



Jordan High Note

Grade 11
Semester 1







Teacher's Book

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Jordan High Note

Grade 11
Semester 1

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متعة التعليم الهادف

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INTRODUCTION

WHAT IS JORDAN HIGH NOTE?

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

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

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

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

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

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

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

WHAT IS THE JORDAN HIGH NOTE METHODOLOGY?

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

INSPIRATION

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

Relevant

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

Authentic

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

Purposeful

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

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

Absorbing

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

Well-balanced

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

INTENSITY

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

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

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

INTERACTION

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

Grammar

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

Vocabulary

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

Skills strategies

- *Active Reading* and *Active Listening* boxes contain crucial general reading and listening skills strategies, such as predicting, understanding the main idea, finding specific information, dealing with new words or making inferences. These boxes also include critical thinking skills like distinguishing facts from opinions, identifying the author's opinion or recognising bias. Students can experience the strategy by completing exercises that accompany it.
- *Active Writing* boxes in the Workbook highlight the crucial stages in the process of writing a specific type of text.

Pronunciation

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

INDEPENDENCE

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

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

Clear learning goals and models for success

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

Skills strategies

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

Exam strategies

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

Active Writing boxes in the Workbook

These contain a series of scaffolded tasks designed to develop the skills students need to write a given text type.

Project work

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

Resources for self-study

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

Self-assessment sections in the Workbook

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

Downloadable photocopiable activities

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

KEY CONCEPTS BEHIND JORDAN HIGH NOTE

21ST-CENTURY EDUCATION

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

21st-century students

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

21st-century teachers

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

21st-century skills and *Jordan High Note*

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

Learning and Innovation Skills (the five Cs)

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

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

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

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

Digital Literacy

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

Life and Career Skills

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

THE COMMON EUROPEAN FRAMEWORK FOR LANGUAGES

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

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

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

THE GLOBAL SCALE OF ENGLISH

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

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

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

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

ASSESSMENT FOR LEARNING

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

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

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

Student's Book

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

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

Workbook

The Workbook lessons are designed to be used in class: to practise and develop the previous Student's Book language and skills. Every unit contains a Self-assessment page where students assess how well they did in each lesson: in which areas they feel confident and where they feel they need more practice. This encourages students to reflect on their learning and helps them become independent learners. The Self-assessment page is supported by a Self-check page at the back where students can do activities checking their knowledge of vocabulary and grammar from the unit with an additional focus on Use of English.

Assessment Package

There are downloadable tests in A and B versions.

The Assessment Package includes:

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

Each test is provided in a Word format, so it can be easily modified if needed.

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

Digital Practice (interactive workbook)

By doing digital exercises, students can check their readiness for class tests and monitor their progress.

Video Lessons

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

COURSE COMPONENTS

STUDENT'S BOOK and WORKBOOK

STUDENT'S BOOK

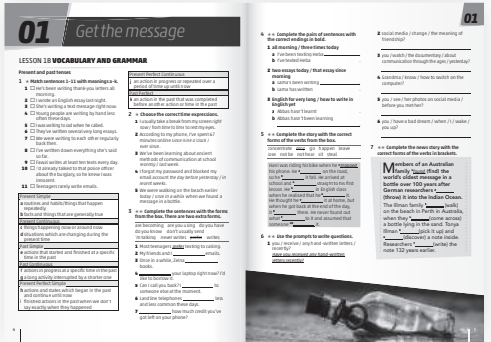
The Student's Book and Workbook are both used in class to deliver the syllabus. There are fourteen main teaching lessons; seven main teaching lessons in the Student's Book, and the same for the Workbook.

- 5 topic-based units
- 2 *Life Skills* sections at the end of every second unit which teach competencies indispensable to success in 21st century society
- Flexible order of lessons apart from the first spread (Vocabulary and Grammar) and the last spread (Writing)
- Clear lesson objectives ('I can...') based on the Global Scale of English (GSE)
- Revision for every unit: practice of language and skills in an exam task format
- Word list at the end of the book with exercises activating key vocabulary and tips on how to learn new words
- *Grammar Reference and Practice*: detailed explanations of all the grammar topics covered in the units with examples and exercises.
- Use of English: more exam-orientated practice of the language
- *A Culture Spot*
- *A Literature Spot*
- Additional grammar, vocabulary and skills practice lessons to reinforce the lesson content in the Student's Book
- New reading and listening texts, practising key skills from the Student's Book
- Pronunciation programme
- Self-Checks after each unit
- Self-Assessment sections
- Lists of phrasal verbs and dependent prepositions

STUDENT'S BOOK with eBOOK

This version of the Student's Book contains everything described above (Student's Book, digital activities and resources) PLUS:

- **Interactive Workbook** with instant feedback
- Embedded audio



JORDAN HIGH NOTE UNIT WALKTHROUGH

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

GRAMMAR

There are four grammar lessons in each unit: two in the Student's Book and two in the Workbook:

- The first grammar point is introduced in the Student's Book at the beginning of each unit, and is combined with vocabulary for more integrated learning (Lesson 1A: Vocabulary and Grammar). The grammar is then practised in the Workbook lesson (Lesson 1B: Vocabulary and Grammar).
- The second grammar lesson comes later in the Student's Book unit and introduces another grammar point. This is then further practised in the related Workbook lesson.

