- use context to guess the meaning of new words
- use dictionaries and glossaries to confirm and clarify word meaning
- respond to analytical questions before, during and after reading an article about the Dead Sea
- engage in a discussion about the Dead Sea to express opinion and give reasons
- pronounce *th-*
- compare reasons for visiting the Dead Sea
- write a postcard describing a tourist attraction in Jordan

Materials

- Student's Book pages 74–75
- Dictionaries
- Glossary – Activity Book pages 73–74
- Activity Book: Module 6 – pages 51–52

Student's Book, pages 74 and 75

VOCABULARY: Health

1 Ask the students to look at the photographs and say what they can see. (Dead Sea; resort)

Ask the students to look at the words in the box. Choose students to read the words aloud to check pronunciation.

The students work in pairs to answer the question. Check answers as a class. The students can check the meaning of any words they don't know in the Activity Book glossary or in a dictionary.

Once students have found the 'health' words, get them to find the adjectives. Ask them if they can tell you how they know they are adjectives (because of the suffixes). Can students think of any words ending with *-ful*? (beautiful, wonderful) or *-ic* (nomadic)? See if they can discuss together why they chose their answers as they did.

Get students to find synonyms for 'lovely', 'huge', 'breathing' and 'health-giving' from the adjectives they found. Which alternative do they prefer?

Extension:


Decide which adjective fits, and put the correct word in the gap.

- We had a great time when we went to the beautiful, peaceful beach – it was _____!
- A lot of people have allergies that create _____ problems.
- I like going on holiday – I think it is _____ because I can relax.

Either prepare these sentences for students who finish, or have students write their own sentences using the above adjectives. Set an extra dictionary challenge – can students find the nouns of each of the adjectives?

Answer

respiratory, cure, headache, disease, therapeutic



VOCABULARY: Health

- Which words refer to health? Check the meaning of any words you don't know in the **Activity Book glossary** or in a dictionary.

delightful benefit respiratory disease
therapeutic vast cure headache export resort

READING

- Read the article about the Dead Sea. In what ways is the Dead Sea such a good place for health tourism?

The Dead Sea

Jordan is known for its tourist attractions worldwide, especially **those** related to health tourism. The Dead Sea, which is the lowest point on Earth, is located southeast of the capital city, Amman. **It** is a delightful piece of scenery with many health benefits. It is hot in summer and warm in winter. The air is rich in oxygen, which is helpful for people with respiratory and skin diseases. The Dead Sea, which is visited by thousands of tourists from all over the world, is famous for its therapeutic waters. In fact, the water contains vast amounts of minerals such as magnesium, calcium, potassium and salt that are used to cure skin diseases, headaches and foot pain. The salt from the Dead Sea is exported to countries all around the world, due to **its** health benefits. These amounts of salt make it impossible for marine creatures to live in its water, which is why it is called the Dead Sea. There are also special treatment resorts at the Dead Sea. Patients spend weeks finishing their treatment and most of them go back home with amazing results.

READING

- Tell the students that they are going to read a text about health tourism at the Dead Sea in Jordan. What kind of information do they think might be included in the text? Have a small discussion with them before they read the text. Make sure their books are closed. Brainstorm ideas and write them on the board.

Tell the students to read the text quickly to find the answer to the question. Have them compare the information they gave earlier, with the information found in the text. Did they give more information themselves?

Students complete the exercise. Check answers as a class.

Answers

The Dead Sea has a warm temperature, and the air is rich in oxygen. Its waters are therapeutic. There are also special treatment resorts.

Activity Book, page 51, exercises 8 and 9

Students read the text in exercise 8 about medical tourism in Jordan and then check their understanding by answering the questions. Question 4 requires students to write their own opinion.

For exercise 9, students read the definitions and then re-read the text in exercise 8 to find the matching words.

COMPREHENSION

- Read the article again. Then, answer the questions using complete sentences.
 - Give another suitable title to the text.
 - What do the words in **bold** refer to?
 - What is the main idea of the text?
 - Describe why the Dead Sea has been given its name.
 - What are the health benefits of the Dead Sea?
 - What other places for health tourism can you think of? What is special about them?

PRONUNCIATION

- Listen to the sentences. Notice the sound of the cluster **th** in the words. Listen again and repeat. Then put the words with **th** in the correct column in the table.

	the	Earth
1 The Dead Sea, which is the lowest point on Earth, is located southeast of the capital city, Amman.		
2 The Dead Sea, which is visited by thousands of tourists from all over the world, is famous for its therapeutic waters.		

In pairs, find in the text more words and place in the table.

GRAMMAR: The Present Simple Passive

- Match to make sentences about the Dead Sea.

1 Jordan	are provided	with the therapeutic waters.
2 The Dead Sea	are treated	for its tourist attractions.
3 Many diseases	are found	to cure skin diseases.
4 The Dead Sea resorts	is located	southeast of the capital city Amman.
5 The Dead Sea water	is known	in its waters.
6 Vast amounts of minerals	is used	for patients from all over the world.

Jordan is known for its tourist attractions.

SPEAKING

- Do you think the Dead Sea is a good place to visit? Would you like to go on holiday there? Look back at the text and prepare five reasons to visit the Dead Sea. Use non-defining relative clauses if you can.

The Dead Sea, which is visited by thousands of tourists from all over the world, is famous for its therapeutic waters.

Writing strategies

Writing a postcard

- Make a list of the information you want to mention in your postcard.
- Remember that a postcard is short – up to one hundred words are needed.

WRITING

- Choose a tourist attraction in Jordan. Write a postcard to a friend and describe what you have seen there. Use the postcard on page 72 as a model and refer to the article in exercise 2 on page 74 to help you. Then share your work with the class.

The Dead sea is the lowest point on Earth. What's its surface elevation?

COMPREHENSION

- Tell students they are going to read the text again to answer the questions. Read through the questions with the class and check the meaning of any vocabulary the students may not know. The students read the text again and find the answers in the text. They can underline the key information in the text as they read.

Explain that the answer for question 6 cannot be found in the text, so students should give their own opinion.

Encourage the students to write in full rather than in note form. They can work in pairs if you wish. Choose students to give their answers and explain where they found the information in the text.

Ask the students if there is any vocabulary they still do not understand. Encourage other students to try to explain these words if they can.

Answers

1 Suggested answer: Health Tourism in Jordan

2 those (line 1): tourist attractions
It (line 3): the Dead Sea
its (line 9): salt from the Dead Sea

3 The main idea of the text is to introduce the readers to the health benefits of the Dead Sea in Jordan.

4 The Dead Sea contains large amounts of salt, and that makes it impossible for marine creatures to live in its water. That is why it is called the Dead Sea.

5 The Dead Sea's water is therapeutic because it contains a lot of minerals that are used to cure skin diseases, headaches and foot pain. Also, the air there is helpful for people with respiratory and skin diseases because it is rich in oxygen.


6 Students' own answers

Activity Book, page 52, exercises 10 and 11

Exercise 10 helps students to prepare their writing in exercise 11. Ask students if they know a place of beauty in Jordan, such as a natural reserve. You could describe your own favourite place. Students choose a place of beauty in Jordan and start their research by finding out about and writing notes on the scenery, weather, wildlife and vegetation. Then they make a list of all the things there are to do and see there, using the headings *physical activities and sports, photography, bird-watching, and art and writing*.

In exercise 11, students use their notes from exercise 10, to write a description with bullet points about their chosen place for a tourist factfile. Remind them to use adjectives to make their writing interesting. Ask volunteers to read their descriptions to the class.

PRONUNCIATION

4  Read the instructions and explain that students will listen to sentences with words that have the letters *th*. Play the cassette the first time, and ask students if they have heard the sound of the letters *th*.

Play the cassette again for students to repeat each sentence individually. Ask the students to refer to the *Pronunciation table* in the Activity Book page 75. Point to the words *thing* and *then* in the first column. Copy the symbols of the sounds *th* on the board and say each word. Ask some students to repeat.

Then ask students to copy the table in their notebooks. Explain that they have to put the words with *th* in the correct column in the table. While they are working, draw the table on the board for some volunteers to fill in when everyone has finished.

Ask them to work in pairs to find more words in the text with the letters *th* and write them in the correct columns in the table.

As an extension, ask them if they can think of words they know that have these sounds to add into the table.

Answers

The	Earth
those, with, that, these, there, their, them	health, southeast, thousands, therapeutic

Students' own answers

GRAMMAR: The Present Simple Passive

- 5** Ask the students what they remember from the text in exercise 2. Tell them they have to choose from each column to make sentences about the Dead Sea in the Present Simple Passive. Point out that they only need to use each part of the sentences once.

Remind them that there is a *Grammar notes* section in the Activity Book. They can refer to this if they need to.

Make sure the students don't write on their Student's Book. Instead, ask them to write the full sentences in their notebooks. While they are doing the activity, in pairs if you wish, you can write the three columns on the board and then ask volunteers to complete the matching in order to check the answers.

As an extension, ask students to use the verb forms from the second column to write their own sentences. Choose students to read their sentences aloud.

Answers

- 1** Jordan is known for its tourist attractions. **2** The Dead Sea is located southeast of the capital city Amman. **3** Many diseases are treated with the therapeutic waters. **4** The Dead Sea resorts are provided for patients from all over the world. **5** The Dead Sea water is used to cure skin diseases. **6** Vast amounts of minerals are found in its waters.

SPEAKING

- 6** Ask the students what they remember about the Dead Sea. Ask what else they know about it. Tell them they can use their own notes from exercise 2 on page 74. Ask the students to remind you of the form and use of the Present Simple Passive by giving you examples.

Tell the students that they have to prepare five main reasons for visiting the Dead Sea using non-defining relative clauses if possible. They can look back at the text for ideas.

Students complete the exercise. Monitor as they are working, helping where necessary. Do not check their answers at this point.

Suggested answers

The Dead Sea, which is visited by thousands of tourists from all over the world, is famous for its therapeutic waters. Its air, which is rich in oxygen, is helpful for people with respiratory and skin diseases. The Dead Sea, which is the lowest point on Earth, is hot in summer and warm in winter. The Dead Sea, which contains a lot of minerals, is used to cure skin diseases, headaches and foot pain. Patients, who go to its special treatment resorts, return home with amazing results.

- 7** Tell the students that they are going to explain their reasons to their partner and listen to their partner's reasons for visiting the Dead Sea. Tell them to compare their reasons. Are they the same? Choose students to explain their reasons for the class.

Answers

Students' own answers

WRITING

- 8** Tell students that they are going to write a postcard about visiting a tourist attraction in Jordan. Go through the **Writing strategies** box with the students.

The students write their postcard, using the one on page 72 as a model and referring to the article in exercise 2 on page 74 to help them know what to write about.

Monitor as they are writing, helping where needed. Encourage students to correct any mistakes themselves, rather than giving them the answer immediately. Choose students to read their postcards to the class. Give students more time to illustrate their postcards.

Collect the postcards from the students and tell them you are going to put them all together to form a guidebook for Jordan.

Answers

Students' own answers

Research box

Ask the students to read the question in the *Research box*. Do they know the answer? Explain that they have to find out the information before the next class online, or by visiting the school library or a public library. (It's the lowest point on Earth. Its surface elevation is around 400m below sea level).

Unit 10 Cultural tourism

LESSONS 1 AND 2

Overview

Outcomes: It is expected that students will

- use pictures to make guesses
- use context to guess the meaning of new words
- use dictionaries and glossaries to confirm and clarify word meaning
- demonstrate understanding of a reading text by answering comprehension questions
- pronounce initial *wh*-
- ask and answer questions about a famous painting using the Past Simple Passive

Materials

- Student's Book pages 76–77
- Dictionaries
- Glossary – Activity Book pages 73–74
- Cassette
- Activity Book: Module 6 – page 53

Student's Book, pages 76 and 77

Unit 10 Cultural tourism

BEFORE YOU BEGIN

- 1 Look at the pictures. How do you think they are related to cultural tourism?
- 2 Read the words. Which ones refer to people? Check the meaning of any words you don't know in the Activity Book glossary or in a dictionary.
 artist sculptor sketch drawing painting effect
 portrait examine affect
- 3 Read and listen to the text about Leonardo da Vinci. What is his most famous painting? What is his most interesting invention?

Grammar
the Past Simple Passive

The power of imagination

Cultural tourism means travelling to a certain country to experience its culture, including its language, history, art and other aspects of culture. Thousands of tourists from around the world visit the Louvre Museum in Paris, France, to see the *Mona Lisa* by Leonardo da Vinci. Leonardo da Vinci was born in Italy in 1452 CE. He is regarded as one of the world's greatest artists for being a talented musician, sculptor as well as being a brilliant scientist and inventor. His notebooks were filled with sketches and drawings of many things: the human body, birds in flight, and designs for the different machines that he invented. When he was fifteen years old, Leonardo began to work for an artist. He learnt how to paint, sculpt and design jewellery. By the age of twenty, Leonardo was a great painter and sculptor. Leonardo began work on many large paintings, but very few of them were finished. He did,

however, discover how to use light and dark to create effects. His painting *Mona Lisa* is a masterpiece of light and dark, and it is probably the most famous portrait in the world today. Leonardo was greatly interested in science and nature, so he examined plants and trees to discover how they grow. He also studied rocks to see how they were formed, and he carried out tests to show what things can affect the wind and the oceans. Leonardo was also very interested in machines and sketched many inventions. He studied how birds use their wings to fly, and invented some 'flying machines': a type of parachute, an early helicopter, and an aeroplane. During his lifetime, Leonardo was admired and greatly respected. However, when he died in 1519 CE, his works were not really understood because he was a true genius, far ahead of his time.

BEFORE YOU BEGIN

- 1 Ask the students to look at the photographs and say what they can see in each one. Ask if they know who the artist is (Leonardo da Vinci). Do not confirm their answers at this point. Ask them what the relation between the title of the unit and the photographs is. What other forms of tourism can they think of?

In pairs, the students discuss the question. Choose students to give their answers.

Answers

Students' own answers

- 2 Ask the students to look at the words in the box. Choose students to read the words aloud to check pronunciation.

The students work in pairs to answer the question. Check answers as a class. Ask students if they can find a word in the box that is both a verb and a noun (sketch). How many verbs are there in the box? (If you count 'sketch', there are 3 – sketch, examine, affect).

Ask students to look up the difference between 'affect' and 'effect' in a dictionary (they may find this difficult, but you should let them be analytical here). Test their understanding by getting them to create some sentences with both ('effect' is always a noun, and 'affect' is almost always a verb).

For example:

The sad film affected me. It made me cry.

The sad film had an effect on me. It made me cry.

The students can check the meaning of any words they don't know in the Activity Book glossary or in a dictionary. Encourage them to use the school library, an encyclopaedia or go online. Ask, what is the difference between a portrait and a painting? (a portrait is a painting/photograph of a person and a painting is a picture that is painted.) Ask the students what kind of art they like best.

Answers

sculptor, artist

Students look at the nouns in the first column and write the words for the people connected to that topic.

- 3 Tell the students that they are going to read and listen to a text about Leonardo da Vinci. Tell them to look at the title of the text. What information do the students think might be included in the text? Tell them they are going to read and listen to the text to answer the two questions.

Play the cassette. The students read and listen at the same time. Check answers as a class.

Answers

Leonardo da Vinci is the painter of the *Mona Lisa*, probably the most famous and most recognised painting in the world. He was an Italian artist and inventor in the 1400s. He was interested in science and invented many machines, including a helicopter and an aeroplane. He was considered to be a genius ahead of his time.

COMPREHENSION

- 4 Read and listen to the text again. In which paragraph can you read about...?

- 1 Leonardo the Scientist
- 2 The talented child
- 3 A masterpiece of light and dark
- 4 Leonardo's death
- 5 Inventions by Leonardo Da Vinci
- 6 Leonardo Da Vinci's birth and his different talents

Learning never exhausts the mind.
Leonardo da Vinci,
painter and inventor
(1452 CE–1519 CE)

GRAMMAR: The Past Simple Passive

- 5 Complete the sentences based on the text on page 76 with the Past Simple Passive form of the verbs in brackets.

- 1 Leonardo was born (bear) in 1452 CE.
- 2 His notebooks were filled (fill) with drawings of many things.
- 3 Very few of Leonardo's large paintings were finished (finish).
- 4 He also studied rocks to see how they were formed (form).
- 5 During his lifetime, Leonardo was admired (admire) and was respected (respect).
- 6 When he died in 1519 CE, Leonardo wasn't understood (not understand).

- 6 Rewrite the sentences in the Past Simple Passive. Start each sentence with the words in bold. Use *by* only if necessary.

- 1 Vincent Van Gogh created a famous picture.
A famous picture was created by Vincent Van Gogh.
- 2 Some sunflowers inspired Van Gogh.
- 3 He painted the picture in the south of France.
- 4 He finished the painting in 1888 CE.
- 5 He used lots of bright colours in his painting.
- 6 He called it *Sunflowers*.
- 7 An art gallery bought the painting.

PRONUNCIATION

- 7 Listen to the following relative pronouns.

who where when what

Listen again and repeat. Do the words start with the same sound? Explain. Which sound does the word *why* start with?

SPEAKING

- 8 In pairs, ask and answer questions in the Past Simple Passive about Van Gogh's painting of *Sunflowers*. Use *by* when necessary.

- 1 Who ...? 2 Where ...? 3 When ...?
- 4 What ...? 5 What ...? 6 Who ...?

A: Who was *Sunflowers* painted by?

B: It was painted by Vincent Van Gogh.



COMPREHENSION

- 4 Tell students they need to match the general information in the question to more specific information in the text. Read the information with the students, and explain that they will not find the information in the same order in the text.

The students read the text again and find the answers in it. They can underline the key information in the text as they read. Play the cassette again.

Students should check their answers against the text and recording, as they will now have a good knowledge of the content and order of the text. After listening, they should check with a partner to clear any misunderstandings. Encourage them to reason with their partner if there is a difference between their answers, rather than just accepting the other's answer as correct.

Answers

- 1 Paragraph 4 2 Paragraph 2 3 Paragraph 3
4 Paragraph 6 5 Paragraph 5 6 Paragraph 1

GRAMMAR: The Past Simple Passive

- 5 Ask the students what they remember about Leonardo da Vinci. Ask them to remind you of the form and use of the Present Simple Passive. Ask *How do you think we form the Past Simple Passive?* Go through the examples of the Past Simple Passive in the *Grammar notes* section in the Activity Book. Now write up the first sentence on the board and ask the students to tell you what the correct verb form is.

Ask the students to look at the sentences and explain that they have to complete them using the verbs in brackets and the Past Simple Passive.

The students complete the exercise, in pairs if you wish. Choose students to give you their answers and explain why they think each answer is correct.

Answers

- 1 was born 2 were filled 3 were finished
4 were formed 5 was admired / respected
6 wasn't understood

Quotation

Read the quotation to the class. Ask students to translate it and then discuss its meaning. Translate it for them if necessary. A suggested translation could be:

إِنَّ التَّعْلَمَ لَا يُرْهِقُ الْعَقْلَ أَبَدًا.

Students might disagree on whether learning is exhausting/tiring or not. Get them to think about why Leonardo da Vinci said this. His incredible artistic and scientific vision has given him the accolade of the most multi-talented man ever. He was also responsible for the invention of small household items. Ask students to think of ways in which Leonardo's quotation is/has been true for them. Do they still disagree?

- 6** Ask the students which word is used in the passive voice when we know who or what did the action (by).

Tell students that they have to rewrite the sentences using the Past Simple Passive. Point out that they should only use *by* when necessary.


Check answers as a class.

As an extension, ask the students to write three sentences each, using the Past Simple Passive. Tell them to exchange their sentences with a partner and re-write them in the active voice.