1 Clear summary of unit contents.

2 Learning objectives with an immediate opportunity for self-assessment.

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

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

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

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

01 Get the message

1 VOCABULARY Collocations with *contact, message and touch*, phrasal verbs, emotion adjectives (see the word list on page 72)

GRAMMAR Present and past tenses, question tags, echo questions **Use of English** > page 91

LISTENING Understanding a radio interview about emotional intelligence

READING Expressing emotions

WRITING Understanding an article about how animals communicate

VIEWING AND PRESENTING An analytical essay grammar, animals, conversations, emotional intelligence, emotions

LESSON 1A VOCABULARY AND GRAMMAR

1 Read the article and check which forms of communication ...

- make it easier to **stay in touch** nowadays.
- were a good way to quickly **spread the message**.
- can be used to **convey** a short and simple **message**.
- could be a good way to **make contact** if that an enemy was coming.
- can **carry a message** over a long distance.
- can be used to **convey** a short and simple **message**.
- could be a good way to **make contact** if you were stuck on a desert island.

2 Make more collocations with the nouns *contact, message and touch*, using the verbs from the box. You can use one word twice.

deliver establish lose maintain pass on

1 _____ / _____ **contact**

2 _____ / _____ **a/the message**

3 _____ **touch**

3 Discuss in pairs. How can a means of communication change someone's life? Find examples in the text.

4

01 Get the message

LESSON 1B VOCABULARY AND GRAMMAR

1 Unit 1, Lesson 1A Complete the sentences using the correct tense and a time expression from the box.

at the time earlier today ever since for from time to time in recent years once a week right now these days

1 I _____ (lose touch) with a few of my friends _____.

2 Dad _____ (make contact) with his cousin _____, so they're not close.

3 She _____ (chat) on her mobile _____ ages, can't they _____ (see) each other in person?

4 I _____ (establish contact) with Mr Farley _____, but he hasn't responded yet.

5 _____ (you / use) the laptop _____? I need to send an email.

6 My teacher took my mobile phone off me yesterday - I _____ (talk) to my friend _____.

7 He _____ (stay in touch) with me _____, we had that argument.

8 I _____ (love) going for a regular run _____.

9 I _____ (prefer) to stay in on Saturday nights _____.

10 Mum _____ (stand) all day at work.

2 Unit 1, Lesson 1A Complete the sentences using the correct tense and the verbs from the box. Use every verb twice.

appear have look see smell think

1 Do you know that man? He _____ at you all evening.

2 Why _____ the milk? Do you think it has gone bad?

3 _____ lunch now. Will you join us, please?

4 Just look at his face: I bet he _____ about something amazing!

5 Apologies, but I _____ much time at the moment. I'll get back to you soon, I promise.

6 Mother Rayahneh _____ award-winning TV show, *The Invasion*.

Present and past tenses

4 Study the Grammar box and match the underlined phrases 1-11 in the article with the meanings a-k.

Present and past tenses

We use the Present Simple for:

a routines and habits

b facts and things that are generally true

We use the Present Continuous for:

c things happening now or around now

d situations which are changing during the present time

We use the Past Simple for:

e actions that started and finished at a specific time in the past

We use the Past Continuous for:

f actions in progress at a specific time in the past

g a long activity interrupted by a short one

We use the Present Perfect Simple for:

h actions and states which began in the past and continue until now

i finished actions in the past when we don't say exactly when they happened

We use the Present Perfect Continuous for:

j an action in progress or repeated over a period of time up until now

We use the Past Perfect for:

k an action in the past that was completed before another action or time in the past

5 Match time expressions below with the tenses in Exercise 4. Find more time expressions in the article.

at the moment at the time currently earlier today ever since every so often for from time to time in recent years nowadays once in a while recently right now since the day before yesterday these days

6 Match the sentence halves. In pairs, discuss the reasons for your answers.

1 The phone is ringing _____. The phone rings _____.
a all the time now that we run a business
b and I can't find where I've put it

2 I've been calling Malek _____. I've called Malek _____.
a all day today b a couple of times today

3 It's getting _____. It gets _____.
a easier and easier to stay in touch with people
b less difficult every time I write an essay

4 I was watching a film _____. I watched a film _____.
a when the lights suddenly went out
b when I got home from school

5 What do you think _____. What are you thinking _____.
a of my phone b about _____

7 VALUES Why is it important to communicate regularly with people we care about?

8 SPEAKING Complete the sentences with your own ideas.

1 I was talking to a friend the other day when _____.

2 By lunchtime yesterday, I had already _____.

Now go to Workbook page 4 for the next lesson.

01 Get the message

LESSON 1B VOCABULARY AND GRAMMAR

Present and past tenses

1 * Match sentences 1-11 with meanings a-k.

1 He's been writing thank-you letters all morning.

2 I wrote an English essay last night.

3 She's writing a text message right now.

4 Young people are writing by hand less often these days.

5 I was writing to Dad when he called.

6 They've written several very long essays.

7 We were writing to each other regularly back then.

8 I've written down everything she's said so far.

9 Fawzi writes at least ten texts every day.

10 I'd already talked to that police officer about the burglary, so he knew I was innocent.

11 Teenagers rarely write emails.

Present Simple

a routines and habits/things that happen repeatedly

b facts and things that are generally true

Present Continuous

c things happening now or around now

d situations which are changing during the present time

Past Simple

e actions that started and finished at a specific time in the past

Past Continuous

f actions in progress at a specific time in the past

g a long activity interrupted by a shorter one

Present Perfect Simple

h actions and states which began in the past and continue until now

i finished actions in the past when we don't say exactly when they happened

Present Perfect Continuous

j an action in progress or repeated over a period of time up until now

Past Perfect

k an action in the past that was completed before another action or time in the past

2 * Choose the correct time expressions.

1 I usually take a break from my screen **right now / from time to time** to rest my eyes.

2 According to my phone, I've spent 67 minutes online since **nine o'clock / ever since**.

3 We've been learning about ancient methods of communication at school **recently / last week**.

4 I forgot my password and blocked my email account **the day before yesterday / in recent weeks**.

5 We were walking on the beach **earlier today / once in a while** when we found a message in a bottle.

3 * * Complete the sentences with the forms from the box. There are two extra forms.

are becoming are you using do you have do you know don't usually send 'm talking never writes ~~writes~~

1 Most teenagers **prefer** texting to calling.

2 My friends and I _____ emails.

3 Once in a while, Zeina _____ books.

4 _____ your laptop right now? I'd like to borrow it.

5 Can I call you back? I _____ to someone else at the moment.

6 Landline telephones _____ less and less common these days.

7 _____ how much credit you've got left on your phone?

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

VOCABULARY

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

- The first lesson (Lesson 1) combines new grammar with new vocabulary.
- There is a separate Vocabulary lesson in the Student's Book which presents the main lexical set(s) of the unit. This is further practised in the next Workbook lesson.
- There is additional vocabulary input in the Reading, Listening, and some Speaking and Writing lessons in the Student's Book and Workbook.
- There are extra exercises activating the word lists and tips on how to best memorise new words.

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

2 Main lexical input of the unit in a separate Vocabulary lesson (the page in the same colour as the course level, i.e. green).

4 Frequent opportunities for using the new vocabulary in speaking contexts in the Student's Book and Workbook.

- An idiom is a fixed phrase that has a special meaning which is different from the usual meaning of the individual words.

3 In the *Remember More* sections, *Active Vocabulary* boxes provide tips for students on how to improve their ability to remember and learn new words, encouraging their independent learning skills.

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

1 LESSON 3A VOCABULARY | Idioms and phrases related to communication

1 In pairs, answer the questions.

2 Do you work out the meaning of the title? Do you find it easy or difficult to break the ice with people you don't know? Say why.

2 Study the phrases highlighted in the article. Then complete the second sentence so that it means the same as the first.

1 He started talking to the new neighbour. **STRICT** → He _____ with the new neighbour.

2 She gave the impression of being very self-confident. **ACROSS** → She _____ being very self-confident.

3 Aber commented on how nice her shoes were. **PMID** → Aber _____ about her shoes.

4 I immediately liked him. **TOOK** → I _____ immediately.

5 We found it really funny. **LAUGH** → We really _____ about it.

6 I didn't really like her friends when I met them. **OFF** → I didn't really _____ with her friends when I met them.

3 **1.3** Listen to someone talking about breaking the ice. What behaviour does she find annoying when meeting new people?

4 Match idioms 1-4 with definitions a-f.

1 Jump down somebody's throat

2 Put somebody on the spot

3 Fire questions at someone

4 Refuse to let something drop

5 Insist on having the last word

6 Not get a word in edgewise

a to be unable to say anything because someone else is talking all the time

b to embarrass someone by forcing them to answer a difficult question

c to have to make the final point

d to stop talking about something

e to react angrily to something

f to ask someone a lot of questions quickly

5 **REFLECT** | Society in pairs, make a list of five rules for making a good impression when you meet people for the first time.

ACTIVE VOCABULARY | Idioms

An idiom is a fixed phrase that has a special meaning which is different from the usual meaning of the individual words.

Now go to Workbook page 8 for the next lesson.

3 LESSON 2A READING AND VOCABULARY

1 SPEAKING | In pairs, discuss the questions.

What do you think would happen if you could talk to animals?

2 SPEAKING | Read the article and study Active Reading. What questions about communication does the author expect? How do you agree with her?