Answers

1 A famous picture was created by Vincent Van Gogh. **2** Van Gogh was inspired by some sunflowers. **3** The picture was painted in the south of France. **4** The painting was finished in 1888 CE. **5** Lots of bright colours were used in his painting. **6** It was called *Sunflowers*. **7** The painting was bought by an art gallery.

PRONUNCIATION

- 7**  Tell the students that they are going to listen to the cassette the first time to see if the words start with the same sound. Ask them what the words are. Elicit answers (*wh* words to ask questions). Play the cassette again. Ask some students to repeat the words out loud for the whole class to hear. Ask them what the word *who* starts with. Elicit answers (*h*). Then ask if all the other words start with the same sound. Elicit the answer *No*.

Ask the students to refer to the *Pronunciation table* in the Activity Book page 75. Point to the *h* symbol for the word *hot*. Explain that only *who* starts with this sound. The other *wh* words start with *w* like *wet* in the table.

Then ask them if the word *why* starts with the *h* or *w* sound. Elicit answers.

Answers

No, not all the words start with the same sound. *Who* starts with the sound *h*, and *where*, *when* and *what* start with the sound *w*. The word *why* starts with the sound *w*.

Activity Book, page 53, exercises 2 and 3

Remind students about how we use the Past Simple Passive. In exercise 2, students read the newspaper article and complete the sentences using the Past Simple Passive form of the verbs in brackets. Read the completed article to the class.

In exercise 3, students use the word prompts to write sentences in the Past Simple Passive.

Since students should be fairly competent at constructing the passive voice when directed by now, they can use this exercise to read and become comfortable with the fluent pronunciation of these sentences. Check the pronunciation of 'was' as /wəz/. If students complete this, they can work on preparing some sentences of their own about famous monuments or inventions.

SPEAKING

- 8** Ask students to look at the picture on the right. Ask *What is the subject of the painting? Who painted the picture?*

Tell the students they are going to work in pairs to ask and answer questions in the Past Simple Passive about Van Gogh's painting. Tell them to use *by* when necessary.

The students complete the exercise. Monitor as they are working, helping where necessary. Choose pairs to act out their dialogues in front of the class.

Answers

1 A: Who was *Sunflowers* painted by? **B:** It was painted by Vincent Van Gogh. **2 A:** Where was *Sunflowers* painted? **B:** It was painted in the south of France. **3 A:** When was the painting finished? **B:** It was finished in 1888 CE. **4 A:** What colours were used in the painting? **B:** Lots of bright colours were used in the painting. **5 A:** What was the painting called? **B:** It was called *Sunflowers*. **6 A:** Who was the painting bought by? **B:** It was bought by an art gallery.

NOTE: Assign exercise 8 on page 79 of the Student's Book for students to research the people mentioned in the box. Encourage them to use the school library, a public library or to go online to find information on the people mentioned. Ask them to bring their notes and findings to the next class.

LESSONS 3 AND 4

Overview


Outcomes: It is expected that students will

- classify data into a table by practising word building
- develop listening strategies to label a picture representing an invention
- participate in a group discussion to express opinions and ideas
- ask and answer questions about inventors and artists and their works
- write a factfile about a favourite artist or inventor

Materials

- Student's Book pages 78–79
- Dictionaries
- Glossary – Activity Book pages 73–74
- Cassette
- Activity Book: Module 6 – page 54

Student's Book, pages 78 and 79



VOCABULARY: Word building

1 Read the text about Leonardo da Vinci on page 76 again and complete this table with the correct words.

Noun	flight	sculpture		invention	examination	discovery	
Verb	to fly		to design	to study			to sketch

Listening strategies

Pictures

- Listen carefully as you look at the picture.
- Don't worry if you don't understand every word – just listen for the important ones.
- As you listen, take notes. Write in abbreviations and focus on the important information and key terms (e.g. flying machine, bird).

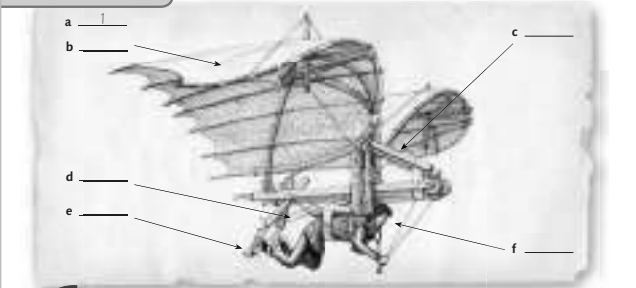
VOCABULARY: Art

2 Match the beginning and the end of each sentence.

1 A musician	a sculpts or casts metal.
2 A sculptor	b does drawings and sketches.
3 An engineer	c creates music.
4 An artist	d takes photos.
5 A painter	e thinks of new inventions.
6 A photographer	f expresses ideas in paintings.

LISTENING

3 This picture shows one of Leonardo's inventions. Listen and number the parts.



VOCABULARY: Word building

1 Ask the students to look at the photographs at the top of the page. What can they see? (a musician, a sculptor and a painter). Ask the students what they remember about Leonardo da Vinci.

Ask the students to look at the table. Explain that they have to read the text about Leonardo da Vinci

on page 76 again and complete the table with the missing nouns and verbs.

Students complete the exercise, in pairs if you wish. Check answers as a class.

Answers

Noun	Verb
flight	to fly
sculpture	to sculpt
design	to design
study	to study
invention	to invent
examination	to examine
discovery	to discover
sketch	to sketch

VOCABULARY: Art

2 Students have to match the beginning and end of each sentence as in the example about different people and their definitions. Remind them that they can only use each beginning and ending once.

Make sure the students don't write on their Student's Book. Instead, ask them to write the full sentences in their notebooks. While they are doing the activity, in pairs if you wish, you can write the two columns on the board and then ask volunteers to complete the matching in order to check the answers.

As an extension, ask the students to think of Jordanian people who work as musicians, sculptors, painters, etc. Once they've finished, put students in small groups and have them discuss their choices. Have a vote on the most important person in each field.

Answers

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

LISTENING

3 Ask the students to look at the picture. What do they think it is? Do they know who invented it? What does it do? Have a small discussion, asking the students to give reasons for their guesses. Then, ask them to read the *Listening strategies*.

Tell the students that they are going to listen to a description of the invention and that they have to number the parts as they hear them.

Play the cassette for the students. The students listen and number the parts. Check answers as a class.

Audioscript

- 1 This picture is taken from Leonardo da Vinci's notebooks. It's a design for a flying machine and it was invented by Leonardo in 1500 CE. If it was built, it would be too heavy to lift off the ground!
- 2 Leonardo designed his flying machine to look like a giant bird. It had wings. These were made of heavy material, and they were very big.
- 3 There was a rope. This was used to change the direction of flight.
- 4 The frame looked like the body of a bird. This was constructed from wood.
- 5 A man was needed to make the machine work.
- 6 Pedals were also part of the invention. These were designed to make the wings 'fly'.

Answers

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

4 Listen again and choose the correct answers.

- 1 The picture was taken from one of Leonardo da Vinci's
a paintings. **b** notebooks. c portraits
d drawings.
- 2 The flying machine was designed to look like
a a giant bird. b a giant helicopter.
c a giant plane. **d** a giant wing.
- 3 The frame was constructed from
a rope. b wood. c steel. **d** marble.
- 4 A rope was used to
a change position. b change the pedals.
c change direction. **d** change height.
- 5 The wings were made of
a heavy glass. b heavy metal.
c heavy wood. **d** heavy material.

SPEAKING

- 5 Study Leonardo's flying machine in exercise 3. If it was built, do you think it would work? Discuss in groups.
- 6 Most people agree that Leonardo was a genius. Think of some other people who are often described as geniuses. Make a list with your group. Try to include some artists and inventors.
- 7 What makes a genius? Look at the names on your list to find answers. Discuss your ideas with your group and share them with the class.

READING AND SPEAKING

- 8 Work in pairs. Ask and answer the questions below. Choose an answer from the box. Use the Past Simple Passive in your answers.

Leonardo da Vinci John Logie Baird Emperor Shah Jahan William Shakespeare
The Chinese Alexander Graham Bell Mozart Gustave Eiffel
Thomas Edison Fawaz Tougan Tim Berners-Lee Rafiq Lahham

Student A

- 1 Who painted the *Mona Lisa*?
- 2 Who wrote the play *Macbeth*?
- 3 Who invented the telephone?
- 4 Who painted *Tree and Moon*?
- 5 Who invented the television?
- 6 Who built the Taj Mahal?

A: Who painted the *Mona Lisa*?
B: The *Mona Lisa* was painted by Leonardo da Vinci.

WRITING

- 9 Write a factfile about your favourite artist or inventor. You can use some of the examples in exercise 8.

79

- 4 Tell the students that they are going to listen to the description again to choose the correct answers. Read through the sentences with the students and check any vocabulary that they may not know. Give students a couple of minutes to read through the options and decide which they think is the right answer.

Play the cassette again. Students listen again and circle *a*, *b*, *c* or *d*. Check answers as a class.

Ask them to consider why they think the other answers are wrong. They should think carefully why their chosen answer is correct.

Answers

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

Activity Book, page 54, exercise 4

Ask the class if they know anything about the history of the hot air balloon. Accept all answers for now. Put these words on the board: animals, French brothers, English Channel, long-distance, 1960 CE, around the world, world record. Tell students to discuss with their partners how these words are relevant to the hot air balloon's history. Give them a few minutes – do not ask for feedback.

Students look at the text on flying a hot air balloon, which consists of word prompts. They use these words to write the text in complete sentences using the Past Simple Passive.

After checking the answers as a class, ask students whether their ideas about the words given were close to the text. Now let students reconstruct the text from the words on the board, using what they can remember from the Activity Book. They should close their books to do this, and work in pairs.

SPEAKING

- 5 Ask the students to look carefully at Leonardo's flying machine in exercise 3 again and look at the question. Explain that they have to discuss the question in groups and decide if they think the flying machine would work.

Choose a representative from each group to give and explain their answers. Ask them to think about the phrases they can use to express opinion.

Answers

Students' own answers

- 6 Check the meaning of *genius*. Ask the students which people they consider to be geniuses. Point out that a genius can work in any profession. Do they think Mozart was a genius? Why/Why not? Students continue to work in groups and make a list of geniuses. Choose students to read out their lists for the class. Do not ask them to explain the reasons for their choices at this point.

Suggested answers

Vincent Van Gogh, William Shakespeare, Mozart, Thomas Edison, Charles Dickens, Tim Berners-Lee, Beethoven, Alexander Graham Bell, Marie Curie

- 7 Ask the students to think about what makes a genius. Explain that they have to look at their list and decide what the people on the list have in common that makes them geniuses.

The students discuss their list and the question with their groups. Choose students to share their ideas with the class.

Answers

Students' own answers

READING AND SPEAKING

- 8 Tell the students they are going to ask and answer questions about famous geniuses. Ask them to remind you of the form and use of the Past Simple Passive.

Ask what the students know about the geniuses in the box, based on the research they have done at home. Divide the class into pairs, Student A and Student B. Ask the students to read the questions in their list. Explain that they have to take it in turns to ask questions and choose answers from the people in the box.

Students complete the exercise. Check answers as a class.

Answers

1 *The Mona Lisa* was painted by Leonardo da Vinci. 2 The play *Macbeth* was written by William Shakespeare. 3 The telephone was invented by Alexander Graham Bell. 4 *Tree and Moon* was painted by Rafiq Lahham. 5 The television was invented by John Logie Baird. 6 The Taj Mahal was built by Emperor Shah Jahan. / 1 The opera *Don Giovanni* was composed by Mozart. 2 The novella *The Merchant and the Bird* was written by Fawaz Touqan. 3 Gunpowder was invented by the Chinese. 4 The electric lamp was invented by Thomas Edison. 5 The World Wide Web was invented by Tim Berners-Lee. 6 The Eiffel Tower was designed by Gustave Eiffel.

Activity Book, page 54, exercise 5

This exercise practises using unfamiliar verbs to form the Past Simple Passive. Students will have to combine good dictionary skills and grammar knowledge to write the instructions.

Tell students to cross off all words that they know already. Can they make a guess at the meanings of the others? Tell them to work in pairs to share their knowledge, and then to use a dictionary to check all the words they were unsure of.

Next, they should look at the pictures and apply the appropriate verbs and nouns to each one. Tell them not to make sentences yet. Check with the class that they have the appropriate verb/noun combinations in preparation for constructing the sentences.

Students look at the five pictures illustrating how one of the first hot air balloons flew. They write the five steps, using the verbs and nouns in the box to help them. Remind students to use the Past Simple Passive, and *by* if necessary.

WRITING

- 9 Tell students that they are going to write a factfile, like the ones they produced in *Action Pack 9*.

Tell them they are also familiar with how to fill in a factfile, and how to suggest headings for it in Modules 3 and 4. Review the structure with reference to *Action Pack 9*, and ask how students could improve their work from the standard they were at last year (use the Passive voice, when necessary, with irregular verbs and more adventurous vocabulary).

Tell them they can write about any inventor, artist or genius they like. They can use the Internet, the school library or a public library and reference books to research their chosen person. If you have time, have several students present their work to the class.

Answers

Students' own answers

LESSONS 5 AND 6

Overview


Outcomes: It is expected that students will

- respond to analytical questions before, during and after reading an article about the Jordan National Gallery of Fine Arts
- use context to guess the meaning of new words
- use dictionaries and glossaries to confirm and clarify word meaning
- engage in a discussion about ways to activate national interest in art
- participate in a debate to express agreement or disagreement
- design a programme for promoting the artistic movement in Jordan
- organise information into an e-presentation

Materials

- Student's Book pages 80–81
- Dictionaries
- Glossary – Activity Book pages 73–74
- Activity Book: Module 6 – pages 55–56

Student's Book, pages 80 and 81



READING

- 1 Read the article about the Jordan National Gallery of Fine Arts. What is special about it?
- 2 Which words are connected to art? Check the meaning of any words you don't know in the **Activity Book glossary** or in a dictionary.

gallery fine arts patron magnificent promote
pottery contemporary remote display curate

Jordan National Gallery of Fine Arts

If you visited a country to learn mainly about its culture, that would be cultural tourism. The best places to start finding out about Jordanian culture are the museums and galleries in Jordan. **They** can give a tourist a good idea about art in this country, and how it has developed over the years.

¹⁵ One of the most magnificent places for art exhibition in Jordan is the Jordan National Gallery of Fine Arts. It was opened in February 1980 CE by the Royal Society of Fine Arts, and its patrons were His Majesty the late King Hussein and Her Majesty Queen Nour Al Hussein.

¹⁰ The gallery contains extremely valuable paintings, sculpture and pottery that represent both contemporary and Islamic arts. Exhibitions at the gallery contain works of art, sculpture and pottery by contemporary Jordanian artists such as Adnan Al Sharif and Alia Amoura, as well as artists from the Middle East and all around the world.

¹⁵ A recent project introduced by the gallery in May 2009 CE is the programme of the Touring Museum. The purpose of the programme, as its name shows, is to promote art to people all over Jordan, especially **those** who live in remote places. Art workshops and displays of the main exhibitions in the gallery are the main parts of the programme.

²⁰ The gallery is closely linked to the Jordan Association of Artists, who organise and curate the Touring Museum. **They** aim to make art available to everyone, and also to make sure artists can be free to deliver their message. The Association has recently helped the Gallery to increase the number of exhibitions by female artists and continues to set up conferences on the subject of Jordanian art and culture.

²⁵ So, if you want to know more about Jordanian art and culture, go to the Jordanian Gallery of Fine Arts!

READING

- 1 Ask the students to remind you of any form of art they know of. Ask them to look at the photographs at the top of the page. Ask *Do you know what the people are doing in these photographs?* Tell them they are going to read an article to find out.

Explain that in the article they are going to read about the Jordan National Gallery of Fine Arts. Ask them if they have ever been there. Then, ask the students to read the article quickly to find the answers. Tell them not to worry about any vocabulary they may not know at this point.

Suggested answers

The gallery contains precious paintings, sculpture and pottery from all around the world. The gallery has a Touring Museum programme.

- 2 Ask the students to look at the words in the box. Choose students to read the words aloud to check pronunciation. Students work in pairs to answer the question. They can check the meaning of any words they don't know in the Activity Book glossary or in a dictionary. Encourage them to use the school library, a public library, an encyclopaedia or the Internet. Check answers as a class.

Answers

gallery, fine arts, patron, contemporary, pottery, curate

COMPREHENSION

- 3 Read the article again and answer the questions.
 - 1 What is cultural tourism?
 - 2 What do the words in **bold** refer to?
 - 3 What did His Majesty the late King Hussein and Her Majesty Queen Nour Al Hussein do?
 - 4 What does the gallery include?
 - 5 Describe the Touring Museum project in your own words.
 - 6 What is the Jordan Association of Artists' goal?
 - 7 What has this association already achieved?
 - 8 Do you think the Touring Museum is beneficial for people living in distant areas? Why/Why not?

SPEAKING

- 4 What other activities could the Jordan National Gallery of Fine Arts do to activate national interest in art? Discuss with your partner.
- 5 Many people say that art is the most important means of expressing one's ideas and feelings. Do you agree or disagree with this? If you disagree, what do you believe is more important? Have a debate to present your ideas.

WRITING

- 6 Can you design a new programme for promoting the artistic movement in Jordan? Write your plan and describe the process. Include answers to the following questions:
 - 1 What is the name of the programme?
 - 2 What is the purpose of the programme?
 - 3 What are the steps for realising it?
 - 4 What are the possible difficulties that you might face?

Name of the programme: _____
Purpose: _____
Process: _____
Difficulties: _____

SPEAKING

- 7 Use the plan in exercise 6 to give an e-presentation about your programme to the class and explain how it functions.

? Who is Adnan Al Sharif and what are some of his most famous works of art?

COMPREHENSION

- 3** Tell the students they are going to read the article again to find the answers to the questions. Students should spend three minutes reading the questions in order to remember as many of them as they can. After they have done this, they should work in pairs, with their books closed to re-construct the questions.

Tell students that exact wording does not matter, because they only need to get the gist of the questions. This is done so that they can focus on getting a good understanding of the text while searching for the answers within it.

When they have had a go at re-constructing the questions they should compare them with the originals. The students read the article again. They can underline the relevant information in the text as they read.

The questions are in the same order in the text, so they can work through it systematically. Explain that question 2 is designed to get them to analyse a grammar point, and that question 8 is one where they need to state their own opinion, so they will not find the answer in the text. Lastly, explain that they need to use their own words as much as possible to answer the questions. This gives them useful practice in paraphrasing in manageable amounts of text. They can work in pairs if you wish.

Choose students to give their answers after they have finished.

Answers

- 1** Cultural tourism is when people visit a country for the purpose of learning about its culture, and not for visiting its tourist attractions mainly. **2** they (line 3): the museums and galleries in Jordan; those (line 17): people in Jordan; they (line 21): people in the Jordan Association of Artists **3** His Majesty King Hussein and Her Majesty Queen Nour Al Hussein supported the Jordan National Gallery of Fine Arts. **4** The gallery includes precious paintings, sculpture and pottery representing both contemporary and Islamic arts. **5** Students' own answers **6** Its goal is to make art available to all the people and to make sure artists are free to express themselves. **7** It has helped the Jordan National Gallery of Fine Arts to have more female artists exhibit their works of art, and has set up conferences about Jordanian art and culture. **8** Students' own answers

Activity Book, page 55, exercises 6, 7 and 8

For exercise 6, read the text to the students and explain any words they're not sure of. Students then read the text themselves and the definitions beneath. They match the words (1–7) in bold with the meanings (a–g).

In exercise 7, students choose five of the words from exercise 6, and use them to write their own sentences. Ask volunteers to read some of their sentences to the class.