01 Get the message

LESSON 13 VOCABULARY AND GRAMMAR

Present and past tenses

1 Match sentences 1-4 with meanings a-d.

2 Complete the sentences with the correct form of the verb in brackets.

3 Complete the sentences with the correct form of the verb in brackets.

4 Complete the sentences with the correct form of the verb in brackets.

5 Complete the sentences with the correct form of the verb in brackets.

4 Unit 1 REMEMBER MORE

1 Two words collocate in each case. Cross out the wrong word. Then check with the word list.

1 I don't want to lose contact / touch / knowledge with my friends.

2 The article aims to convey / process / carry an important message.

2 Complete the phrasal verbs with prepositions. Then check with the word list.

1 figure _____ (how to do something)

2 point _____ (mistakes)

3 spell _____ (how to do something)

4 pick _____ (signals)

5 get _____ (information)

6 wipe _____ (animals)

3 Write synonyms (ending in -ed) for each of these adjectives.

1 totally confused - **b**

2 extremely happy - **e**

3 extremely upset - **d**

4 annoyed - **e**

5 very frightened - **f**

ACTIVE VOCABULARY | Phrases

When you learn phrases from the word lists, you may divide them into groups according to the way they are built. For example, find all phrases with prepositions (up, out, across, etc.), like in Exercise 2 above, or words that collocate with the same noun, like in Exercise 1.

LESSON 1 GRAMMAR AND VOCABULARY | W1.1

carry a message / kærɪ 'mesɪdʒ

convey a message / kən'veɪ 'mesɪdʒ

deliver a message / dɪ'lɪvə 'mesɪdʒ

greeting (n) / 'gri:ɪŋ

lose contact / touch with somebody / ləʊz 'kɒntækt / 'tʌʃ wɪð 'sɒmbədi

make contact with somebody / meɪk 'kɒntækt wɪð 'sɒmbədi

pass on a message / pɑ:s 'ɒn 'mesɪdʒ

spread the message / spred ðə 'mesɪdʒ

stay in touch / steɪ 'ɪn 'tʌʃ

LESSON 2 READING AND VOCABULARY | W1.2

bring about (phr v) / brɪŋ 'əbaʊt

figure out (phr v) / 'fɪɡə 'aʊt

get across (phr v) / get 'əkrɒs

groom / grʊm

make out (phr v) / meɪk 'aʊt

omnivore / ɒmnɪ'veɪ

pick up (phr v) / pɪk 'ʌp

point out (phr v) / pɔɪnt 'aʊt

rival 'rɪvəl

scientific community / saɪən'tɪfɪk kəmju:nə'ti

spell out (phr v) / spel 'aʊt

wipe out (phr v) / wɪp 'aʊt

LESSON 5 LISTENING AND VOCABULARY | W1.3

astounded (adj) / 'ɔ:stəʊnd

bewildered (adj) / bɪ'wɪldəd

devastated (adj) / dɪ'veɪstətəd

ecstatic (adj) / ɪk'stætɪk

exasperated (adj) / ɪg'sæspə'reɪtəd

livid (adj) / 'lɪvɪd

terrified (adj) / 'terrɪfaɪd

Unit 2 REMEMBER MORE

1 Complete the statements with words from the word list in the correct form. Then decide which statements are false.

1 A lot of pollution is due to _____ the number of cars on our roads.

2 A simple and effective way to reduce vehicle e _____ is to drive at steady speed.

3 Eating a lot of sugar usually leads _____ people living longer.

4 Many people worry about global w _____.

5 A _____ film makes our lives clearer.

2 Make collocations, using the verbs from the box. Then check with the word list.

endangered / freak / habitat / soil / toxic

1 _____ species

2 _____ erosion

3 _____ weather

4 _____ waste

3 Write words or phrases with opposite meanings. Then check with the word list.

1 vertebrate - _____

2 sub-zero temperatures - _____

3 frost - _____

4 complete the phrases with the correct adjectives from the words in bold. Then check with the word list.

1 _____ sheep FUR

2 _____ by COARSE

3 _____ by SAME

4 _____ heat BUSTER

5 _____ rain THERMIST

5 Do the task below.

Write your own quiz similar to the one in Exercise 1 above. Find some interesting facts and write 4 true/false sentences with the phrases from the word list. You may challenge your classmates or publish your quiz online.

LESSON 2 GRAMMAR AND VOCABULARY | W1.2

as a result of / ɪz 'rɪzlt 'ɒv

as a consequence of / ɪz 'kɒn'si:kwəns 'ɒv

as a result of / ɪz 'rɪzlt 'ɒv

as a consequence of / ɪz 'kɒn'si:kwəns 'ɒv

give rise to / ɡɪv 'raɪz 'tuː

lead to something / li:d 'tuː smɪθɪŋ

result from / rɪzlt 'frɒm

result in / rɪzlt 'ɪn

LESSON 2 VOCABULARY | W1.2

acid rain (n) / 'æsɪd 'reɪn

endangered species / ɪn'dæŋdʒəd 'spɪʃɪz

exhaust fumes / ɪg'zɔ:st 'fju:mz

fossil fuel (n) / 'fɒsəl 'fju:əl

global warming / ɡləʊbəl wɒmɪŋ

greenhouse effect (n) / ɡri:nhəʊs 'efekt

habitat loss (n) / 'hæbətæt 'lɒs

ozone layer (n) / 'əʊzən 'leɪə

renewable energy / rɪ'nju:əbəl 'enədʒɪ

soil erosion (n) / 'sɔɪl 'ɪrəʊʒən

toxic waste (n) / 'tɒksɪk 'weɪst

vehicle emissions (n) / 'vɪkəl 'ɪmɪʃənz

water scarcity (n) / 'wɔ:tə 'skærsə'ti

LESSON 4 READING AND VOCABULARY | W1.4

backbone (n) / 'bækbaʊn

critically endangered / krɪ'tɪkəlɪ 'endʒədʒəd

crustacean (n) / krʌ'steɪʃən

cuddly (adj) / 'kʌdli

fun (n) / fʌn

funny (adj) / 'fʌni

invertebrate (n) / ɪn'vɜ:təbrət

make up (phr v) / meɪk 'ʌp

mammal (n) / 'mæməl

marine (adj) / mə'ri:n

natural predator / 'nætʃrəl 'predətə

nocturnal (adj) / nɒk'tɜ:nl

pesticide / 'pestɪsaɪd

primate (n) / 'praɪmət

reptile (n) / 'reptəl

scale (n) / 'skeɪl

skeleton (n) / 'skelətən

slimy (adj) / 'slɪmi

solitary (adj) / 'sɒlətəri

freak weather / 'fri:k 'weðə

gale-force wind / ɡeɪl'fɔ:s 'wɪnd

heavy snow/rain / 'hevi 'səʊ / 'reɪn

humidity (n) / 'hju:mɪdətɪ

scorching temperature / 'skɔ:ʃɪŋ 'temprətʃə

sub-zero temperature / 'sʌb-zɪrəʊ 'temprətʃə

torrential rain / 'tɒrənʃəl 'reɪn

WORKBOOK

- There is an additional Unit Vocabulary Practice section, which gathers the lexis from the entire unit.

READING

The Reading lessons in the Student's Book and Workbook feature a variety of information-rich and thought-provoking texts. They contain a range of exercises that practise reading for the main idea, followed by focusing on specific information, vocabulary practice and discussion. The *Active Reading* boxes cover all crucial skills strategies, which students can actively practise through a series of exercises.

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

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

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

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

LESSON 2A READING AND VOCABULARY

1 SPEAKING In pairs, discuss the question.
What do you think would happen if we could talk to animals?

2 CRITICAL THINKING Read the article and study *Active Reading*. What opinions about communication does the author express? How far do you agree with them?

3 **MAKING CONTACT**
By Anne Harner

We know that some animals understand basic instructions, allowing travellers to control their horses or camels, for example. But although some of the more intelligent animals can figure out what we want them to do, we have long assumed that communication with – and between – animals must be limited. However, thanks to the work done by the naturalist Jane Goodall since the 1960s, we should take the possibility seriously that some animals can both take in what we are saying and get across complex ideas.

As a child, Jane loved reading books about a fictional character called Dr Doolittle, who could talk to animals. Perhaps this is what inspired her to go to Africa when she was in her 20s. There she came across a scientist who called Jane and she might want a job observing chimpanzees in the wild. She immediately said yes. She went with her mother to the shores of Lake Tanganyika in Tanzania to start her new job, and it was not long before she made out a group of chimpanzees in the trees around an area now called the Gombe Stream National Park.

How could a young English woman with no scientific training possibly make contact with a group of wild chimpanzees? At first, the animals ran away as soon as they saw her. But maybe because she knew very little about these wild animals, it is highly likely that her behaviour gained their trust. It was only later that Jane would learn how dangerous they could be. She saw that different groups of chimpanzees had battles in which they tried to wipe out the rival ones. But before this, her studies showed her that the chimpanzees could clearly communicate, allowing them to groom and help each other, share food as well as have arguments. Jane pointed out that the animals couldn't communicate using language like people, but they could communicate by touch and sound. Amazingly, she also realised they could not sign language.

At this time, people believed that only humans could use tools, but Jane watched chimpanzees using sticks to take ants from a tree, and then used the sticks to feed the ants to their young. Through her work, Jane opened up the scientific community to the fact that animals, too, could use tools.

Jane went on to write a number of books about her work. As well as explaining chimpanzees' highly developed social behaviour, she taught us that they are omnivores (people used to think they were vegetarians). In 2002, she became a UN Messenger for Peace.

In my opinion, Jane Goodall brought about a complete change in the way people understood how animals can communicate. Since her work in Tanzania, naturalists have continued to study different forms of communication between animals such as whales and elephants, who can pick up sounds made by other whales and elephants over large distances. I feel that we may yet learn even more about animal vocalisations in the future.