In exercise 8 and if possible, tell students about an art exhibition gallery you have visited. Students then write about whether they have visited a gallery or not. Ask students to show their work to a partner and read each other's writing. Encourage them to ask each other more questions about visiting a gallery.

SPEAKING

- 4** Ask students what other activities they think the Jordan National Gallery of Fine Arts could do to make people more interested in art.

Tell the students they have to discuss the questions in pairs. Choose students to give their answers and explain them. Students should take notes to be referenced in exercise 6.

Answers

Students' own answers

- 5** Ask students to raise their hands if they agree with the statement and pair these students up with students who do not agree with it. Each pair (or small group) should give reasons explaining why they think so. Students should pay close attention to the counter argument presented to them, as it may come in handy in the next part of the exercise.

Divide the class into two groups in order to have a debate. Tell one half that they should say why they agree with the statement and the other half should argue against them. Each group should give reasons for the viewpoint they are representing.

Tell them they can use expressions like '*The most important problem seems to be...*' to introduce a point; '*I would agree with them in principle, but...*' for partial agreement; '*The problem with your point of view is that...*' for disagreement; '*For instance...*' for giving an example; '*To start with...*', '*Considering...*' for giving reasons and offering explanations; '*To sum up...*', '*In short...*', '*To summarise our position...*' for summarising.

Answers

Students' own answers

WRITING

- 6** Tell students that people often come up with new ideas or designs when they are trying to find a solution to a problem.

Tell the students they are going to design a programme of their own. As a starting point, ask them to think about any practical problems they might have in their everyday life. You could give a few examples of your own if you wish.

The students write their plan and a description of its process including the answers to the four questions. Monitor as they are writing, pointing out any errors. Encourage the students to correct any mistakes themselves, rather than giving them the answer immediately. Do not ask students to share their work at this point.

After the students have finished working on the programme, ask them to use Assessment Tool 10 in the Activity Book page 80, to evaluate their comprehension of the article before they present it to the class.

Answers

Students' own answers

SPEAKING

- 7** Tell the students they are going to deliver an e-presentation to the class, using visual aids or technology.

Remind students that they should use only bullet points and short sentences on e-presentation slides. They need to make sure their slides are well presented and colourful. They should be easy to follow as well, both for the student presenting, and the audience. It is important that they answer the questions in the Student's Book. Remind them about the guidelines to making a speech from unit 6 (page 51).

Ask the students to present their programme to the class and explain what it is for and how it is used. Encourage the class to ask questions about the different student inventions.

Answers

Students' own answers

Research box

Ask the students to read the question in the *Research box*. Do they know the answer?

Ask them to do research on the Internet, to visit the school library or a public library.

Explain that they have to find out the information before the next class (Adnan Al Sharif is a Jordanian artist. Some of his famous works are *For Love Peace, Freedom* and *Fur Das Recht (For The Right)*. The students may find different answers in their research, so accept any appropriate answers.

Activity Book, page 56, exercises 9 and 10

Exercise 9 helps students to prepare their writing in exercise 10. Students choose an everyday object to research. They can use the ideas in the box or think of their own. They find out about the history and invention of their object and make notes.

In exercise 10, students write about the invention of their chosen object using their notes from exercise 9. They must answer the questions provided. Encourage them to use the Present Simple Passive and Past Simple Passive as much as they can, however, they should be very careful not to write all verbs in the Passive voice. Make this very clear so that they do not do this even though they have the knowledge. It would be useful here to do some class corrections on the board. For example, write these three sentences:

The car invented Karl Benz. (The car was invented by Karl Benz/Karl Benz invented the car.)

The Ancient Egyptians were created the first writing system. (The Ancient Egyptians created the first writing system.)

Paintings painted by artists. (Paintings are painted by artists.)

Get students to correct them in pairs – they should be able to explain their answers.

Ask volunteers to read their descriptions to the class.

LESSON 7

Project

Tell the students they are going to write a description of a tourist attraction. Ask them to remind you of the buildings they learnt about in units 9 and 10.

Ask students to look at page 82 in their Students' Book. Read through the task with them. Explain that they will do this on a piece of paper when they are ready. They should first plan in their notebooks.

You may need to provide the students with information about the tourist attraction they have chosen. Alternatively, you could ask them to find out the information at home before you do the project in class. Encourage them to visit the school library, or a public library and do some research. Explain that the historical aspect is only a way of practising their language skills in this task.

Ask the students to read the facts about the Taj Mahal. Then ask them to read the questions that they will need to answer about the tourist attraction they choose. Ask the students to answer the questions about the tourist attraction they have chosen and to write a list of facts like the Taj Mahal facts.

Tell the students they have to imagine they have visited their chosen tourist site. Explain that they have to write a postcard to a friend and describe the site. Tell them to include the facts they have discovered.

The students write their postcard, using the postcard on page 72 as a model. Monitor as they are writing, helping where needed. Encourage the students to correct any mistakes themselves, rather than giving them the answer immediately. Remind them to illustrate their text with drawings or pictures they have found in magazines, etc.

Give the students pieces of paper to write their final projects on. The projects could be displayed on the classroom wall.

Invite questions from the class about each other's work.

Tell students to look at their factfile of information about a tourist spot. Ask them what kind of text or advertisement would attract them to go there (interesting, colourful, exciting, luxurious, well-equipped).

Explain they will write a brochure for their tourist attraction.

They will need to use the following to write a successful one. Give them this checklist and go through it with them:

	Facts	Persuasive Ideas
What does it look like?		
What can you do there?		
Where can you stay?		
Other places near to visit		
Interesting information		

Tell them to fill in the *Facts* section and do extra research if necessary. Then look at the next column. Ask students what they think it means. Accept any appropriate answers.

Explain that a good persuasive text has writing that is exciting and attracts the reader.

They should do the following (you should display this checklist on the board for the students to refer to):

Use varied and interesting adjectives.

Practise describing the Taj Mahal on page 82. How many adjectives/sentences can students come up with?

Use facts and figures to give your audience a good idea of the place and to make it more 'real'.

Ask your audience questions.

Explain that questions like *Have you ever wanted to see the Taj Mahal in the early morning light?*, *What could be better than the experience of India?*, *What more could anyone ask for?* and *What are you waiting for?* Book your holiday today! Involve your audience and actually persuade them.

Students create their brochures, working in pairs to discuss the success of their ideas.

Display the brochures with the postcards to showcase hard work.

Project

Write a description of a tourist attraction.

Your task

- Choose a tourist attraction. Research some facts about it on the Internet, in the school library or public library. Answer the questions.
- Imagine you have visited your chosen tourist attraction. Write a postcard to a friend and describe the place.
- Share your work with the class. Ask questions about the other places and answer questions about your chosen tourist attraction. Try to use the passive voice when you reply.

Taj Mahal

FACTS

- The Taj Mahal is located in India.
- It was built by the Emperor Shah Jahan as a memorial to his wife, Mumtaz Mahal.
- 20,000 workers were paid to construct the building.
- It was built out of the most expensive white marble and decorated with thousands of precious stones.
- Today it is regarded as a masterpiece, a symbol of India, and one of the Seven Wonders of the World.
- It is visited by about three million tourists every year.

QUESTIONS

- Where is the tourist attraction located?
- Is it natural or built? If it is built, who was it built by? How was it built? What materials were used to build and decorate it? What is it used for today?
- If it is natural, why is it visited? How is it exceptional? What is it used for today?

Design a brochure for your chosen attraction. This is a persuasive text, advertising your attraction to the public, so remember:

- Use persuasive language
- Present the brochure attractively (use pictures, photos, maps and anything else appropriate)

Now go to **Extra reading B**

➤ Now go to **Extra reading B**

Now, this is the most convenient time for you to refer the students to *Extra reading B*. Keep encouraging them to enjoy this section while reading the stories.

Revision B

Overview

Outcomes: It is expected that students will

- develop the skills introduced in the context of wildlife, geographical features, the weather, climates, materials, tourism, health and art
- review the grammar learnt in Modules 4–6

Materials

- Student's Book pages 83–84
- Activity Book pages 58–59

Student's Book, pages 83 and 84

Revision B

1 Write down a word or name in each box. Then work in pairs. Talk about what you have written and explain why you wrote it.

a person who you like	
a building which inspires you	
an object which is valuable to you	
something which you carry with you every day	
an object which you'd like to buy	
a place where you'd like to go	
a place where you were very happy as a child	

Ali is a person who I like very much. He is a kind and generous person.

2 Think of a famous invention. Use the Present and Past Simple Passive to ask and answer your partner's questions about it. Can you guess your partner's invention? Choose from the verbs in the box.

invent make (of) use (for) design (by)
construct (from) produce

3 Write about an inventor whose invention you think has had the biggest and most influential effect on our daily lives. Back up your opinion with information and facts.

4 Listen to an interview with a Jordanian scientist called Adnan Saleem. He is talking about global warming, and its causes and effects. What is global warming?

- 1 Explain to students that they should complete the table so it is true for them. When they have completed it, they should work in pairs to speak and listen to their partner's sentences. They should make sure they use the correct defining relative pronouns to do so.

Circulate among the class and correct if necessary. Encourage students to correct their peers.

Answers

Students' own answers

Activity Book, page 58, exercises 1 and 2

For exercise 1, ask students to read the text silently. Then, in pairs, students work out the answers, writing them in their notebook. Write the words and phrases in bold on the board with an arrow next to each one, and ask volunteers to come to the board and write the equivalent word or phrase for each one next to the arrow. Give students a few minutes to rewrite the paragraph with the correct answers.

For exercise 2, ask students to take it in turns and tell each other to which category each word belongs. If they think their partner went wrong in one of them, ask them to explain why it's wrong and to give the correct answer. Then, individually, students write a few sentences, using some of the words in the box.

- 2 This exercise should be used to consolidate the work on different inventors that students did in unit 10. Explain that students need to describe an invention they have learnt about in the last unit. Elicit that students should be using the passive voice to describe the inventions in exercise 2. Ask why they should be using it (because the invention is the focus of their article or description).

Answers

Students' own answers

Activity Book, page 59, exercises 3 and 4

For exercise 3, give students a few minutes to write the email. Tell them that it doesn't have to be very long. When they are finished, ask volunteers to come to the board and write one sentence from their email. Make sure they are making a difference between defining and non-defining clauses.

For exercise 4, play the cassette for students to get an idea of what the conversation is about. Then, play it again while students complete the table with the suggestions that they hear. Check the answers with the whole class, and if necessary, play the cassette one more time and pause everytime you hear a suggestion in order to indicate it to the students.


- 3** This exercise should be an opportunity to use both the active and the passive voices together, but with a much more controlled accuracy. Tell students they should be focusing on correct passive structures in both past and present tenses, as well as making sure that active voice structures in both tenses are correct. They could use some of the sentences they created in exercise 2.

Answers

Students' own answers

Activity Book, page 59, exercise 5

Ask students to first work individually, writing notes about themselves in their notebooks. Tell them to use the Past Simple in their sentences. Then, in pairs, students exchange notebooks and read the sentences in the Passive about each other. They can then read the sentences to the class. Check the correct use of the Past Simple Passive.

- 4**  Tell students they are going to do a listening exercise in which a scientist talks about global warming. Ask them what they think he will say. Accept appropriate answers, but also ask students to clarify or justify their opinions.
- Tell them to listen and answer the question – what is global warming? Play the recording and ask them to explain to each other what they understand by the terminology. Discuss as a class.
- Spend some time on question 4. What does the majority of the class think and why? Accept any answers, but insist that they back up their opinions with facts and evidence.

Audioscript

Interviewer: Professor Adnan, some people are not well aware of how terribly global warming is affecting our planet. Can you please explain?

Adnan Saleem: Global warming is one of the biggest problems in the world today. Its effect on animals, agriculture, as well as humans is frightening. Temperature is increasing worldwide, ice is melting, some animal species are breeding less, and sea level rise has become faster over the last century.

Interviewer: That doesn't sound very pleasant. Do you think these problems will become worse in the future?

Adnan Saleem: Indeed. If governments and people don't take immediate action to reduce global warming, the effects will only get worse. Future effects include more killer storms, floods and droughts, massive crop failures, widespread extinction of species and less fresh water.


Interviewer: What immediate action do you mean should be taken?

Adnan Saleem: Every individual should begin with themselves and encourage their acquaintances if possible. Cut down your use of electricity, do not burn trash, ride your bike from time to time or walk, plant trees and recycle. These are all ideas that are good for your health as well.

Interviewer: I will be the first to take that advice! Thank you Professor Adnan.

Answer

Global warming is the rise in the average temperature all around the world. It is one of the biggest problems in the world today because it affects everything: animals, agriculture and even humans.

- 5**  Prepare students for this exercise by having them read silently through questions 1–4. Then, tell them to cover the questions. Can they remember any of them? Tell them to check with their partner before checking their books again.
- When they are comfortable with the questions, play the recording again. Go through the answers as a class.

Answers

- 1 Global warming is a serious problem that needs our attention immediately. We can help, but we have to act now.
- 2 The descriptions of what is happening in the world are fact.
- 3 Because of global warming, the temperature is rising, ice is melting, animals are breeding less, the sea is rising faster. We can reduce it by using less electricity, not burning trash, walking/riding a bike instead of a car, planting trees and recycling.
- 4 Students' own answers

5 ■ Listen to Adnan Saleem again. Answer the questions.

- 1 What is the message that the speaker is trying to deliver?
- 2 Is the information provided in the audioscript facts or the speaker's opinion?
- 3 According to professor Adnan, what effects does global warming have on our planet? And how can we reduce it?
- 4 In your opinion, which of these effects could be the most devastating? Explain.

6 Work in pairs. Ask and answer the questions using the phrases below and the Second Conditional.

- 1 you lose your passport on holiday
 - 2 your boat starts sinking in the ocean
 - 3 there is a fire in your building
 - 4 your tent blows away in a storm
 - 5 someone takes your suitcase by mistake at a foreign airport
 - 6 you see an accident on the way to school
- A: What would you do if you lost your passport on holiday?
B: I'd go to the police, then ...



7 Work in a group. Make and respond to suggestions about something interesting to do together this weekend (for example, going somewhere, doing a sport, watching something). See how long you can keep the conversation going!

A: Shall we visit the museum this weekend?

8 Write an invitation to your foreign friend, inviting them to visit Jordan in the summer. Explain the reasons you would like them to visit, mentioning Jordan's various tourist attractions, museums, landscape and wildlife, as well as Jordanian culture and climate.

- 6 Tell students to read the hypothetical situations quietly to themselves. Which is the worst thing that could happen? Use the situation that the majority of the class thinks is the worst and put it on the board as a question. Ask a few students to use it as a model question. Make sure they also refer to the example in the Student's Book.

Students carry out the exercise in pairs, putting as much information into their answers as possible. Monitor and correct as they do the exercise.

Accept the content of all students' answers, but be strict with the form of the Second Conditional.

Answers

Students' own answers

Activity Book, page 59, exercises 6 and 7

For exercise 6, give students a few minutes to write their paragraph individually. Then, put them in small groups and tell them that each member of each group should read one or two sentences from their paragraph to their group. Check a few answers with the whole class.

For exercise 7, direct students' attention to this exercise to remind them of ways to make suggestions. Ask them if they remember which verb form goes with which suggestion form. Ascertain that 'What about...?' goes with -ing and 'Why don't we...?' goes with the infinitive by placing both forms on the board and eliciting complete sentences. Students complete the exercise individually.

- 7 Students now work in a group to arrange an activity for this weekend. Tell them they need to come up with as many suggestions as they can. To keep the activity at a good speed, you could introduce a time limit of, say, two minutes.

Ask what they have decided to do in the end. Check structures by asking what they said.

Answers

Students' own answers

- 8 Ask students to write an invitation letter to a foreign friend trying to convince them to come and visit Jordan during the summer.

Allow students to volunteer to read their letters out loud to the rest of the class. This can be done for homework to review vocabulary and practise vocabulary and structures from the last three modules in an active learning context.

Answers

Students' own answers

Activity Book, page 62, Test B

Now, this is the most convenient time for you to refer the students to *Test B* in their Activity Books. Students should complete the test individually, or in pairs where required. You may ask students to exchange each other's answers and mark each other. Then, check the answers with the whole class. Where speaking activities are involved, ask pairs of students to come to the front of the class and perform the activity.

Extra reading A

Overview

Outcomes: It is expected that students will

- read a story about finding treasure for enjoyment
- use context to guess the meaning of new words
- participate in a discussion about being stuck on an island alone for a long time
- identify elements of a story
- write instructions for finding hidden treasure

Materials

- Student's Book pages 85–88
- Dictionaries

Student's Book pages 85–88

Extra reading A

Treasure Island

Robert Louis Stevenson

My name is Jim Hawkins and I live with my family at the Benbow Hotel in England. The hotel is in a small, quiet village near the sea. My mother and I worked hard in the hotel, but my father, who was very ill, often went to see Dr Livesey.

One day, an old seaman with a large chest came to stay at our hotel. He was a very tall man with a long scar on one side of his face. He said he wanted somewhere quiet to stay, and he told me, "If you see a seaman with one leg, tell me immediately. I'll give you a silver coin every month."

A few months later, a blind man came to the hotel and asked for the old seaman. When he talked to the old seaman, he gave him a message from some pirates. The old seaman looked very frightened and soon after, he disappeared.

The old seaman's chest was still in his room, so mother and I decided to open it and we found an old map



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TREASURE ISLAND

BEFORE YOU BEGIN

Ask students if they have ever read an adventure story about finding treasure. Are there any similar stories they know about in Arabic? Encourage students to talk about the events of the story they have read or heard about and say what it is that they remember most and why.

Read the title to the students. Ask them to look at the picture and then, in pairs, discuss what the story might be about. Encourage students to think about the picture by asking them questions such as *Who do you think the people in the picture are? What are they doing? How do you think the picture relates to the title?*

Tell students they are going to read an adventure story about finding treasure. Explain that an adventure story is a type of literature that is based on a plot with many twists and turns. These stories often take place in dangerous and exotic places. Ask where they think this story is going to take place. Advise them to read silently the first time to enjoy it and to get the content and not to worry about the vocabulary or the language structures. Then, ask students to read again and to discuss the meanings of new words in small groups. Discuss new vocabulary as a class.

Tell students to guess what the elements of a story are (characters, setting and plot). In this adventure story, the characters are trying to find treasure while remaining safe and surviving the trip.

After students have finished reading, try to identify the main characters in the story. Ask them to give you a brief summary of the plot of the story.



Exercises 1–5

Read the five questions to the class. Make sure the students understand what they have to do. Students work in groups to discuss the answers. Encourage them to give their opinion freely.

Go around the groups offering help if needed. If you notice they are speaking in Arabic, encourage them to use English. While students are working, draw the tables in exercises 6 and 7 on the board.

After students have finished, hold a general discussion allowing students to voice their opinions.