1 **ACTIVE READING** Identifying the author's opinion

It is a text, the author presents his/her point of view on a topic, and different arguments to support that view.

- Writers often use opinion verbs and phrases to signal their position, e.g. I feel... / I think... / In my opinion... etc.
- Sometimes they express their views more subtly by using modal verbs, e.g. We should... / It must be... etc.
- They may also use phrases of probability, e.g. Might... / Possibly... etc.
- Remember that you can form your own opinion, rather than uncritically accepting what the author has to say.

2 **Read the article again and choose the correct answers.**

- According to the author, how did Jane get the chimpanzees to trust her?
 - a She talked to them.
 - b She was related with them.
 - c They did not know she was there.
 - d What were the two most important discoveries that Jane made?
 - a The chimpanzees could talk and make tools.
 - b The chimpanzees had habits and disciplines that children.
 - c The chimpanzees could use tools and communicate using sign language.
 - d We would change our minds about how animals communicate.
- What does the author believe might happen if humans could talk to animals?
 - a We might learn to communicate like whales and elephants.
 - b They might teach us important lessons.

3 **Match the highlighted phrasal verbs from the article with their definitions below.**

- to receive sounds, phone signals, etc.
- to cause something to happen
- to tell someone something you think they don't know
- to see something with difficulty
- to destroy something completely
- to successfully communicate a message / an idea
- to explain something very clearly
- to meet or find something or someone
- to solve or understand something
- to understand and remember something you have told

4 **Complete the sentences with the phrasal verbs from the article, in the correct form.**

- I was embarrassed when he _____ that I had made some basic spelling mistakes.
- It was cloudy, but he could still _____ the distant star.
- _____ an interesting article about space exploration the other day.
- Technology has _____ many changes in the way we live.
- My science teacher is very good at _____ difficult ideas so that we always understand them.
- I took the signal to _____ exactly how to use the telescope.
- You don't understand! Do I have to _____ what I mean?
- We couldn't use our mobile phones in the desert, but started to _____ signals when we went into the mountains.

5 **SPAKING** In small groups, ask and answer the question.

6 **REFLECT** Culture in small groups, discuss what questions you would like to ask if you could talk to an animal.

Now go to Workbook page 10 for the next lesson.

I can identify the author's opinion and talk about animal communication.

01 Get the message

LESSON 1B VOCABULARY AND GRAMMAR

5 **Present and past tenses**

Match sentences 1–11 with meanings a–k.

- He's been writing thank-you letters all morning.
- I wrote an English essay last night.
- I don't write a text message right now.
- Young people are writing by hand less often these days.
- I was writing to her when she called.
- They've written several very long essays.
- We were writing to each other regularly back then.
- I've written down everything she's said so far.
- I never writes at least ten texts every day.
- I'd already talked to that police officer about the burglary, so he knew I was innocent.
- Teenagers rarely write emails.

Present tenses:

- routines and habits / things that happen repeatedly
- facts and things that are generally true

Present Continuous:

- things happening now or around now
- situations which are changing during the present time

Past Simple:

- actions that started and finished at a specific time in the past
- a long activity interrupted by a shorter one

Present Perfect Continuous:

- actions in progress at a specific time in the past
- actions and states which began in the past and continue until now
- finished actions in the past when we don't say exactly when they happened

Present Perfect Continuous:

- An action in progress or repeated over a period and still going on up until now.
- An action in the past that was completed before another action of the past.

2 = Choose the correct time expressions.

- I usually take a break from my screen right now / from time to time to rest my eyes.
- According to my phone, I've spent 7 minutes online since we started / ever since.
- We've been learning about ancient methods of communication at school recently / just now.
- I forgot my password and blocked my email account the day before yesterday / in recent times.
- We were walking on the beach earlier today / just as she walked when we found a message in a bottle.

3 = Complete the sentences with the forms from the box. There are two extra forms.

are becoming / are you using / do you have to do you know / don't usually send / in talking / never writes / _____ writes

- Most teenagers _____ texting to calling.
- My friends and _____ emails.
- Once in a while, Zena _____ books.
- _____ your laptop right now? I'd like to borrow it.
- Can't you bare _____ to someone else at the moment.
- Landline telephones _____ less and less common these days.
- _____ how much credit you've got left on your phone?

1 **THINK BACK** In pairs, look at the photos above and discuss what emotions you think the people are feeling.

annoyed confused frightened furious nervous sad surprised thrilled

2 **Match the adjectives below with their synonyms in Exercise 1. Which of the words have a stronger meaning than their synonyms?**

- terrified / frightened
- astonished
- exasperated
- livid
- tense
- ecstatic
- bewildered
- devastated

3 **Complete the sentences with the adjectives from Exercise 2.**

- I'm completely _____ about my exam results – I never thought I'd do so well!
- He has no idea how he lost his phone. He feels completely _____.
- Randa's mother was absolutely _____ when she found out that her daughter had cheated in the exam again.
- She felt very _____ as she waited for her job interview.
- He's _____ that someone will find out his secret.
- Nothing is changing and he is becoming more and more _____ about the situation.

4 **1.8 Listen to an interview. What is the difference between IQ and EQ?**

5 **1.8 Listen again and complete the sentences with a word or a phrase.**

- One piece of research showed that people with high emotional intelligence _____ a lot more than those with a low EQ.
- Emotional intelligence is not _____, which is different from IQ.
- One way to become more self-aware is to write a _____.
- We need to learn how to recognise our negative emotions in order to be able to _____ them.
- Other people cannot make us feel a certain way, we are largely _____ for our own moods.
- Body language, such as _____, can demonstrate that you are listening.
- Active listening can also help you to avoid _____.

6 **SPAKING** In pairs, discuss the questions.

- Which aspects of emotional intelligence do you think you are strongest at?
- How could you further improve your emotional intelligence? What could be the benefits?

Now go to Workbook page 10 for the next lesson.

I can identify specific information in a radio interview and talk about emotional intelligence.

WORKBOOK

5 The reading texts in the Workbook lesson recycle the vocabulary and grammar covered in the Student's Book and provide more skills practice.

LISTENING

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

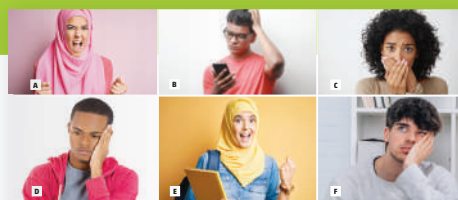
1 New vocabulary is clearly highlighted or presented in coloured boxes, making it easy to find.

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

3 Frequent opportunities for personalisation and building fluency.

WORKBOOK

- New listening texts recycle the vocabulary and grammar covered in the Student's Book and provide more skills practice.
- Active Pronunciation* boxes help students see superintendencies between sounds and give tips on how to pronounce particular sounds correctly.



LESSON 5A LISTENING AND VOCABULARY

1 **THINK BACK** In pairs, look at the photos above and discuss what emotions you think the people are feeling.

annoyed confused frightened furious nervous sad surprised thrilled

2 **Match the adjectives below with their synonyms in Exercise 1. Which of the words have a stronger meaning than their synonyms?**

- terrified / frightened
- astonished
- exasperated
- livid
- tense
- ecstatic
- bewildered
- devastated

3 **Complete the sentences with the adjectives from Exercise 2.**

- I'm completely _____ about my exam results – I never thought I'd do so well!
- He has no idea how he lost his phone. He feels completely _____.
- Randa's mother was absolutely _____ when she found out that her daughter had cheated in the exam again.
- She felt very _____ as she waited for her job interview.
- He's _____ that someone will find out his secret.
- Nothing is changing and he is becoming more and more _____ about the situation.

4 **1.8 Listen to an interview. What is the difference between IQ and EQ?**

5 **1.8 Listen again and complete the sentences with a word or a phrase.**

- One piece of research showed that people with high emotional intelligence _____ a lot more than those with a low EQ.
- Emotional intelligence is not _____, which is different from IQ.
- One way to become more self-aware is to write a _____.
- We need to learn how to recognise our negative emotions in order to be able to _____ them.
- Other people cannot make us feel a certain way, we are largely _____ for our own moods.
- Body language, such as _____, can demonstrate that you are listening.
- Active listening can also help you to avoid _____.

6 **SPAKING** In pairs, discuss the questions.

- Which aspects of emotional intelligence do you think you are strongest at?
- How could you further improve your emotional intelligence? What could be the benefits?

Now go to Workbook page 10 for the next lesson.

I can identify specific information in a radio interview and talk about emotional intelligence.

SPEAKING

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

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

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

WORKBOOK

3 The Workbook lessons provide additional practice and production opportunities to help build confidence in speaking.

3 An analytical essay looks at a topic in detail and proves ideas that the writer has about the topic. It uses researched facts to prove the ideas. Read the essay again. Which researched facts does the writer use?

4 Complete the Writing box with examples from the essay.

WRITING | An analytical essay

- Organisation**
- Research the topic using reliable sources.
 - Plan what you want to write.
 - Introduce your topic in the introduction so readers know what you will be looking at.
 - The main part of the essay should explain your ideas. Use a paragraph for each idea with evidence to support each one.
 - Start each paragraph with a topic sentence and remember to include the sources you researched to back up each idea.
 - Write a conclusion to summarise what you have said.
- Content**
- You can include other people's ideas and explain why you do not agree with them.
 - Remember to present only facts.
 - Make a note of all the sources you have used both within and at the end of the essay. You can use the following phrases in the essay.

- Informal style**
- 1 I _____ the website Net Positive, AI can even identify children's voices.
 - 2 UNIDO _____ many industries have worked together to create a plan for using AI in the country's development over the next five years.
 - 3 Time magazine _____ in its article in July 2023.