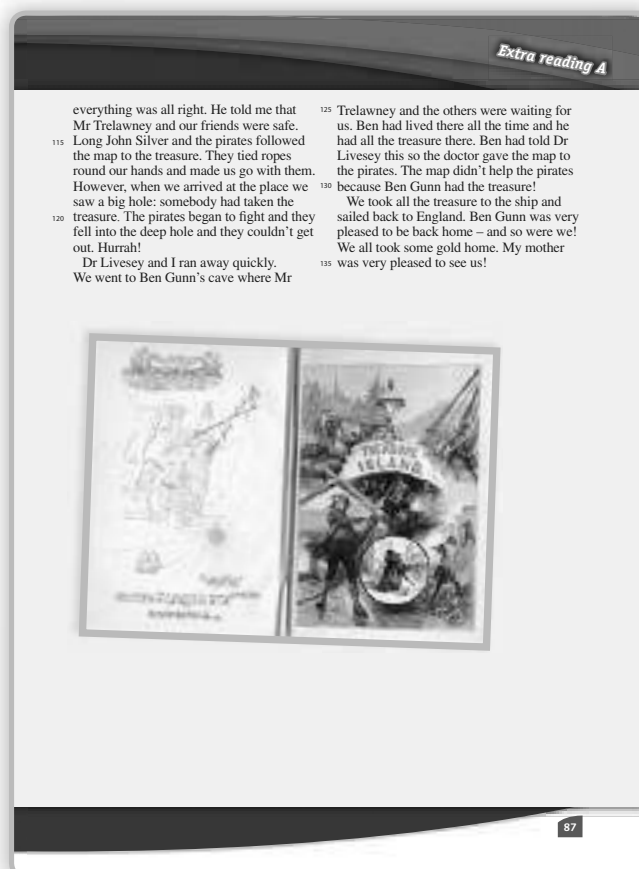
Read out loud the instructions for exercise 7 to the class. Explain to the students that a character in a piece of literature is the person in a fictional story. An author can describe and portray a character to be like a real person with realistic personality traits.

Ask students to draw a table just like the one in exercise 7. Tell them that they have to choose 2–3 characters from the story they just read and give an example of an action or behaviour they have done and what personality trait it reflects.

Ask a few volunteers to share their answers with the class. Point out that the behaviour of the character is known as Characterisation. An author uses characterisation to display the traits of character to the reader without directly pointing them out.

Answers

- 1 Students' own answers
- 2 Jim Hawkins is a courageous young man. He is also humble, wise and helpful to those in need.
- 3 Answers will vary. Encourage students to explain their answers and not only answer with Yes or No.
- 4 Answers will vary. Remind students that the old seaman escaped without the map. You may suggest, after the students have voiced their own opinions, that the boy went to find the old seaman and gave him some money.
- 5 Answers will vary. The discussion on this question might be a good opportunity to discuss 'trust'.



Exercise 6

Read the instructions for exercise 6. Allow students to work out the answers in groups.

Go around to clarify any problems groups may have.

Ask a volunteer to come to the board to write the answers. Elicit answers from different students.

Answers

6

Title	Treasure Island
Characters	Jim Hawkins, the old seaman, Mr Trelawney, Dr Livesey, Long John Silver, Ben Gunn
Setting (time, place)	Time: a long time ago Place: Benbow Hotel, England, then on an island
Events	1. Old seaman comes to hotel. 2. Pirates come to hotel and old seaman escapes. 3. Jim Hawkins and mother open chest and take map to Mr Trelawney and Dr Livesey. 4. They go to an island with Long John Silver. 5. Jim Hawkins discovers that Long John Silver is going to kill him, Mr Trelawney and Dr Livesey.

Exercises 7–9

Read the three questions to the class. Make sure students know what they have to do.

After students have finished, hold a general discussion of the answers and invite different students to contribute to the discussion.

Answers

Students' own answers

Extra reading A

TREASURE ISLAND ACTIVITIES

In groups discuss the following questions.

1 Suggest another title for the story reflecting its theme.

2 What kind of character would you describe Jim Hawkins to be?

3 Would you have taken the map and run away? Why? If not, what would you have done?

4 What do you think happened to the old seaman after he escaped?

5 Do you think it was a good idea to show the map to Mr Trelawney and Dr Livesey? Why?

6 Fill in the following table with information about the story.

Title	
Characters	
Setting (time, place)	
Events	1. _____ 2. _____ 3. _____ 4. _____ 5. _____

7 In pairs, discuss what you would have done if you were stuck on an island alone for a very long time.

8 What would you do with the treasure if you were the one who found it? Would you share it, save it or spend it all? Discuss your choices in groups.

9 Write instructions for finding some hidden treasure. Draw a map to make the instructions clearer.

88

Extra reading B

Overview

Outcomes: It is expected that students will

- read two stories about Muslim inventors for enjoyment
- discuss what makes a story interesting and dramatic
- practise reading a story in an interesting way for the listener
- use multiple Internet sources to gain information for written material

Materials

- Student's Book pages 89–92

Student's Book, pages 89–92

GREAT MUSLIM INVENTORS

Write 'Great Muslim Inventors' on the board and initiate a class discussion. Which people from history do students know within this category? Elicit names, and short biographies if possible, and write the information on the board.

Explain to the students that they are going to read two stories about Muslim inventors. Before they read, ask the students to look at the titles and see if they can find out anything about any of the people as a class. Do they know anything else about these famous people?

1 ABBAS IBN FIRNAS

Ask the students to look at the picture accompanying the story of Abbas Ibn Firnas. What do the students think was this inventor's dream? Do they think he achieved his dream? Why/Why not?

The story of Abbas Ibn Firnas and his attempts to fly is very dramatic and exciting. Ask the students which part they think is the most exciting. What makes it exciting?


Suggested answers

The two attempts to fly, the watching crowd falling silent and Ibn Firnas' final realisation that he needed a tail to land properly are all very exciting parts.

The story contains vivid descriptions of the flying scenes. When Firnas is thinking, the direct questions, for example, 'Were the wings strong enough to carry his weight?', are in the story and make us wonder about the answers. The shouts of the crowd are direct speech, which helps us to imagine the scene.

Extra reading B
Great Muslim Inventors

1 Abbas Ibn Firnas



One morning in 852 AD, a man climbed to the top of a minaret of a large mosque in Cordoba. He was wearing a cloak with pieces of wood attached. The crowd that had gathered below were eagerly watching and waiting to see what would happen. The minaret shone in the sun and the crowd fell silent as the man stretched open his arms and prepared to jump.

The man was Abbas Ibn Firnas and he was attempting to fly. He was already well known as a poet, astronomer, musician, engineer, scientist and inventor. He was determined to find a way to fly, and spent many years thinking up designs for wings to help him take flight. He had already tried to fly over the desert, and hoped to fly successfully in Cordoba.

The crowd held its breath as Firnas launched himself into the air. He flapped his arms frantically up and down. 'He's falling!' shouted one man in the crowd, and true enough, Firnas began to fall quickly to the ground like a bird with an injured wing. The look of wonder on the faces of the crowd quickly turned to horror. However, as he fell, his cloak spread out like a parachute and slowed his fall. The crowd rushed to help him. Firnas was shaken but not badly hurt. 'Next time I will fly,' he said.

Firnas was a brave man and, despite this failed attempt, he was determined to try again. 'There must be a way,' he thought. 'Birds can fly. Why can't I?' So, for several years, Firnas worked on improving his design. Finally, his new flying machine was ready. The wings were made of silk and eagle feathers. This time, the nearly 70-year-old Firnas climbed to the top of a mountain in Cordoba that looked out over the city. Once again there was an audience who had gathered to watch him. Firnas was nervous. Were the wings strong enough to carry his weight? Would he really fly? He checked the wings carefully for the last time. Then he looked up at the sky, took a deep breath and leapt into the air.

There was a moment's silence and then a cry went up. 'He's flying!' Firnas was flying. He was soaring like a bird! Minutes passed and still he flew – high above the ground, high above the people cheering below. A full ten minutes went by, but suddenly, Firnas felt himself falling. There was no power in the wings and he started to fall. He landed heavily on the ground. The wings were broken and his back was badly hurt. 'I know what I did wrong,' he thought. 'I didn't make a tail!'

Firnas realised, too late, that birds use their tails to help them land safely. Even so, his flying machine was the first to support a person in the air and he became the first man to try to fly in a scientific way. Firnas's discovery about the role of the tail is still very important – even today. Watch any plane land. You will see that their back wheels touch the ground first.

Divide the students into small groups and ask them to practise reading the text aloud. Each student reads one or two paragraphs. They should think about the tone of their voices and try to make the story interesting for the listener. Remind students that they can pause or change the speed of their reading as well as change the tone of their voice.

When they have read through the story once, the students choose different paragraphs and read them through one more time.

Listen to the students as they work and offer help and encouragement.

Extra reading B

ABBAS IBN FIRNAS ACTIVITIES

In groups discuss the following questions.

- 1 Suggest another title for the story about Abbas Ibn Firnas.
- 2 What kind of character would you describe Firnas to be?
- 3 Would you have the courage to fly just as Firnas did in a scientific way? Justify your answer.
- 4 Firnas had tried to fly many times over different places. Name the three places that the story mentions and put them in chronological order in the following timeline.

5 Research other people than Firnas who attempted to fly in their own way, or who designed a flying device, and complete the following table. Tell the class about one of these people.

Name of person	Name of flying device	Is this device used today for flying?
1 Abbas Ibn Firnas	a cloak with pieces of wood silk and eagle feathers	no

Suggested answers

Name of person	Name of flying device	Is this device used today for flying?
1 Abbas Ibn Firnas	a cloak with pieces of wood silk and eagle feathers	no
2 Leonardo da Vinci	the ornithopter	no (although the helicopter is based on this design)
3 Joseph and Jacques Montgolfier	the hot air balloon	yes
4 George Cayley	the glider	yes

Exercises 1-4

Read the questions to the students and make sure the students stay in small groups. Give them a few minutes to discuss the answers and write one answer, which they should agree on, for each question. For exercise 4, explain to the students that *in chronological order* means *in the order of happening in time*.

Suggested answers

- 1 Students' own answer
- 2 Firnas can be described as brave, determined and intelligent.
- 3 Students' own answer
- 4

the desert	the top of a minaret of a large mosque in Cordoba	the top of a mountain in Cordoba
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Exercise 5

Ask the students if they know any other people than Firnas who attempted to fly. Then, the groups should carry out their research on the Internet or in the school library or in a public library. Students present their completed table to the class and compare the different people they found.

2 AL JAZARI

Extra reading B

2 Al Jazari



In a small workshop in the city of Diyarbakir in South East Turkey, a man stands before a model wooden elephant. He is looking at a bowl floating on top of a large container of water inside the elephant. There is a small hole in the bowl and, as the minutes pass, the bowl gradually fills with water and slowly sinks. The man is watching carefully as this happens and he smiles as the bowl reaches the bottom.

The man is the engineer and craftsman Al Jazari and he is the inventor of wonderful mechanical devices, such as this amazing elephant clock. The device is based on water technology devised by the Ancient Greeks. The moment the bowl touches the bottom, the tuneful notes of a bird ring out from the top and a small Arabian figure starts to move. The whole mechanism is cleverly controlled by water and weights. The bowl pulls ropes as it moves down and a ball is released every half an hour. But the water clock does more than tell the time: it is testament to the diverse nature of mankind as well as the importance of, and developments in, the Islamic world. The elephant represents India, the fire-breathing dragon depicts China and a phoenix symbolises Egypt. A Persian carpet, intricately woven, hangs over the elephant's back. The whole device is a delight to the ear and the eye of this master craftsman. Al Jazari is pleased with his invention.

It is perhaps the best, most creative device he has ever invented – and there have been many. Born in Turkey in the twelfth century, Al Jazari spent his whole life devising mechanical devices that revolutionised engineering. Many of them were inspired by Ancient Greek and Indian technology. He was an outstanding engineer and his elephant clock with its moving figures is the first example of robotics. We can read about his many inventions in the popular book he wrote in 1206 CE called *The Book of Knowledge of Ingenious Mechanical Devices*. In this book, he describes fifty mechanical inventions, including many water clocks. His castle clock, an elaborate water-powered astronomical clock that was 3.4 metres high, displayed moving models of the sun, the moon and the stars. Al Jazari also created candle clocks.

Today, Al Jazari's remarkable elephant clock can be seen in different shapes and forms in many places around the world and he is considered by many as a mechanical genius.

Ask the students to look at the picture accompanying the story. What do they think this is?

Ask the students to read the story. Was their guess about the picture correct?

Tell the students to look again at the description of the elephant clock in the story, and ask them some questions, for example:

- What does it look like?
- What sound does it make?
- How does it move?
- Why is it important?
- How is it decorated?
- How does Al Jazari feel when he looks at it?

Explain to the students that descriptions in stories often tell us about how things look, sound and move and how they make people feel.

Ask the students to think of an interesting object. It could be something in their house, their town or something they have seen in a museum.

The students write a paragraph describing the object they have chosen. They should include as much information as possible about how the object looks, sounds and moves and how it makes them feel. If their chosen object does not move or make a sound, they should concentrate on its appearance and their feelings about it.

Extra reading B

AL JAZARI ACTIVITIES

In groups discuss the following questions.

- 1 Suggest another title for the story about Al Jazari.
- 2 What kind of character would you describe Al Jazari to be?
- 3 If you had the chance to invent a clock similar to the elephant clock, what would you replace the elephant, the dragon, the phoenix and the carpet with? What would the objects you chose represent? Tell the class about your invention.
- 4 What types of clock did Al Jazari invent? Complete the following diagram.

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graph TD
    A([Al Jazari's clocks]) --- B([water clocks])
    A --- C([candle clocks])
    B --- D([elephant clock])
    B --- E([castle clock])

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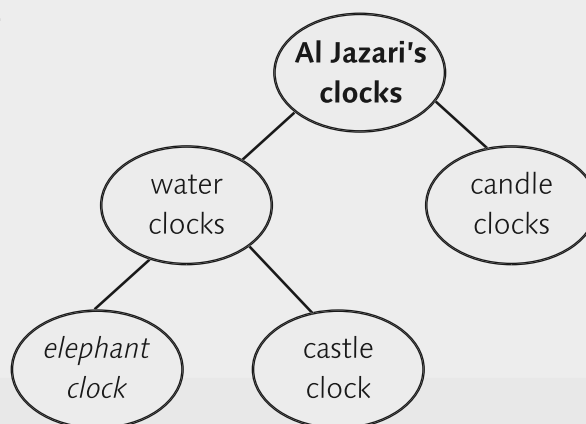
- 5 Research places where visitors and tourists can see a modern-day model of the elephant clock.

Exercises 1–4

In small groups, students prepare answers to these questions. Then, ask them to discuss their answers with the whole class. Give them more time for exercise 3 because it's a fun exercise and it involves a lot of creativity and imagination, as well as general knowledge (since the objects will have to represent a culture or a concept).

Suggested answers

- 1 Students' own answer
- 2 Al Jazari can be described as creative, intelligent and genius.
- 3 Students' own answer
- 4



Exercise 5

Ask the students to find out more about the elephant clock. Ask them if they would like to see a model of the elephant clock. Then, the groups should carry out their research on the Internet or in the school library or in a public library to find out where a modern-day elephant clock can be found.

Answer

A modern-day model of the clock can be found in Dubai, Germany and Switzerland.

Learning Strategies

Learning strategies are thoughts, actions or techniques that students use to understand and complete a task. Students need to know their own use of strategies. This will help them acquire more strategies that will lead to more independent learning. So it is essential that we incorporate learning strategies into the classroom. This will accelerate the learning of language and content.

There are three types of learning strategies: cognitive, metacognitive and socio-affective. These are found in the *General Framework: Curriculum and Assessment* guide. You can refer to it for more details.

Cognitive strategies

- These relate to individual learning tasks, such as accessing prior knowledge about a topic, categorising vocabulary, predicting, guessing meaning, summarising, organisational planning, taking notes and solving problems.
- To help students develop their cognitive strategies, provide them with the following set of questions when they are working on a task.

- What do I already know about this topic?
- How does this information relate to the information I already have?
- What resources provide relevant information about this topic?
- How can I organise the material?
- What is the best way to take notes in this task?

Examples of cognitive strategies are:

ORGANISATIONAL PLANNING

- Students use a graphic organiser to represent relationships between facts or terms within a task. A graphic organiser is a visual communication tool used to express ideas;

it's a map that helps the teacher and students 'map out' their ideas in a visual manner.

In *Action Pack 10*, there are numerous opportunities to use graphic organisers. For example, in Module 1, page 9, exercise 9, students design an advertisement for their ideal job. Another example is Module 3, page 28, exercise 2, where students have to choose information from three columns in a table to make sentences.

PREDICTING

- Students have an interactive role in the learning process by having their background knowledge stimulated. This gives the students a purpose and a focus in the reading and listening tasks and helps them to construct the main idea faster. Then, they perform the task to check if their predictions are correct.
- In Module 2, page 22, exercise 1, students are given a set of three questions to answer about a museum before they read the article.
- In Module 4, page 42, *Before you begin*, students are asked to refer to photographs, and then make predictions about the topic of the unit: exploring wildlife.

PROBLEM SOLVING

- Problem solving is a strategy that provides real-life issues for students to examine. These strategies encourage high levels of critical thinking.
- Students work in groups of four or five to
 - (1) identify the problem,
 - (2) explore situations,
 - (3) look at alternatives and
 - (4) exchange opinions.
- Students may share with other groups to modify their answers. Students will discuss the solutions in their groups. They then evaluate the activity by identifying what was most helpful, what they learnt, and what ideas were generated.

Student Role	
<ul style="list-style-type: none"> demonstrate active interest in learning and practising skills of problem solving suggest topics of personal interest show curiosity about acquiring new knowledge about problems and issues 	<ul style="list-style-type: none"> demonstrate perseverance in solving problems be willing to try different methods of problem solving and assess their usefulness work independently and in teams to solve problems

Teacher Role in Developing and Using Problem Solving Strategies	
<ul style="list-style-type: none"> determine the knowledge and skills students require in order to conduct the inquiry, investigation or exploration determine the key outcomes or understandings students will gain as a result of conducting the investigation or inquiry teach problem-solving models or inquiry approaches that the students might choose to follow 	<ul style="list-style-type: none"> help the students to identify the appropriate resources required to conduct the inquiry model both the attitudes of inquiry (e.g. perseverance) and the process of inquiry monitor student progress and intervene as required to support the students

- In Module 3, exercise 8 on page 29, students have to discuss with their partners who they would award a Nobel Prize to. Another example is in Module 5, exercise 6 on page 61. Students have to discuss what they could do if they were living in Australia and there was a bad drought and crops were dying.

TAKING NOTES

- See Student's Book, Module 4, exercise 5 on page 51, for a note-taking activity, or Module 6, exercise 6 on page 79, which involves making a list.

Metacognitive strategies

- These help students "think about their thinking", such as planning for a task, monitoring during the task, self-managing and evaluating success.
- To help students develop their metacognitive strategies, provide them with the following set of questions when they are working on a task.

- Do I understand the task?
- What is the purpose of the task?
- Which information is the most useful?
- How can I use the information?
- What is the best way to do it?

Examples of metacognitive strategies are:

SELF-MANAGEMENT

- Students use the strategies boxes in the Student's Book as a guide to perform various skills / tasks. See, for example, the Reading strategies box in Module 5, on page 67 and the Writing and Listening Strategies boxes in Module 6 on pages 75 and 78 of the Student's Book.

SELF-EVALUATION

- Students could be directed to use the Outcomes boxes, which appear at the beginning of every module in the Student's Book, to evaluate their own success in the module.

Socio-affective strategies

- These involve social interaction, such as asking for clarification, working cooperatively, asking questions, negotiating meaning and practising vocabulary and structures.
- To help students develop their socio-affective strategies, provide them with the following set of questions when they are working on a task.

- Who can help me in this task?
- How and when should I ask for help?
- How can I work with my classmates?
- Who can give me feedback?
- How can I convince myself I can do it?

GROUP LEARNING STRATEGIES

- These strategies promote active learning, interaction, listening habits and discussion skills.
- A good example of group learning strategies is cooperative / collaborative learning. Students are put into pairs or teams where they need skills to plan, organise, negotiate, ask questions, make their points and arrive at a consensus about an issue. They also agree on what tasks to perform, who will be responsible for each task and how information is researched and presented. Students are placed in a situation that requires authentic use of language in order to communicate. They learn from each other and exchange and reflect on different views. They develop higher-order thinking skills and positive self-esteem.

Student Role	
<ul style="list-style-type: none"> • demonstrate willingness to cooperate with and learn from classmates • encourage other group members • assess the effectiveness of the group in getting work done 	<ul style="list-style-type: none"> • demonstrate leadership skills • accept an appropriate share of responsibility for the group's work • use good time management, and work independently of the teacher

Teacher Role in Developing and Using Group Work Strategies	
<ul style="list-style-type: none"> • set clear guidelines and timelines for group activities • have a clear understanding of how groups work for different developmental stages of students • help students acquire positive group behaviour • debrief and summarise the work completed by groups 	<ul style="list-style-type: none"> • support and encourage shy and non-involved students • assess student learning through continuous observation • monitor by moving about and listening • group the students to ensure a mixture of ability levels • alter the physical setup of the classroom to facilitate group work

- For example, in Module 3, exercise 5 on page 34 requires students to work in pairs to discuss their interest in science. In Module 5, exercise 6 on page 58, they work in groups to discuss the effect of the climate.

Learning styles

Not all students learn the same way. Learners take in information, process it and remember it in different ways. There are generally three types of learning styles.

- Visual learners learn through seeing. They like activities that are based on pictures, understand directions better when shown not told, use colour and shape to remember information – i.e. visualise the text.
- Auditory learners learn through hearing. They like listening activities and songs, memorise easily, retell a story, succeed in roleplays and make good group leaders.
- Kinaesthetic learners learn through movement and touch. They cannot sit still; they move around, manipulate objects, write words over and over, enjoy physical tasks and sports and use movement and rhythmic routines as learning and memory aids.

Most learners learn through the three styles but prefer one. The styles are not fixed; they do develop. So we need to encourage learners to develop other styles. You can use the following statements to help your students become aware of their own preferred learning style.

Students can tick several statements – each reflects a particular learning style.

When I'm learning,	<ul style="list-style-type: none"> • I don't like sitting still for too long. • I like doing puzzles and strategy games. • I can often see visual images when I close my eyes. • I like learning through songs and music. • I keep a personal diary. • I like working with other people.
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Let's now examine some of the activities in Modules 1 and 3 to see how the module caters for learners of different styles.

- On page 8, exercises 2 and 3, students listen to Samer Abu Kouta and complete a box. This caters for auditory and visual learners.
- Exercise 7 on page 29 asks students to answer some questions after having read the text. This relies heavily on visual skills.
- Exercise 7 on page 23, listening to check the answers, requires auditory skills.

As to tasks that require students to be involved in movement (kinaesthetic), the projects at the end of Modules 2–6 ask students to use scissors, cut cardboard, glue and stick pictures and display the bulletin. Students have to use their motor skills to produce well-presented projects.

Project-based learning (PBL)

- Project-based learning is a learning strategy that is related to activity-based learning where students learn by doing to participate in self-directed learning. PBL is centred on the learner who is to investigate a topic. It involves such a wide range of skills and activities that all learning styles and many learning strategies are likely to be deployed. It reflects the real environment students live in. The context of the global project determines the learners' perspective on a given task, while subtasks in a smaller context provide guidance of the learning process. This requires students' resourcefulness and planning, new forms of knowledge representation in school, expanded mechanisms for collaboration and communication, and support for reflection and authentic assessment.

Student Role	
<ul style="list-style-type: none"> • identify personal interests • set learning goals • develop good organisational skills to keep work in order 	<ul style="list-style-type: none"> • keep to a schedule • demonstrate enthusiasm for seeking new knowledge • work cooperatively with others

Teacher Role in Developing and Using Activity-based Strategies	
<ul style="list-style-type: none"> • plan and prepare in advance • set up routines and expectations for learning • monitor the results using appropriate assessment strategies and recording devices, e.g., checklists, rubrics, etc. 	<ul style="list-style-type: none"> • choose activities that are relevant and stimulating for students • provide opportunities for students to present to an appropriate audience • observe group dynamics and co-operation • support and encourage students

- In *Action Pack 10*, there are six projects, one at the end of each module. For example, the project in Module 3 page 38 requires students to participate in a project about a Nobel Prize winner. Students choose a winner, research information, answer questions, write a short text, illustrate with photographs and pictures and present their project to the class.

Assessment Strategies

Assessment strategies are used to gather data or ongoing feedback about the learning process. Teachers should use these strategies throughout the learning process and not only at the end of the process. The following are some important assessment strategies to be used at the level.

Peer review

Students can benefit greatly from peer review, which is a form of continuous assessment. Peer review involves the act of sharing and commenting on one another's work. It should be considered part of the learning process, not as a product, with the aim of encouraging and motivating one's fellow students rather than judging or criticising them.

Possible benefits of peer review for students include:

- building confidence
- developing collaborative and turn-taking procedures
- developing empathy and socialisation
- promoting creative interaction
- giving and receiving constructive advice
- providing opportunities for the purposeful practice of all four language skills
- developing editing, proofreading and organisational skills within writing

Peer review can happen informally in pair or group work when students comment on each other's responses or formally via pre-planned checklists or feedback sheets. The following is an example:

Peer Review Form	
Author's name:	Title of work:
Reviewer's name:	Date:
Part A: Strengths Write what is good about the author's writing.	
Part B: Description Describe or summarise the author's writing.	
Part C: Questions Write questions to the author about the writing.	
Part D: Answers Write the author's answers to your questions.	
Part E: Problems Write any problems you have with the writing.	
Part F: Solutions Think of solutions to the problems.	

Examples of peer review in *Action Pack 10* are exercise 8 on page 13, exercise 6 on page 31 and exercise 8 on page 47.

Observation

Teachers benefit from observing students to record information to make decisions about steps to be taken in the future. It is an ongoing process to note down how students learn, their attitudes and behaviour, their needs and their performance. Observation may take the form of a written record, a checklist, a rating scale or a rubric.

Teacher Role for Developing and Using Observation	
<ul style="list-style-type: none"> decide in advance the key understandings, behaviours or outcomes to be observed establish the criteria to be used for the observation and either develop criteria with the class or communicate this clearly to students watch students as they respond to questions and complete assigned tasks 	<ul style="list-style-type: none"> observe both verbal and non-verbal student characteristics, e.g., interest, aptitude record the observations using a checklist, rubric, rating scale or other recording device provide feedback and next steps for improvement to the student

The following are records for different activities and skills throughout the Student's Book.

STUDENT'S BOOK, UNIT 1, PAGES 12–13, EXERCISES 1–4

Reading and Comprehension	Excellent	Good	Fair
1 Students participated constructively in the pre-reading task.			
They could guess the sounds they heard on the cassette.			
They could suggest where rainforests are found.			
They could identify the words related to rainforests.			
They could use the title to make predictions about the text.			
2 Students used reading strategies to comprehend the article.			
3 Students responded successfully in the comprehension section.			
They identified the main idea of the article.			
They recognised the cause-effect relationship in the article.			
They were creative in giving reasons for the importance of rainforests.			
They suggested their own ideas to protect rainforests.			

STUDENT'S BOOK, UNIT 3, PAGE 29, EXERCISES 8 AND 9

Speaking	Excellent	Good	Fair
Students worked cooperatively to exchange ideas.			
Students engaged in a discussion about who to nominate for a Nobel Prize.			
Students used the background knowledge they have gained in the Module in the group discussion.			
Students made suggestions for the improvement of peers' ideas.			
Writing	Excellent	Good	Fair
Students managed to write down notes they could use in the writing activity.			
Students used their notes effectively to write the short text.			
Students edited their own written work to produce final drafts with standard English: spelling and punctuation.			

STUDENT'S BOOK, UNIT 5, PAGE 47, EXERCISES 10 AND 11

1 = Can do better 2 = OK 3 = Efficiently			
Writing			
Students managed to write down notes they could use in the writing activity.	1	2	3
Students used their notes effectively to write the short text.	1	2	3
Students edited their own written work to produce final drafts with standard English: spelling and punctuation.	1	2	3
Speaking			
Students wrote useful notes in bullet points for the e-presentation.	1	2	3
Students presented a good introduction and conclusion.	1	2	3
Students used relevant pictures in their e-presentation.	1	2	3
Students spoke clearly in their e-presentation.	1	2	3

STUDENT'S BOOK, UNIT 7, PAGE 58, EXERCISES 3 AND 4

Listening	Excellent	Good	OK
Students used strategies to confirm meaning in listening to the radio programme.			
Students used context to understand new words and expressions.			
Students demonstrated understanding of the radio programme in responding to the questions.			
Students identified the difference between weather and climate.			
Students made predictions about the future world's climates.			

STUDENT'S BOOK, UNIT 10, PAGE 81, EXERCISES 4 AND 5

Speaking	Yes	No
Students engaged in the discussion of activities to be taken by the Jordan National Gallery successfully in pairs.		
Students built upon the knowledge they have gained in the previous activities.		
Students suggested new ideas to activate national interest in art.		
Students expressed agreement/disagreement clearly.		
Students used socially appropriate language to participate in a debate.		

TEACHER SELF ASSESSMENT

Teacher Self Assessment of General Performance in the ESL Class	Excellent	Good	Okay
I followed the lesson plan.			
I integrated the skills.			
I used a variety of techniques to accommodate the students' learning styles.			
I selected examples appropriate to students' interest.			
I used language appropriate to students' level.			
I related the presentation and discussion to the students' experience and culture.			
I attended to most students' needs in learning English.			
I implemented cooperative learning among the students.			
I reacted to students' errors constructively.			
I encouraged all students to participate in the discussion.			
I monitored the students' work.			
I used visual aids (pictures, board...) constructively.			

Teacher Self Assessment of Performance in a Reading / Listening Lesson	Very good	Fair	Can do better
I gathered enough knowledge to handle class discussion.			
I followed the lesson plan steps: BEFORE YOU BEGIN and COMPREHENSION.			
I guided the students smoothly into the reading task.			
I answered all students' questions after their reading of/listening to the article.			
I guided the discussion of the comprehension questions successfully.			

Teacher Self Assessment of Performance in a Speaking / Writing Lesson	Good	Okay	Need to improve
I assisted the students to move to the writing task smoothly after finishing the previous tasks.			
I offered enough guidelines for students to embark on the writing task.			
I monitored the students' work while writing.			
I encouraged the students while writing.			
I gave constructive remarks to help students improve their writing skills.			

Portfolio

Literally, a portfolio is a portable case for carrying documents, papers, drawings or maps. Nowadays, the term refers to a collection of a person's creative work that displays their skills. In an EFL situation, a portfolio is a tool for student self-assessment, which includes a variety of the student's work at different stages of development. The student can choose to include lists of vocabulary and proverbs, books read, graphic organisers and timelines, written responses to exercises, drawings, tests, peer/ self/ teacher assessments and parents' comments.

EFL students use portfolios to collect their classwork and homework throughout the year. Portfolios help students measure their progress as well as determine their strengths and needs. They encourage them to be more active in the learning process and provide them with opportunities for self-assessment. Students can use their portfolios to share their achievement with their parents.

Portfolios help EFL teachers to customise instructional plans for individual students and support other forms of assessment – formal or informal.

Guide the students to use a form for the items they decide to include in the portfolio, such as the following:

The item is a _____.
I chose it because _____.
I learnt from it _____.
I did well on _____.
I need to improve in _____.
My future goals are _____.

Teacher Role for Developing and Using Portfolios	
<ul style="list-style-type: none"> • discuss with students ways to organise the portfolio • encourage students to consider purpose and audience for the portfolio • develop the criteria for assessment of the portfolio with the class 	<ul style="list-style-type: none"> • give regular feedback to students based on the work in the portfolio • schedule conferences with students (and/ or parents) to review the portfolio and encourage the students to identify their strengths, areas for improvement and next steps in learning.

Test A (Modules 1–3)

READING

Of all precious stones, diamonds are the most amazing. They are also the most expensive. They are the hardest natural substance on Earth. The word 'diamond' comes from a Greek word, *adamas*, which means 'the unbeatable' or 'the strongest'.

Diamonds come from under the ground. They are very rare. To produce just one good diamond, you need to move about 250 tons of earth. When you find a diamond, you must cut it and make it the right shape. Because diamonds are so hard, the only thing that will cut a diamond is another diamond.

Diamonds can be of different colours. Yellow and brown diamonds are quite common, but blue and pink diamonds are rarer. The best diamonds have no colour, but they shine and sparkle in the light.

Diamonds are millions of years old. They come from deep underground. They come to the surface because of movements of the earth, like volcanoes or earthquakes. They are made of carbon. In fact, diamonds are the only precious stone which is made of only one chemical element.

In the past, people believed that diamonds gave you good fortune and courage. The biggest diamond ever found is called the Star of Africa. You can see it in a museum in London, called the Tower of London.

1 Read the above article about diamonds. Answer these questions. (1 mark each)

1. Why are diamonds named after the Greek word 'adamas'?

2. How do you shape a diamond?

3. Describe how diamonds vary, in your own words.

4. Describe how a diamond is made, in your own words.

5. If you found a valuable piece of jewellery, what would you do?

☐ 5

2 Complete the sentences with words from the article. (1 mark each)

1. Diamonds are r_____ pieces of jewellery.
2. It is very difficult to p_____ one good diamond.
3. Blue and pink diamonds are not c_____.
4. Precious stones s_____ when they are in sunlight.
5. Diamonds are believed to bring you good f_____.

☐ 5

SPEAKING

1 In pairs, give information, then ask and answer questions. (2 marks each)

1. Tell your partner about a task you have finished recently. Use *I've already* _____.
2. Tell your partner about a task you haven't finished yet. Use *I haven't* _____ yet.

3. Ask your partner about a place you know. Use *Have you been* _____?
4. Ask your partner about a film. Use *Have you seen* _____?
5. Tell your partner about a type of food you would like to try. Use *I haven't* _____ yet.
6. Ask your partner about a type of food they have eaten. Use *Have you eaten* _____?


12

2 Complete the following dialogue. Use *must*, *can't* or *might*. (1 mark each)

- A: What are you drawing? Is it a snake?
 B: No! It _____ be a snake. It's got legs.
 A: Oh yes. Then it _____ be a lizard.
 B: Wrong again. Look carefully. It's in the water and it's got big eyes.
 A: Oh yes. Then it _____ be a frog.
 B: That's right!

3

LISTENING

- 1**  You are going to listen to a recording about a famous scientist twice. The first time, try to get the general idea. The second time, try to remember the details. Then complete the table. (2 marks each)

Date	Event
1867 CE	_____
_____	went to Paris
_____	got a degree in Physics
1894 CE	_____
_____	got married

10

WRITING

1 Write sentences. Use the Present Perfect and the words in brackets. (1 mark each)

1. Ali / answer all the questions. (already)

2. My parents / not meet my best friend. (yet)

3. you / finish your project? (yet)

4. I / give my mother her birthday card. (already)

5. My sister / see the new scientific documentary. (already)

5

2 Think about your friends. What are they always doing that annoys you? Write about some of them, using *always* and the Present Continuous.

10

Total 50

Test B (Modules 4–6)

READING

About 20 per cent of Earth's land surface is covered in desert, and this total is growing. Some deserts are hot and dry all year round, others are dry with very cold winters.

The definition of a desert is an area that receives less than 25 centimetres of rain in a year. Some years, there may be no rain at all. For example, in 1971 CE, parts of the Atacama Desert in Chile had rain for the first time in 400 years. The Arctic and the Antarctic are also deserts, because they don't have much rain.

When people think of deserts, they think of sand. In fact, only 20 per cent of deserts are sandy. Most are landscapes of rock and stone.

The biggest desert on Earth is the Sahara Desert in Africa, which is bigger than Australia. Camels and other desert animals can live in the Sahara because they don't need to drink very often. A camel can live for a week without water.

In Bolivia, South America, there is a desert made of salt. It's called the Salar de Uyuni. Thousands of years ago, it was a lake of salt water. The water went away and left the salt. The Salar de Uyuni is very flat. The ground looks like ice. Lots of tourists go there, and there is even a hotel made of salt.

- 1** Read the article above about deserts. Are these statements true (T) or false (F)? Correct the false statements. (1 mark each)

1. The total surface area of desert on Earth is getting smaller. ☐

2. The Atacama Desert in Chile receives 25 centimetres of rain every year. ☐

3. Twenty per cent of Earth's deserts are made of sand. ☐

4. The Salar de Uyuni is a desert in Africa. ☐

5. In Salar de Uyuni there is a hotel made of salt. ☐

☐ 5

- 2** Match the words from the text in List A with their opposites in List B. (1 mark each)

List A	List B
1. growing	a. cold
2. hot	b. smaller
3. dry	c. getting smaller
4. bigger	d. not many
5. lots of	e. wet

☐ 5

SPEAKING

- 1** Roleplay a conversation between a journalist and the painter, Vincent Van Gogh. You may ask the following questions. (3 marks each)

1. What is your most famous painting?

2. When was *Sunflowers* painted?


3. Where was *Sunflowers* painted?

4. What colours did you use?

5. Who bought the painting?

☐ 15

LISTENING

- 1**  You are going to listen to a biologist talking about jellyfish twice. The first time, try to get the general idea. The second time, try to remember the details. Then, write after each sentence whether it is true (T) or false (F). Correct the false sentences. (2 marks each)

1. Jellyfish only live on the surface of the ocean. ☐

2. A jellyfish's body is 50 percent water. ☐

3. Jellyfish have long tentacles. ☐

4. Some jellyfish make their own light. ☐

- 5. It's OK to touch a jellyfish if you find one on the beach.** ☐

	10
--	----

WRITING

- 1 Choose the correct relative pronoun in the sentences. (½ mark each)**

1. Fatima Al Fihri is the woman *when / who* founded the world's first modern university.

2. A university is a place *when / where* people study to get a degree.

3. Do you know Nadia? She's the girl *whose* / *who* brother is a famous actor.

4. Where are the books *that* / *who* were on the table?

5. Autumn is the time of year *where* / *when* people start wearing jumpers and scarves.

	$2^{1/2}$
--	-----------

- 2** Rewrite the sentences in the Past Simple Passive with *by*. Start each sentence with the words in bold. (½ mark each)

1. Marie Curie discovered and named **the element radium**.

2. **Many kings** built Alhambra Palace.

3. Rafiq Lahham painted ***Tree and Moon***.

4. In Shakespeare's time, boy actors played **women's roles**.

5. Fawaz Touqan wrote the novella *The Merchant and the Bird*.

	2½
--	-----------

- 3** Write two paragraphs describing your country or your region.

[illegible]

	10
--	----

Total

	50
--	----

Teacher's Book Tests Answer Key

TEST A (Modules 1–3)

READING

1. 1. Diamonds are named after the Greek word 'adamas' because they are extremely hard, and 'adamas' means 'the strongest'.
2. You shape a diamond by cutting it with another diamond.
3. Students' own answers
4. Students' own answers
5. Students' own answers
2. 1. rare
2. produce
3. common
4. shine
5. fortune

SPEAKING

1. Students' own answers
2. B can't A might A must

LISTENING

Date	Event
1867 CE	was born
1891 CE	went to Paris
1893 CE	got a degree in Physics
1894 CE	got another degree
1895 CE	got married

WRITING

1. 1. Ali has already answered all the questions.
2. My parents haven't met my best friend yet.
3. Have you finished your project yet?
4. I have already given my mother her birthday card.
5. My sister has already seen the new scientific documentary.
2. Students' own answers

TEST B (Modules 4–6)

READING

1. 1. F. About 20 per cent of Earth's land is covered in desert, and this percentage is growing.
2. F. In 1971 CE, parts of the Atacama Desert in Chile had rain for the first time in 400 years.
3. T
4. F. The Salar de Uyuni is a desert in Bolivia, South America.
5. T
2. 1. c 2. a 3. e 4. b 5. d

SPEAKING

Students' own answers

LISTENING

1. F. Jellyfish live in every ocean, from the surface to the deep sea.
2. F. A jellyfish body is 95 per cent water.
3. T
4. T
5. F. Jellyfish can still sting you with their tentacles, even out of the water.

WRITING

1. 1. who
2. where
3. whose
4. that
5. when
2. 1. The element radium was discovered and named by Marie Curie.
2. Alhambra Palace was built by many kings.
3. *Tree and Moon* was painted by Rafiq Lahham.
4. Women's roles were played by boy actors in Shakespeare's time.
5. The novella *The Merchant and the Bird* was written by Fawaz Touqan.
3. Students' own answers

Activity Book answer key

INITIAL TEST

Page 4, Exercise 1

1 serious 2 close 3 talented
4 shy 5 reliable

Page 4, Exercise 2

Students' own answers

Page 4, Exercise 3

for	since
three weeks	2005 CE
ten years	three o'clock
five minutes	August
an hour	last summer
over a year	she was 6

Page 4, Exercise 4

Students' own answers

Page 5, Exercise 5

1 a lot of 2 any 3 many 4 much 5 a little

Page 5, Exercise 6

1 b 2 c 3 a 4 b 5 b

Page 5, Exercise 7

d	o	w	n	l	o	a	d	m	r	q	c
h	f	r	y	x	t	l	p	p	q	w	o
x	g	l	n	s	e	w	o	o	f	j	m
w	e	a	c	k	l	r	x	c	o	y	m
a	o	s	u	i	t	a	b	l	e	g	u
n	b	p	a	l	g	p	s	e	a	r	n
d	g	b	n	f	j	k	t	h	k	c	i
e	n	t	h	u	s	i	a	s	t	i	c
r	k	u	v	l	s	s	t	w	l	d	a
w	y	j	r	x	i	o	s	m	a	r	t
q	g	e	n	e	r	o	u	s	t	w	e

Adjectives	Verbs
generous, skilful, smart, enthusiastic, suitable	download, wander, wrap, earn, communicate

MODULE 1

Page 6, Exercise 1

1 new and fresh 2 ordinary
3 people who are buying things
4 goods 5 assistance

Page 6, Exercise 2

1 *We've been here since nine o'clock.*
2 My aunt and uncle have been in Canada for 15 years.
3 Faisal has practised football since he was very young.
4 Samia has fasted for Ramadan since she was 12.
5 My mother has been a teacher for 35 years.

Page 6, Exercise 3

1 won't 2 will 3 are going to, will 4 will
5 are not going to

Page 7, Exercise 4

Students' own answers

Page 7, Exercise 5

1 design 2 find out 3 set up 4 make 5 work out

Page 7, Exercise 6

1 Jimmy wanted to produce his own shoes because there wasn't an affordable pair of shoes on the market that was suitable for his needs.
2 Jimmy thinks the plastic advertising boards were light, strong and waterproof.
3 Jimmy's product is made of recycled material, and local workers produce it locally.
4 Suggested answer: Anyone would buy Jimmy's shoes because they are comfortable. They are made of lightweight strong plastic.
5 Students' own answer

Page 8, Exercise 7

Example answers:

Sunday: *If she doesn't have a school project, she will attend a presentation about future careers.*

Monday: *If she doesn't have a lot of homework, she will go shopping with her mum.*

Tuesday: *If she has toothache again, she will visit the dentist.*

Wednesday: *If her bedroom is very messy, she will tidy it.*

Thursday: *If she has some free time, she will collect food, warm clothes and toys for the needy.*

Friday: *If the weather's sunny, she will go camping with her family.*

Saturday: *If she finishes her homework early, she will visit her grandma.*

Page 8, Exercise 8

- 1 The five characteristics are: having previous experience; being friendly; being enthusiastic; being energetic; having the ability to teach activities to young children.
- 2 Students' own answers

Page 9, Exercise 9

Reason 1: The seller needs more space in his room.

Reason 2: He hasn't used the item very much.

Opinion: Students' own answer

Page 9, Exercise 10

Students' own answers

Page 9, Exercise 11

Students' own answers

MODULE 2

Unit 1

Page 11, Exercise 1

- 1 kangaroo 2 habitat, hidden 3 bats 4 rat 5 spider

Page 11, Exercise 2

- 1 already 2 yet 3 already 4 already 5 yet 6 already

Page 11, Exercise 3

- 1 I haven't done my homework yet.
- 2 The lesson has already finished.
- 3 He hasn't read the letter yet.
- 4 Have you read the book yet?
- 5 I've already read it twice!
- 6 Have scientists discovered a cure for the common cold yet?
- 7 How many biscuits have you already eaten?
- 8 I haven't had any biscuits yet.

Page 12, Exercise 4

- 1 surface 2 species 3 oxygen 4 tropical 5 insects 6 logging 7 plants 8 extinct

Page 12, Exercise 5

- 1 oxygen 2 logging 3 surface 4 species 5 extinct 6 insects

Page 12, Exercise 6

- 1 hummingbird, parrot, fly 2 frog, ray, shark 3 monkey, bear 4 fly: Students' own answers

Page 13, Exercise 7

- 1 c 2 d 3 b 4 a

Page 13, Exercise 8

Students' own answers

Page 13, Exercise 9

My family and I go on holiday every summer, but the holiday we went on to Jordan was the best. It has already been three years since I have been back from my incredible trip. Even though my parents have already been to the Lost City of Petra, they enjoyed it again as much as I did. The unique temples and tunnels that are carved in the pink rocks are amazing. Although I have already taken so many pictures, I still haven't had enough of it yet. I am planning to visit

again soon. So if you haven't thought about going to Petra yet, you should really start considering it!

Page 14, Exercise 10

Students' own answers

Page 14, Exercise 11

Students' own answers

Page 14, Exercise 12

Students' own answers

Unit 2

Page 15, Exercise 1

- 1 amber 2 emerald 3 diamond 4 ruby 5 pearl

Page 15, Exercise 2

- 1 can't 2 might, could 3 must, might, might 4 might, must

Page 15, Exercise 3

- 1 must 2 must 3 could, could 4 can't, might 5 must 6 can't 7 could

Page 16, Exercise 4

Students' own answer

Page 16, Exercise 5

The text is about pearls – how they are formed, how they are manufactured and the difference in their features from those of other gemstones.

Page 16, Exercise 6

- 1 Unlike diamonds, pearls are not stones, they haven't been dug out of the earth and they don't sparkle.
- 2 Tropical oceans produce pearl oysters.
- 3 The sand that gets inside the shell causes the oyster to start producing mother-of-pearl minerals.
- 4 The first manufactured pearls were created in 1894 CE.
- 5 A Japanese businessman named Kokichi Mikimoto put a small bead into a living oyster shell.
- 6 Natural pearls are more expensive than manufactured pearls.

Page 17, Exercise 7

- 1 vase 2 coin 3 pearl 4 diamond 5 necklace 6 plate

Students' own answers

Page 17, Exercise 8

- 1 Gold 2 necklace 3 precious 4 pearl 5 jewellery

Page 18, Exercise 9

Students' own answers

Page 18, Exercise 10

Students' own answers

MODULE 3

Unit 3

Page 20, Exercise 1

- 1 Physics 2 Nobel Prizes 3 Chemistry 4 Medicine 5 Literature

Page 20, Exercise 2

- 1 are learning 2 am not thinking, am concentrating 3 are / doing, Are / looking up, am sending 4 are / reading 5 is repairing, is taking

Page 20, Exercise 3

- 1 *She's always making noise when I'm asleep.*
- 2 He's always forgetting where he has put things.
- 3 Salwa is always eating sweets.
- 4 The children are always telling jokes.
- 5 The dog is always barking.
- 6 You're always talking on the phone!
- 7 Zaid is always complaining about his job.

Page 21, Exercise 4

Students' own answer

Page 21, Exercise 5

The text is about the Petra Conference of Nobel Laureates.

Page 21, Exercise 6**Example answers:**

- 1 The Petra Conference of Nobel Laureates
- 2 The Petra Conference of Nobel Laureates started _____ years ago. (Students count the years from 2005 until the current year.)
- 3 During the third conference in 2007 CE, scientists and participants decided to support new scientific projects in the Middle East.

Students' own answers

- 4 The sentence can be inserted in the first paragraph, after the first sentence.

Page 21, Exercise 7

- 1 b 2 d 3 e 4 a 5 c

Page 22, Exercise 8

- 1 *laboratory* 2 hypotheses 3 research 4 equipment
- 5 microscope 6 findings 7 report

Page 22, Exercise 9

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

Page 22, Exercise 10

- 1 Scientists first ask a question about why something is happening, and then try to explain it with a hypothesis.
- 2 All around the world, scientists are discovering new cures for diseases.
- 3 Today, scientists are making progress in all the different fields of the subject.
- 4 Science today is changing our lives, and it has the answer to many of the world's problems.

Page 23, Exercise 11

Students' own answers

Page 23, Exercise 12

Students' own answers

Unit 4**Page 24, Exercise 1**

Ecology is the study of the relationships between living organisms and the world they live in.

Botany is a branch of biological science concerned with plants.

Zoology is the study relating to the animal kingdom.

Astronomy is a natural science that deals with the stars and planets.

Geology is studying how the earth is made of different rocks.

Environmental science is working for the protection of the natural world.

Page 24, Exercise 2

- 1 think, am thinking 2 looks, is looking
- 3 Do / have, are having 4 enjoy, am enjoying

Page 24, Exercise 3

- 1 am studying 2 Are / planning 3 want 4 have
- 5 Do / think

Page 25, Exercise 4

State	State and Dynamic	Dynamic
know, mean, love	think, taste, have	run, study, eat

Example answers:

I know how much you enjoy school because I do too!

I think I know the answer to your question. (state)

I run for 30 minutes every day before school.

(dynamic)

Page 25, Exercise 5

Muneer: astronomer; Jaber: biologist;

Amal: meteorologist; Randa: geologist

Page 25, Exercise 6

Noun (person)	Noun (subject)	Adjective or participle
1 <i>physician</i>	<i>physics</i>	<i>physical</i>
2 chemist	chemistry	chemical
3 mathematician	mathematics	mathematical
4 biologist	biology	biological
5 scientist	science	scientific

Page 26, Exercise 7

Students' own answers

Page 26, Exercise 8

The text explores the theory that having the right colours around you when you study might help.

Page 26, Exercise 9

- 1 Scientists carried out tests on 600 people.
- 2 Red; it makes you pay attention to detail.
- 3 Blue; it helps you to be more creative.
- 4 Red is associated with emergencies and warnings.
- 5 Deep red is likely to make people feel stronger and more powerful.
- 6 Students' own answers

Page 26, Exercise 10

- 1 distinguished: line 3 – successful, respected and admired
- 2 witness: line 7 – to have knowledge of something from personal observation and experience
- 3 hypothesis: line 21 – a suggested idea that is not yet proved Students' own answers

Page 27, Exercise 11

- 1 We carried out an experiment dropping a slip of paper between our thumb and forefinger. The aim was to find out whether our brains were able to react quickly enough to catch the paper before it dropped. To carry out this experiment, two people were needed – one to drop the paper, and the other to try to catch it. The experiment was set up

other to try to catch it. The experiment was set up by carefully placing the lower end of the paper strip between one person's open thumb and fingers, and then letting it go.

It was difficult to catch the paper as it fell too quickly.

- 2** The next experiment used a cup, a coin and a playing card. The aim of the experiment was to find out what happened to the coin when we pushed the card. The coin was placed in the centre of the card, and these two items were placed on the cup, which was standing the correct way up. When the apparatus had been set up, the card was pushed across the cup, length-ways, until it fell off the other side of the cup.

The coin fell into the cup – it did not stay on the card.

Page 27, Exercise 12

- 1** Our brains are too slow to send a message to our fingers, to catch the paper when it drops.
2 The coin proves that objects in one place want to remain in that place. This is called inertia.

REVISION A

Page 29, Exercise 1

Name of inventor	Dr Jamil Haddad
Profession	Researcher at Royal Scientific Society, Jordan
Name of award	Best Invention for 2011
Name of invention	Vibrating dryer
Characteristics of invention	1. dries wet products through vibration 2. small in size 3. requires smaller amount of air 4. needs less power

Page 29, Exercise 2

Example answer:

Dhana Biosphere Reserve is a large reserve in Jordan. It is situated near the town of Dhana, which is in the mountains east of an area called Wadi Araba.

The reserve has steep cliffs, which are covered with small trees and shrubs. It has many rocks – from limestone to sandstone to granite.

The Ibex and Chukar are the main animals in this reserve.

Page 29, Exercise 3

Example answer:

I haven't had a maths lesson yet.

I have already had a history lesson.

Page 29, Exercise 4

Activity	State verb	Dynamic verb
watch documentaries		✓
walk around museum		✓
enjoy science displays	✓	
register for interactive classes		✓
learn about technology		✓
think about technology		✓
visit website		✓
see for yourself	✓	

Page 30, Exercise 5

Students' own answers

Page 30, Exercise 6

Students' own answers

MODULE 4

Unit 5

Page 31, Exercise 1

- 1** iceberg **2** streamlined **3** ice floe **4** wildlife
5 snowstorm

Page 31, Exercise 2

Students' own answers

Page 31, Exercise 3

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

Page 31, Exercise 4

Students' own answers

Page 31, Exercise 5

- 1** What would you do if you found a valuable old coin in the street?
2 Would you be happier if you had more brothers and sisters?
3 How would you feel if you won a prize at school?
4 Where would you go if you had a free plane ticket?
5 What would you say if you met a famous person?

Page 32, Exercise 6

Students' own answers

Page 32, Exercise 7

The text is about a visit to the Red Sea, more specifically, to Aqaba in Jordan.

Page 32, Exercise 8

- 1** wildlife **2** jellyfish **3** sea turtle **4** boat trip
5 sponge

Page 32, Exercise 9

- 1** F. Aqaba in Jordan is one of the most popular dive destinations. **2** F. People who love beautiful scenery will like the journey. **3** T **4** T **5** F. Coral reefs are a necessity for the survival of marine animals.

Page 33, Exercise 10

- 1** penguins **2** streamlined **3** frozen **4** fat **5** flippers
6 webbed

Page 33, Exercise 11

- 1** If you went on an Antarctic holiday, who would you take with you?
2 If you went on an Antarctic holiday, how long would you stay?
3 If you went on an Antarctic holiday, when would you go?
4 If you went on an Antarctic holiday, what would you do there?

Students' own answers

Page 33, Exercise 12

- 1** If I read more English books, my vocabulary would improve.
2 I would ask for help if I couldn't do my homework.

3 If you had more time, would you do more sports?

4 If I went to Wadi Rum, I would definitely take my camera.

Page 34, Exercise 13

Students' own answers

Page 34, Exercise 14

Students' own answers

Unit 6

Page 35, Exercise 1

1 scenery 2 waterfall 3 route 4 plain 5 highlight
6 canyon 7 glacier

Page 35, Exercise 2

1 go 2 have 3 watching 4 play 5 order
6 travelling 7 meet 8 plan

Page 35, Exercise 3

Order: 3, 5, 1, 6, 2, 4

Dialogue:

A: What shall we do tonight?

B: Let's watch TV.

A: That's a good idea. What shall we watch?

B: I don't know. Why don't we see what's on?

A: OK, how about looking up the TV schedule in the newspaper? Ah! My favourite programme is on! Shall we watch it? It's a comedy.

B: Yes, I'd love to watch it.

Page 36, Exercise 4

1 shall 2 will 3 Shall 4 will
5 Shall 6 won't 7 will 8 won't 9 will

Page 36, Exercise 5

Example answers:

1 A waterfall is a river flowing down a steep cliff, and a glacier is a frozen river of ice.

2 A plain is flatter than a mountain.

3 A mountain is just one mountain, and a mountain range is several mountains connected together.

4 I would take skis on a holiday in the snow.

5 You spray or apply an insect repellent to your body, and you cover your bed with a mosquito net.

Page 36, Exercise 6

1 towel 2 passport 3 waterproof 4 skis 5 tent
6 guidebook 7 suitcase 8 ferry

Page 37, Exercise 7

Students' own answers

Page 37, Exercise 8

The text is about an organisation in Jordan which focuses on exploration and adventure.

Page 37, Exercise 9

1 valley 2 awe-inspiring 3 cliff 4 archaeological
5 hospitality

Page 37, Exercise 10

Students' own answers

Page 37, Exercise 11

Students' own answers

Page 38, Exercise 12

Students' own answers

Page 38, Exercise 13

Students' own answers

MODULE 5

Unit 7

Page 40, Exercise 1

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

Photo: desert climate

Page 40, Exercise 2

1 This is the book which / that my teacher wants me to read.

2 That's the boy whose mother is a teacher.

3 That's the primary school where I spent five years.

4 Alia's the girl who always gets top marks.

5 This is the pen which / that I always use to write exams.

Page 40, Exercise 3

1 e. I've been to a country where there's a monsoon climate.

2 b. Where's the book which Taleb lent me?

3 a. That's the man whose daughter has memorised the whole Qur'an.

4 c. July is the month when people go on holiday.

5 d. That's the teacher who helped me with my school project.

Page 40, Exercise 4

Students' own answers

Page 41, Exercise 5

1 cold 2 clouds, rain 3 sun 4 wind

Page 41, Exercise 6

1 temperature 2 sea levels 3 Greenhouse
4 atmosphere 5 global 6 droughts 7 crops

Page 41, Exercise 7

Students' own answers

Page 42, Exercise 8

1 The islands of Tuvalu are under threat because the sea level is rising every year, and the islands are just above the surface of the ocean.

2 If global warming continues, the islands will disappear completely.

3 Tropical storms cause floods, which turn the whole villages into lakes.

4 Flooding causes scarcity in food supplies for people.

5 The Tuvalan people can either stay in Tuvalu and live in danger of food scarcity, or leave Tuvalu, the only home they have.

Page 42, Exercise 9

Students' own answers

Page 43, Exercise 10

Students' own answers

Page 43, Exercise 11

Students' own answers

Unit 8

Page 44, Exercise 1

1 fossil 2 asteroid 3 dramatic 4 erupt 5 rock
6 ice age

Page 44, Exercise 2

1 which 2 whose 3 who 4 which 5 which

Page 44, Exercise 3

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

Page 45, Exercise 4

1 dramatic 2 dark 3 blocked 4 warm 5 provide
6 froze 7 fertile

Page 45, Exercise 5

Adjectives	Verbs
dark, dramatic, fertile, warm, small	blocked, froze, provide

Page 45, Exercise 6

- 1 In 1812 CE, Petra, which was one of the ancient world's 'lost cities', was discovered.
- 2 Jean-Louis Burckhardt, who discovered Petra, is a Swiss traveller and explorer.
- 3 Jean-Louis Burckhardt, whose main purpose was to find the source of the River Niger, began his long expedition in 1810 CE.
- 4 A local guide, who was employed by Burckhardt, helped him find the Tomb of Aaron.
- 5 Petra, which is famous for its amazing architecture and water system, is now Jordan's most-visited tourist attraction.

Page 46, Exercise 7

1 a 2 c 3 b 4 b 5 c

Page 46, Exercise 8

1 magma 2 lava 3 crack 4 basalt 5 pressure
6 bubble up

Page 47, Exercise 9

Students' own answers

Page 47, Exercise 10

Students' own answers

MODULE 6

Unit 9

Page 49, Exercise 1

1 calligraphy 2 spectacular 3 arch 4 fountain
5 courtyard 6 dome 7 plasterwork

Page 49, Exercise 2

1 spectacular 2 dome 3 courtyard 4 fountains

Page 49, Exercise 3

1 are taken 2 is spoken 3 is regarded
4 are equipped 5 is described 6 are constructed
7 is considered

Page 50, Exercise 4

1 glass 2 silk 3 plastic 4 steel 5 wood 6 bronze
7 gold 8 metal

Page 50, Exercise 5

1 are ridden in China
2 are made in the USA
3 is not only spoken by people in the UK
4 is usually driven by a chauffeur
5 are taken by visitors
6 used at your school
7 designed by architects
8 are treated by the doctor in hospital

Page 50, Exercise 6

1 is sculpted 2 is designed, is built 3 are made of
4 are produced in 5 is decorated with 6 is used for

Page 50, Exercise 7

Students' own answers

Page 51, Exercise 8

- 1 Students' own answers
- 2 Treatment in Jordan can cost 10-30% less than that in the United States; most nationalities do not require a visa to enter the Jordanian borders; and hospitals and medical centres offer treatments for simple diseases as well as major ones.
- 3 The resorts at the Dead Sea are mostly preferred because of their use of its therapeutic waters and mud.
- 4 Students' own answers

Page 51, Exercise 9

1 disease 2 therapeutic 3 cure 4 headache
5 respiratory 6 benefit 7 resort

Page 52, Exercise 10

Students' own answers

Page 52, Exercise 11

Students' own answers

Unit 10

Page 53, Exercise 1

sculpture: sculptor
painting: painter
engineering: engineer
art: artist
invention: inventor
music: musician
science: scientist

Page 53, Exercise 2

1 was shown 2 was unveiled 3 was carved
4 was completed 5 was moved
6 was photographed 7 was seen

Page 53, Exercise 3

- 1 The Parthenon was built by the Ancient Greeks.
- 2 Many famous buildings in Turkey were designed by the great architect, Sinan.
- 3 The wheel was invented thousands of years ago.
- 4 The Mona Lisa was painted by Leonardo da Vinci.
- 5 Petra was constructed by the Nabateans.
- 6 The first telephone call was made in 1876 CE.
- 7 The interior of the Burj Al Arab Hotel in Dubai was decorated by the Chinese designer, Khuan Chew.
- 8 Aluminium was first produced in 1825 CE.

Page 54, Exercise 4

(1) The first hot air balloon was launched in 1783 CE. (2) Only animals were taken as passengers on that flight. (3) Two months later, a hot air balloon was launched by two French brothers, the Montgolfiers, from Paris. (4) In 1785 CE, two ballooners were carried across the English Channel in their balloon. It was considered a long-distance flight! (5) The first modern hot air balloon was designed and built in 1960 CE. (6) Many more balloon flights were made after that. (7) Finally, in 1999 CE, the first around-the-world flight was completed. (8) All previous records were broken.

Page 54, Exercise 5

- 1 The balloon was unpacked.
- 2 A rope was tied to the balloon.
- 3 The balloon was connected to a basket and a burner.
- 4 The balloon was filled with hot air.
- 5 The balloon was lifted from the ground.

Page 55, Exercise 6

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

Page 55, Exercise 7

Students' own answers

Page 55, Exercise 8

Students' own answers

Page 56, Exercise 9

Students' own answers

Page 56, Exercise 10

Students' own answers

REVISION B

Page 58, Exercise 1

Last summer, my family and I went on a trip to a **remote** camping site up in the mountains. We saw a lot of **wildlife** specific to the area. The weather was nice and cold. The place where we set up our **tent** was high up and next to a lake. In the morning, the plants had **been frozen** and we had to wear warm clothes. My father told us old stories about the **Nomadic people** who passed through these areas. These people worried that **magma** would flow out of the volcano and kill everything. But instead, there was a huge **flood** many years ago that killed a lot of people. There were also miners who would look for **diamonds** in some of the caves in the mountain. Most people who lived up in the mountains **benefited** from nature. They made **pottery** using the mud that they got from the land.

Page 58, Exercise 2

Climate	Geographical features	Professions/ Skills	Material
monsoon wet snow desert rainfall hot	plain mountain range canyon glacier dune	geologist engineer artist sculptor	marble brass wood plastic metal

Example answers:

Monsoon climates consist of a rainy season and a dry season.

The highest mountain range in the world is the Himalayas.

An engineer is someone who designs structures and systems, by using his knowledge of science and mathematics.

A lot of ancient buildings were made from marble.

Page 59, Exercise 3

Students' own answers

Page 59, Exercise 4

Ameen	Saleem
wants to go to the park wants to eat ice cream	wants to go to the mall wants to ask Faisal to come with them

Page 59, Exercise 5

Students' own answers

Page 59, Exercise 6

Example answer:

We would see an improvement in global warming if people conserved electricity. In addition, if people used their cars less often, there would be less pollution. If there were less pollution, fewer species of animals would become extinct so quickly. If information about global warming was wider-known, we would do more to slow down the process.

Page 59, Exercise 7

What about...	Why don't we...
going to the mall? visiting Petra? planning a trip? having dinner at 8 o'clock?	play tennis? study for tomorrow's test? take the bus to school?

ACTIVITY BOOK TEST A

READING

Page 60, Exercise 1

- 1 F. Ulugh Beg was born in Sultaniyya, which is now in Iran.
- 2 F. He could count 994 stars without a telescope.
- 3 T
- 4 T

Page 60, Exercise 2

- 1 Ulugh Beg was born in 1394 CE.
- 2 When Timur died, Ulugh Beg went to live in Samarkand, which is now in Uzbekistan.
- 3 Ulugh Beg built a university in Samarkand.
- 4 He proved that a year is more than 365 days.

Page 60, Exercise 3

- 1 telescope
- 2 soldier
- 3 university
- 4 astronomer

SPEAKING

Page 61, Exercise 1

1 can't 2 could 3 always 4 likes 5 must

Page 61, Exercise 2

Suggested answers:

- 1 It hasn't rained since Tuesday. / It hasn't rained for two weeks.
- 2 I've lived in this town since I was a baby. / I've lived here for 10 years.
- 3 I've learned English since I started school. / I've learned English for 9 years.
- 4 I've known my best friend for 5 years. / I've known him since last year.
- 5 I've been at school since I was 4. / I've been at school for 11 years.

LISTENING

Page 61, Exercise 1

- 1 If you put your money in a purse, you won't lose it.
- 2 Omar has been in Jordan for two weeks.
- 3 I've already finished my science project.
- 4 This stone is green, so it can't be a ruby.
- 5 My dad is always losing his car keys.

WRITING

Page 61, Exercise 1

- 1 I have already heard that joke.
- 2 My big brother has already bought a car.
- 3 I have already finished my science project.
- 4 My friends haven't seen my photos yet.
- 5 Have you opened your present yet?

Page 61, Exercise 2

- 1 Students' own answers

ACTIVITY BOOK TEST B

READING

Page 62, Exercise 1

- 1 T
- 2 F. There are glaciers in USA, Switzerland and New Zealand.
- 3 F. Glaciers are popular as tourist destinations.
- 4 F. Glaciers are important because if they all melted, the sea would rise 70 metres.

Page 62, Exercise 2

- 1 Glaciers have created the Earth's landscape for thousands of years. (Icebergs are formed when ice breaks off them and falls into the sea.)
- 2 Parks and hotels have been built for the tourists that visit the glaciers.
- 3 **Suggested answer:** Glaciers contain a great deal of the world's water, and if they melted, the sea level would rise, which would cause problems like severe flooding.
- 4 Students' own answers

Page 62, Exercise 3

- 1 heavy 2 Arctic 3 iceberg 4 fast

SPEAKING

Page 63, Exercise 1

- 1 do 2 wouldn't 3 would 4 would 5 like 6 were 7 be

Page 63, Exercise 2

Suggested answers:

- 1 If we went to Europe, we could visit lots of different countries.
- 2 If we went to Greece, we could visit all the islands.
- 3 If we went to the Caribbean, it would be very interesting.
- 4 If we went to Turkey, we could go sailing.

LISTENING

Page 63, Exercise 1

- 1 If you visited Antarctica in winter, I think you'd regret it.
- 2 Polar bears have thick fur, to protect them from the cold.
- 3 Volcanoes can be very dangerous when they are erupting.
- 4 This object is made of glass. It is used for looking at things.
- 5 If I had a lot of money, I'd give it to charity.

WRITING

Page 63, Exercise 1

- 1 The Pyramids were built by the Ancient Egyptians.
- 2 Tutankhamun's tomb was discovered in 1922 CE by a British explorer.
- 3 The Jordan National Gallery of Fine Arts was opened in 1980 CE by the Royal Society of Fine Arts.
- 4 The *Mona Lisa* was painted by Leonardo da Vinci.
- 5 The record for the longest continuous swim was broken by Martin Strel.

Page 63, Exercise 2

Students' own answers

ACTIVITY BOOK AUDIOSCRIPT

ACTIVITY BOOK REVISION A, PAGE 29, EXERCISE 1

Dr Jamil Haddad was given the "Best Invention for 2011" award. Dr Haddad is a researcher at the Royal Scientific Society in Jordan. His invention, which gave him the honour of this award, is a vibrating dryer. It is a device that dries wet products through vibration. Compared to other dryers, this vibrating device is the most successful because it is very small in size, it requires a smaller amount of hot air and it needs less power. Dr Jamil Haddad deserved this award because he has contributed to the success of scientific research in Jordan.

ACTIVITY BOOK REVISION A, PAGE 29, EXERCISE 4

Do you enjoy learning about science?
Well, it's your lucky day because a new science museum is opening near you!
Come and watch documentaries, or walk around the museum and enjoy the science displays.
If you like technology, then this is the place for you.
Register for one of our interactive classes. You can

learn and think about the latest technology.
Visit our website online or come by and see for yourself. Our doors will be open Monday to Saturday, 9 am to 6 pm.

MODULE 5 – UNIT 7 – PAGE 41, EXERCISE 5

Good evening everyone!

Welcome to the weather forecast.

The weather in Amman tomorrow will be cold with clouds and light rain.

However, it will be a much nicer day in Aqaba, with lots of sun and a high temperature of 23 degrees Celsius.

As for Jerash, the weather will be similar to that in Aqaba, but cooler because of a strong wind.

Thank you for listening. Good night!

ACTIVITY BOOK REVISION B, PAGE 59, EXERCISE 4

Ameen: Hello, Saleem!

Saleem: Good afternoon, Ameen.

Ameen: Do you have a lot of homework?

Saleem: No, not at all.

Ameen: Let's do something together.

Saleem: Sure. What do you have in mind?

Ameen: Shall we go to the park?

Saleem: Er, it's too hot to be outside today. How about going to the mall?

Ameen: I was at the mall yesterday. What about going for ice cream?

Saleem: That's a great idea! Shall we ask Faisal to come with us?

Ameen: Yes. I'll go and ask him now.

ACTIVITY BOOK TEST A, PAGE 61, EXERCISE 1

- 1 If you put your money in a purse, you won't lose it.
- 2 Omar has been in Jordan for two weeks.
- 3 I've already finished my science project.
- 4 This stone is green, so it can't be a ruby.
- 5 My dad is always losing his car keys.

ACTIVITY BOOK TEST B, PAGE 63, EXERCISE 1

- 1 If you visited Antarctica in winter, I think you'd regret it.
- 2 Polar bears have thick fur, to protect them from the cold.
- 3 Volcanoes can be very dangerous when they are erupting.
- 4 This object is made of glass. It is used for looking at things.
- 5 If I had a lot of money, I'd give it to charity.

TEACHER'S BOOK AUDIOSCRIPT

TEACHER'S BOOK TEST A

Marie Curie was a famous physicist and chemist, and was the first woman to win the Nobel Prize.

Marie Curie was born in Poland in 1867 CE and studied in Warsaw. She went to live in Paris, France, when she was 24, in 1891 CE, where she studied during the day and taught students in the evening. She was very poor and often hungry, but despite this, she worked very hard.

Marie Curie got a degree in Physics from the University of Paris in 1893 CE. She got another degree the next year, in 1894 CE.

In the same year, she met the man who was going to be her husband. Pierre Curie was a professor in Paris, and Marie went to work in his laboratory. A year after they met, in 1895 CE, they got married.

Pierre and Marie Curie were both brilliant scientists. A man who knew them said that Marie Curie was Pierre Curie's 'greatest discovery'.

TEACHER'S BOOK TEST B

Jellyfish are some of the most ancient creatures in the world, and there are thousands of species of them that can be found today. Jellyfish live in every ocean, from the surface to the deep sea.

Jellyfish have soft bodies, which are made of 95 per cent of water. A jellyfish is a kind of ball which opens and closes, and under the ball, there are long fingers which reach into the water. These fingers are called tentacles. The biggest jellyfish have tentacles which are 30 metres long.

Jellyfish don't have eyes, but they can feel light with their tentacles, and some jellyfish make their own light, which they use to shine in the dark and look big. This protects them from predators because it tricks them.

Some have powerful stings, which they do with their tentacles. They use their stings to kill small animals which are their food. If you find a jellyfish on the beach, don't touch its tentacles because they can still sting you, even out of the water.

Grammar games

Game 1: What have you done this week?

Aim: To practise the Present Perfect with *yet* and *already*

START →	1. play a sport	2. watch a good programme on TV	3. listen to music	4. go shopping
	8. do some homework	7. read a book	6. read a magazine	5. visit family
	9. play a musical instrument	10. eat my favourite food	11. go swimming	12. watch a film
	16. talk to a neighbour	15. spend time with friends	14. go for a walk	13. have a healthy meal
	17. play a computer game	18. visit the library	19. help with tasks at home	20. go on a bike ride
				→ FINISH

Instructions

- This game is related to the grammar exercises on Student's Book page 13.
- Students work in pairs. They should throw a coin. One side of the coin means the student should advance one space and the other means they should move forward two spaces. Ask students to decide what each side of the coin means before they start.
- The students should place their counters (something small, such as a paperclip or pen cap) on **START**.
- They should then take turns to throw the coin and move their counter the correct number of spaces along the board.
- When the students land on a space, they make a true sentence about what they have done this week. They should use the Present Perfect form of the verb and *yet* or *already*, for example, *I have already been swimming this week*.
- If their partner agrees that the sentence is grammatically correct, they leave their coin on the space until their next turn. If the answer is incorrect, they have to move their coin back a space.
- The winner is the first student to reach **FINISH**.

Game 2: I like science!

Aim: To practise the Present Continuous and state and dynamic verbs

Card set:

I'm <i>not liking</i> / <i>don't like</i> walking at night alone.	What <i>do you think</i> / <i>are you thinking</i> of physics?	70% of Earth's surface <i>is consisting</i> / <i>consists</i> of water.	We <i>do</i> / <i>are doing</i> a chemistry experiment right now.
Zoologists <i>are knowing</i> / <i>know</i> a lot about wild animals.	We <i>need</i> / <i>are needing</i> to look after the environment for future generations.	Scientists <i>are always discover</i> / <i>discovering</i> new things.	Sometimes you <i>are seeing</i> / <i>see</i> the moon and the sun in the sky at the same time.
At the moment we <i>are doing</i> / <i>do</i> a project about energy.	Physicists <i>are liking</i> / <i>like</i> to understand the world around us.	At the moment biologists <i>carry out</i> / <i>are carrying out</i> new research into plant life.	I <i>know</i> / <i>am knowing</i> the human heart beats 100,000 times a day.
<i>Do you know</i> / <i>Are you knowing</i> that sound travels faster in water than through air?	Cats <i>are seeing</i> / <i>see</i> six times better than humans in the dark.	Science is always <i>developing</i> / <i>develop</i> .	Sleep <i>consists</i> / <i>is consisting</i> of several stages, including deep sleep and dreaming.
Some people think the climate <i>is changing</i> / <i>changes</i> rapidly.	Weather forecasts <i>become</i> / <i>are becoming</i> more accurate all the time.	My friend <i>thinks</i> / <i>is thinking</i> about becoming a botanist in the future.	Scientists <i>think</i> / <i>are thinking</i> that the world is about 4.5 billion years old.

Instructions

- This game is related to the grammar exercises on Student's Book pages 27 and 33.
- Students work in pairs or small groups. Hand out a copy of the set of cards to each group.
- The students place the pile of cards face down.
- The first student takes a card from the pile and reads out what is on the card. He/She then decides which of the options is grammatically correct. If their partner agrees, they keep the card. If the student has chosen the wrong option, he/she places it at the bottom of the pile.
- The students continue to take turns to pick up a card and choose the option they think is correct.
- The winner is the student with the most cards at the end of the game.
- For further practice, the students can shuffle the cards and work through them again.
- The cards could also be used as discussion points. Ask the students to answer the questions, decide whether they agree or disagree with the statements, or ask them to say what else they know about the topics. For example, *I like physics because it's interesting.* / *We aren't doing a chemistry experiment right now. We're playing a game.* / *Cats see six times better than humans in the dark. They also sleep more than humans.*

Answers

I *don't like* walking at night alone. What *do you think* of physics? 70% of Earth's surface *consists* of water. We *are doing* a chemistry experiment right now. Zoologists *know* a lot about wild animals. We *need* to look after the environment for future generations. Scientists *are always discovering* new things. Sometimes you *see* the moon and the sun in the sky at the same time. At the moment we *are doing* a project about energy. Physicists *like* to understand the world around us. At the moment biologists *are carrying out* new research into plant life. I *know* the human heart beats 100,000 times a day. *Do you know* that sound travels faster in water than through air? Cats *see* six times better than humans in the dark. Science is always *developing*. Sleep *consists* of several stages, including deep sleep and dreaming. Some people think the climate *is changing* rapidly. Weather forecasts *are becoming* more accurate all the time. My friend *is thinking* about becoming a botanist in the future. Scientists *think* that the world is about 4.5 billion years old.

Game 3: What would you do?

Aim: To practise the Second Conditional

What would you do?		
<ul style="list-style-type: none"> • First answer the questions about you. • Then ask your friends. • Try to find the person in your class with the most similar answers to you. 		
	Questions	My answers
1	If you could meet someone famous, who would it be?	
2	If you had more free time, what would you do?	
3	Where would you travel if you could go on holiday anywhere in the world?	
4	If you had to cook dinner this evening, what would you make?	
5	If you watched a film on TV this evening, what film would you watch?	
6	What would you buy if you had a lot of money?	
7	If you could be really good at something, what would it be?	
8	Who would you give money to if you were rich?	
9	If you could be famous, what would you be famous for?	
10	If you could be a TV presenter, what programme would you present?	

Instructions

- This game is related to the grammar exercises on Student's Book page 45.
- This is a whole class activity. Before starting, make sure there is enough space for the students to walk around the class and talk to each other. The aim of the activity is for students to find the student in the class who has given the most similar answers to them.
- Ask the students to read the questions and make notes about their answers. They do not have to write full sentences.
- When the students have finished making notes, ask them to stand up. They should move around the classroom asking the questions to as many other students as they can.
- Remind them to answer the questions using full sentences in the Second Conditional, for example, *If I could meet someone famous, I would meet David Beckham because he's my favourite footballer.* The students can note the name of the student who gave a similar answer to their own.
- Set a time limit if you wish. Once the activity has finished, ask the students to sit down with someone who gave similar answers to theirs.
- Ask the students to tell the class about their partner's answers.
- For further practice, students can write their answers in full in their notebooks.

Game 4: Around the world

Aim: To practise defining relative clauses

- 1 A desert is a place when it almost never rains.
- 2 The climate is a system who affects weather conditions.
- 3 The monsoon is a season when it is very wet.
- 4 Winter is a time which it snows in many countries.
- 5 That's the woman who daughter is a weather reporter.
- 6 Mountains are areas where have their own climate.
- 7 Cool temperate climates are where it rains all year.
- 8 This is my friend that has travelled to Antarctica.
- 9 Rainforests grow in areas that are wet and warm.
- 10 Giraffes are animals that home is Africa.
- 11 The Arctic is a place where the ice is melting.
- 12 A desert is a place whose temperature can be very hot or cold.
- 13 Autumn is a time whose leaves fall from the trees.
- 14 Summer is the season when the days are long and hot.
- 15 Jordan is a country which many tourists visit.
- 16 Penguins are animals who live in cold places.
- 17 Spring is a time when baby animals are born.
- 18 They're the people who live in Russia.
- 19 Polar areas are places where are very cold.
- 20 The Equator is a place where tropical climates are found.

Instructions

- This game is related to the grammar exercises on Student's Book page 57.
- This is a whole class activity.
- Divide the class into teams of four and elect a team leader. Hand out a copy of the sentences to each team.
- The teams have to read the sentences and decide whether they think the relative pronoun in each is correct or incorrect. You may like to write these on the board to remind them: *who, whose, where, when, which/that*.
- Then read out the sentences one by one. After you have read each sentence ask *Is the sentence correct?* The leader of each team should put up their hand if they think the sentence is correct but keep their hand down if they do not agree.
- If the sentence is correct, award each team who put up their hand one point. Keep score on the board.
- If the sentence is not correct, the teams who did not put their hands up gain one point each. Then ask each team what they think the correct relative pronoun should be. Listen to each team's ideas before you confirm the correct answer. Each team who got the answer correct receives a bonus point.
- The winning team is the team which scores the most points.
- For further practice, students can write five sentences of their own to test a partner.

Answers

1 where 2 that/which 3 correct 4 when 5 whose 6 which/that 7 correct 8 who 9 correct 10 whose
11 correct 12 correct 13 when 14 correct 15 correct 16 which/that 17 correct 18 correct 19 which/that
20 correct

Game 5: Mix and match

Aim: To practise the Present Simple Passive and the Past Simple Passive

Jordan	is known	for its amazing health benefits.
Leonardo da Vinci	was opened	by thousands of tourists.
Petra	is located	in 1452 CE.
<i>Sunflowers</i>	is visited	on seven hills.
The Dead Sea	was established	in the north west of Jordan.
Amman	was painted	by Alexander Graham Bell.
The work of William Shakespeare	was built	in 1980 CE.
Jerash	was invented	all over the world.
The telephone	is studied	over two thousand years ago.
The Jordan National Gallery of Fine Arts	was born	by Vincent Van Gogh.

Instructions

- This game is related to the grammar exercises on Student's Book pages 71, 72, 75 and 77.
- Divide the students into pairs. Hand out a copy of the shuffled cards to each pair. You can divide them into three piles if you prefer: the beginnings, middles and ends of the sentences.
- The students work together to make sentences by choosing the three cards to make each sentence.
- Remind them to think carefully about whether the sentence is in the present or past, and whether the sentences they have made are factually correct.
- For further practice, the students can make new sentences about places in Jordan, or inventions, using the Present Simple Passive and/or the Past Simple Passive.

Answers

Jordan is visited by thousands of tourists. Leonardo da Vinci was born in 1452 CE. Petra was established over two thousand years ago. *Sunflowers* was painted by Vincent Van Gogh. The Dead Sea is known for its amazing health benefits. Amman was built on seven hills. The work of William Shakespeare is studied all over the world. Jerash is located in the north west of Jordan. The telephone was invented by Alexander Graham Bell. The Jordan National Gallery of Fine Arts was opened in 1980 CE.

Dictionary work

- The way you manage these activities depends on the number of dictionaries you have available and their format (print and / or online).
- If you have plenty of access to dictionaries, students can work individually or in pairs. If fewer dictionaries are available, students can work in larger groups.

Activity 1: Phrasal verbs

All the words in this activity are taken from Student's Book Modules 1, 2 and 3.

Part A

Instructions

- Ask the students to find the verb *set up* in the vocabulary exercise on page 7. Ask them what they notice about the verb *set up* (it has two parts and it takes an object). Explain that verbs like this are called phrasal verbs.
- Ask them to tell you which other verbs in the exercise are similar (*find out*, *work out*). Explain that the second part of a phrasal verb is either an adverb or a preposition. Explain that, in this case, the phrasal verbs are followed by an object. Ask them to identify the objects in each case (*a business*, *your customers*, *your costs*). Point out that it is not possible to say *I set up*, *I found out* and so on without saying what you set up or found out.
- Ask the students to use their dictionaries to check the meaning of the three phrasal verbs *set up*, *find out* and *work out*. Then ask them to choose the correct definitions of the phrasal verbs below.

- | | | | |
|--|------------|-------------------|-------------|
| 1 <i>set up</i> a business | a stop | b start | c change |
| 2 <i>find out</i> about your customers | a learn | b decide | c choose |
| 3 <i>work out</i> your costs | a discover | b find a solution | c calculate |

Answers

1 b 2 a 3 c

Part B

Instructions

- Write the following verbs on the board: *look*, *put*, *use*, *learn*, *carry*, *talk*, *work*, *consist*, *write*.
- Ask the students to decide which preposition follows each verb (to make phrasal verbs which they have encountered in Modules 1–3). They could make a table in their notebooks like the one below (do not confirm the answers at this point).

about	after	away	down	of	on	out	up

- Ask the students to check their ideas in their dictionaries. Then ask them to write an example of an object that can follow the phrasal verb, for example, *work on a project*.
- Finally, ask the students to look up the verbs on the board and find other examples of phrasal verbs with objects, for example, *talk to (someone)*, *look up (a word in the dictionary)*, *look forward to (the weekend)*.

Activity 2: Suffixes

Many of the words in Part A of this activity are taken from Student's Book Module 3.

Part A

Instructions

- Elicit from the students the different branches of science that they have learnt about in Module 3. Then ask them to tell you the names of the professions we give to the people who carry out research in those fields, and write the words on the board (*scientist, biologist, chemist, physicist, botanist, astronomer, zoologist, geologist, meteorologist, ecologist*).
- Ask the students what they notice about the endings of the words for people. Elicit why suffixes are used (*to change the meaning of a word*). Ask them how the meanings have changed (*from subject to person involved in the subject*).
- Ask them whether they can see a rule (*subjects which end in -ology change to -ologist when talking about the person*).
- Now ask what exceptions to the rule they can see (*science, chemistry, physics and botany use the suffix -ist and astronomy uses the suffix -er*).
- Write the following subjects on the board: *psychology, philosophy, history, mathematics, linguistics, music, art, geography, design*. Ask the students to decide which of the following suffixes is used to mean the people who study those subjects. They could make a table in their notebooks like the one below (do not confirm the answers at this point).

-er	-ian	-ist
philosopher	historian	psychologist
geographer	mathematician	linguist
designer	musician	artist

- Ask the students to use their dictionaries to check their ideas.
- Now ask the students to think of any other words they know that end with these three suffixes. Explain that the words do not have to be people.

Part B

Instructions

- Write the words *teacher* and *director* on the board. Ask the students to identify the suffix in each word (*-er and -or*).
- Now ask the students to explain the meaning of the suffixes *-er* and *-or* (*someone who does something*).
- Explain that the suffixes *-er* and *-or* are commonly used to make words that denote people/professions.
- Ask the students to make a list of words that end in the suffixes *-er* or *-or* and convey people/professions.
- They could make a table in their notebooks like the one below (examples shown in the table). You may need to prompt them with verbs if they find it difficult to think of words, for example, *act, build, write* and so on.

-er	-or
builder	inventor
plumber	author
firefighter	actor
painter	editor
lawyer	operator

- Make sure that the students check the spellings of the words in their dictionaries.

Activity 3: Compound nouns

All the words in this activity are taken from Student's Book Modules 4, 5 and 6.

Part A

Instructions

- Write the following words from Modules 4, 5 and 6 on the board: *wildlife, suncream, insect repellent, suitcase, global warming, snowstorm, polar bear, hot springs, seaweed, jellyfish, waterfall, rainforest, sea level, guidebook, greenhouse gases, ice age, mosquito net, climate change, hotel manager, tourist attractions*.
- Ask the students which category each word belongs to: travel or environment. (Travel: *suncream, insect repellent, suitcase, hot springs, guidebook, mosquito net, hotel manager, tourist attractions*. Environment: *wildlife, global warming, snowstorm, polar bear, seaweed, jellyfish, waterfall, rainforest, sea level, greenhouse gases, ice age, climate change*.)
- Ask the students to identify these words' part of speech (*nouns*). Ask them to make two lists in their notebooks – one-word and two-word nouns.
- Explain that all of the words are compound nouns. Try to elicit the meaning of *compound nouns* (*nouns made up of two or more words*). Point out that compound nouns can be written as either one word or two words, but that they have a different meaning to the individual words which make the compound. For example, *waterfall* is made up of the words *water* and *fall* but when these are joined together, the new word takes on a different meaning.
- Ask the students to look at the list of one-word compound nouns. Ask them to find the two words that make up the one-word compound. Ask them to work in pairs to explain what the individual words are and how the meaning of the compound noun is different.
- Now ask the students to look at the list of two-word compound nouns. Explain that in this case, the first word tells us more about the second word. For example, the type of storm (*snow*), the type of bear (*polar*), the type of manager (*hotel*).

Part B

Instructions

- Write the words *sun, water, rain* and *snow* on the board.
- In pairs or small groups, and using their dictionaries, ask students to find other compound nouns that begin with the words on the board. Remind them to look for nouns only.
- They could make a table in their notebooks like the one below (examples shown in the table).

sun	water	rain	snow
sunshine	watercolours	rainwater	snowman
sunburn	water-skiing	raindrop	snow mobile
sunbed	water supply	raincoat	snowflake

- Award one point for each correct compound noun from each group. Give five extra points to the group which finds the most words.
- You may like to extend this activity by asking the students to think of other words that could go in front of the second word in the two-word compounds, for example, *sales manager*. Make sure they check the new words in their dictionaries.

Activity 4: Pronunciation

The words in this activity are taken from Student's Book Modules 2, 3, 4, 5 and 6.

Part A

Instructions

- Write the following words on the board: *delightful, display, cliff, pier, safari, literature, fertile, awe-inspiring, magnificent, sapphire, coordinate, economic, nostril, mosquito, climate, insect*.
- Put students into pairs or groups of three. Ask the students what these words have in common. Do not give clues – allow students to work it out for themselves. If they do not manage, explain that all the words have the letter *-i* in them.
- Tell students they must sort the words into four categories, according to the way the *-i* sounds. If there is more than one sound of *-i* in the word, they can choose which category to place it into. Do not give them the categories yet. Instead let them try out pronunciation independently.
- After some minutes, give students the following categories: /aɪ/, /ɪ/, /i:/, /ə/. Ask them to predict which they think is the most common sound for *-i*.
- Tell students to sort the words again. Were their predictions right? They can check in a dictionary.
- Check answers (below) with students. They should try to give their answers to the class in a sentence. For example, 'I went for a walk along the pier on the beach at sunset.'
- Get students to tabulate their results as below. They should add any other words they like to the table, to remind themselves in the future.

/aɪ/	/ɪ/	/i:/	/ə/
<i>delightful</i>	<i>display</i>	<i>pier</i>	<i>nostril</i>
<i>fertile</i>	<i>cliff</i>	<i>safari</i>	
<i>awe-inspiring</i>	<i>literature</i>	<i>mosquito</i>	
<i>sapphire</i>	<i>awe-inspiring</i>		
<i>climate</i>	<i>magnificent</i>		
	<i>coordinate</i>		
	<i>economic</i>		
	<i>insect</i>		

Part B

Instructions

- Using the same words, students now need to find the words which have two syllables (*fertile, sapphire, climate, display, insect, nostril*) and add five two-syllable words of their own.
- Have students group these words into the following two categories: 1) ● ● ; 2) ● ● ;. Ask students to explain what these symbols mean (⁽¹⁾ stress on first syllable, ⁽²⁾ stress on second syllable).
- Students work on categorising the words. Encourage them to test them out by repeating them to each other. They should make group decisions.
- Draw a method of grouping on the board, such as two separate circles, and allow students from different groups to come up and place the words in the appropriate group. Do not correct here – but students may move each others' words around.
- When all words are on the board, read out answers. Do the students think their version is correct? Make necessary adjustments.
- Award one point for each correct compound noun from each group. Give five extra points to the group which finds the most words.
- You may like to extend this activity by asking the students to think of other words that could go in front of the second word in the two-word compounds, for example, *sales manager*. Make sure they check the new words in their dictionaries.

Answers

1 ● ● = *fertile, sapphire, climate, insect, nostril* 2 ● ● = *display*

Sample writing tasks

Advertisement for a job, Student's Book, Page 9, Exercise 9

General title	{	JOB ADVERTISEMENT
Title of the job	{	_____
Body of Advertisement	{	The employer and brief description of purpose
	{	Detailed job description (tasks, places to be in, days and time of attendance...)
	{	Conditions for recruitment (professional and personal qualifications) and salary

Useful Language: A company is looking for / needs ...; You have to learn / plan ...; If you are enthusiastic / have the qualifications ...

A letter applying for a job, Student's Book, Page 9, Exercise 10

	Salutation		Letter applying for a job
Body of Letter	first paragraph	{	Description of your professional characteristics (degree, experience...)
	second paragraph	{	Description of your expected contribution
	third paragraph	{	Description of personal criteria, how you wish to be contacted, and wishes to be accepted
	Closing	{	<i>Best wishes, / Looking forward to hearing from you,</i>
	Signature	{	Name

Useful Language: I am applying for ...; I worked / have experience in ...; I am interested in ...

A paragraph, Student's Book, Page 15, Exercise 7

Topic sentence	{	Explaining in general why the rainforest is important (for the environment and living things)
Development of paragraph	{	Giving specific reasons for protecting the rainforest (provides habitat for animals, provides us with oxygen, controls the weather, etc.)

Useful Language: The first reason is ...; Second, ...; Finally, ...

A leaflet, Student's Book, Page 17, Exercise 8

Title	{ The Oldest Trees in the World
Text (name of trees, how old the trees can grow, their shape, where the oldest trees are found, their importance...)	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 150px; height: 100px; margin-right: 10px;"></div> <div style="border: 1px solid black; width: 150px; height: 100px; margin-right: 10px;"></div> <div style="text-align: center;"> Picture(s) of the oldest trees </div> </div>

Useful Language: The tree grows in ...; It grows to be ...;
Its importance is in ...

A letter describing a school project, Student's Book, Page 31, Exercise 7

Salutation	{ <i>Dear / Hi (First Name),</i>
Body of Letter	<div style="margin-bottom: 10px;"> first paragraph { Description of school project (subject, duration, purpose, individual/group work...) </div> <div> second paragraph { Description of what you are learning (knowledge acquired, doing research, ...) </div>
Closing	{ <i>With love, / See you soon, / Best wishes,</i>
Signature	{ Name

Useful Language: I am working on a school project ...;
I'm very excited to ...; I'm learning about ...

An email, Student's Book, Page 45, Exercise 6

Greeting	{ <i>Dear (First name of friend),</i>
Body of Letter	<div style="margin-bottom: 10px;"> first paragraph { An introduction explaining what you are writing about </div> <div> second paragraph { A description of the scenery and marine life <i>I hope we can...</i> </div>
Closing	{ <i>Best regards, / Best wishes,</i>
Signature	{ Name

Useful Language: I'm writing to ...; I'd like to share with you ...

A summary of a radio programme, Student's Book, Page 58, Exercise 5

Topic sentence { Giving the main idea of the whole programme

Main points {
Effect of the weather on living things and the environment
Description of the weather
Causes disasters

Useful Language: Moreover; However

A newspaper report, Student's Book, Page 61, Exercise 8

Body of Letter	The title	{ The Drought in Australia
	first paragraph	{ Giving information about the drought: (no rain for a number of weeks, the state of earth and crops, people's condition...)
	second paragraph (List of suggestions)	{ Suggesting what can be done (use imperative verbs) • _____ • _____ • _____

Useful Language: Reduce ...; Reuse ...; Recycle ...;
Save ...; Store ...

A postcard, Exercise, Student's Book, Page 75, Exercise 7

Body of postcard	Greeting	{ <i>Dear (First name of friend),</i>	stamp
	Short paragraph	{ An introduction: the tourist attraction A description of what you have seen	
	Closing	{ <i>Best regards, / Best wishes,</i>	
	Signature	{ Name	

To: _____

I hope we can... _____

Useful Language: I am having ...; The place is ...

Wordlist

A

absorb (M5)
affect (M6)
amber (M2)
appliance (M5)
arcade (M6)
arch (M6)
archaeological (M4)
ash (M5)
asteroid (M5)
awe-inspiring (M4)

B

basalt (M5)
bat (M2)
benefit (M6)
block (M5)
botany (M3)
branch (M3)
brass (M6)
bronze (M6)
bubble up (M5)

C

calligraphy (M6)
canyon (M4)
carry out (M3)
caterpillar (M2)
cell (M3)
chemistry (M3)
cliff (M4)
climate (M5)
coach (M4)
combine (M3)
conserve (M5)
construct (M6)
contemporary (M6)
courtyard (M6)
crack (M5)
crush (M5)
crust (M5)
curate (M6)
cure (M6)
customer (M1)

D

delightful (M6)
diamond (M2)
disease (M6)
distinguished (M3)
display (M6)
DNA (M3)
dome (M6)

dramatic (M5)
drought (M5)
dune (M4)

E

ecology (M3)
economic sciences (M3)
effect (M6)
efficiency (M5)
emerald (M2)
enlighten (M5)
environmental science (M3)
Equator (M5)
eruption (M5)
examine (M6)
export (M6)
extinct (M2)
extinction (M5)

F

ferry (M4)
fertile (M5)
fine arts (M6)
flipper (M4)
fossil (M5)
fountain (M6)

G

gallery (M6)
geology (M3)
glacier (M4)
global warming (M5)
gold (M6)
greenhouse gases (M5)

H

habitat (M2)
highlight (M4)
higher education (M3)
hire (M4)
hospitality (M4)
hummingbird (M2)
hypothesis (M3)

I

ice age (M5)
ice floe (M4)
iceberg (M4)
insect repellent (M4)
interact (M3)

J

jellyfish (M4)

K

kangaroo (M2)

L

lava (M5)
literature (M3)
logging (M2)

M

magma (M5)
magnificent (M6)
marble (M6)
medicine (M3)
metal (M6)
monsoon (M5)
monsoon climate (M5)
mosquito net (M4)
mountain range (M4)

N

necklace (M2)
Nobel Prize (M3)
nomadic (M4)
nostril (M4)

O

oasis (M5)
obsidian (M5)
organic (M5)
organism (M3)
original (M1)
overlook (M6)

P

patron (M6)
peace (M3)
pearl (M2)
physics (M3)
plain (M4)
plasterwork (M6)
plate (M5)
polar (M4)
portrait (M6)
pottery (M6)
predator (M4)
prehistoric (M4)
pressure (M5)
priority (M3)
product (M1)
promote (M6)

R

ray (M2)
remote (M6)
resort (M6)
respiratory (M6)
rock formation (M4)
ruby (M2)

S

safari (M4)
sculptor (M6)
seal (M4)
sea turtle (M4)
seaweed (M4)
service (M1)
shell (M4)
shrimp (M4)
silver (M6)
sketch (M6)
sole (M4)
species (M2)
spectacular (M6)
spider (M2)
sponge (M4)
steel (M6)

T

temperate (M5)
therapeutic (M6)
toad (M2)
tropical (M2, M5)
tundra (M5)
typical (M1)

V

valley (M4)
vast (M6)
vision (M3)
volcano (M2)

W

waterfall (M4)
waterproof (M4)
wear down (M5)
weather (M5)
webbed (M4)
wildlife (M4)
witness (M3)

Z

zoology (M3)