5 Answer the questions.

- 1 Which are the topic sentences in the essay?
 - 2 Which idea is included that the writer does not fully agree with? Why?
 - 3 How many sources are listed?
- 6** Many verbs are followed by a specific preposition. Complete the table with examples from the essay on page 12.

on	_____
to	_____
about	_____

7 Complete the sentences with the correct preposition in each gap.

- 1 I can see my grandparents struggle to learn _____ the latest developments in computing.
 - 2 Social media sites explain ways that parents can have control _____ their children's internet use.
 - 3 We know that social media directs advertisements _____ its users.
 - 4 Too many children probably rely _____ social media to make friends.
- 8** Read the analytical essay question below. Do you agree or disagree? Research facts that can back up your argument.
- Social media is a good thing because young people have more friends in more places than ever before. Do you agree?

01

LESSON 4B GRAMMAR

Question tags and echo questions

- 1** Match sentences 1-4 with responses a-f.
- 1 I'm having a great time.
 - 2 I met a really nice tourist last week.
 - 3 Majeda and Malak have arrived!
 - 4 Jawad didn't want to play tennis.
 - 5 I've been wearing some beautiful shoes.
 - 6 I can't understand what he's saying.
- a Can't you? Why don't you ask him to speak more slowly?
 b Was she? She's always so stylish.
 c Have they? OK, I'll be there in two minutes.
 d Are you? I'm glad you could make it.
 e Didn't he? Maybe he doesn't know how.
 f Did you? What was his name?

2 ** Choose the correct words to complete the question tags 1-4.

- Omar** Oh, dear. I'm talking too much, *don't / aren't / I get nervous in new situations.
- Nader** *Hurry! / hadn't / noticed. You seem quite self-confident to me.
- Alla** Everybody likes chocolate *aren't / don't they? I'm planning to make a chocolate cake for the party.
- Hanan** *Well, I certainly do, so please go ahead!
- Rashed** You haven't met Adel, *have / haven't you? He moved in next door recently.
- Amer** *Hi, Adel. Welcome to the neighbourhood. I'm Amer.
- Fadia** Choose some more music, *will / should you, Halima? My tablet is on the table.
- Halima** *Oh, yeah. Right, let's listen to something fun.
- Ramzi** This is a great new sports club, isn't it? / this? The old club wasn't fun.
- Hani** *I liked it.

Jameela Everything went wrong, *didn't / wasn't / I don't know what to do.

Amal *Well, perhaps I can help.

3 Now add an echo question to complete gaps a-f.

- 4** ** Complete two conversations at a family party.
- Khalil** Hi there. We haven't met, *have you?
Husam No, I don't think so. I'm Husam - Kamal's cousin. I live in Egypt now.
Khalil *Well, it's nice to meet you. I'm Khalil and I'm in Kamal's sports club, though I don't really know him very well. This is a great party.
Husam Actually, I find him a bit unfriendly, but don't tell him.
Khalil *Hal! I won't. And, that's his brother, *the boy with the black hair?
Husam Who, Muneer? No, they're friends.
Khalil Oh, *
Kamal Change the music, *
Omar Let's put on some traditional music, *
Kamal Whatever you fancy. Do you know that boy who's talking to Husam? He's in our sports club, *
Omar Yeah, I think so. His name's Khalil.
Kamal He looks like a nice boy.
Omar Well, we can go and say hello, *
Kamal Wait a minute! We can't just walk up and say hello.
Omar Of course we can't! It's a party after all. It'll be fine.
Kamal *Do the talking though, *
Omar Oh, come on Kamal. Don't be shy.

01

WRITING

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

1 Engaging and relevant model text.

2 Writing boxes with useful tips and key language.

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

WORKBOOK

The Workbook writing lessons include an *Active Writing* which section guides students through all the stages of the process of writing a specific type of text.

LESSON 7A WRITING | An analytical essay

- 1 In pairs, answer the questions.
 - 1 Do you think computer technology will change the way children communicate in the future? Why?
 - 2 Can you think of one positive way and one negative way in which technology might change children's lives?

2 Read one student's answer to the essay question given below and compare it with your ideas from Exercise 1.

Artificial Intelligence good or bad for children?

REGULATED AI IS GOOD FOR CHILDREN

Artificial Intelligence (AI) refers to how computers can do tasks that are usually done by intelligent humans. As a result, AI computers can now do amazing things, including writing songs, solving scientific problems and even helping to find cures for diseases. People are also using AI more and more in everyday life and although it might make many aspects of life easier, it could also make things worse, especially for our children.

AI is already used by many forms of social media. As with other forms of social media, AI can learn about its users' interests and hobbies, and that includes children. According to the website Net Positive, AI can even identify children's voices. This might mean children are directed to online advertising and content that their parents would not want.

However, some countries like Jordan are hoping to use AI sensibly. UNIDO reports that many industries have worked together to create a plan for using AI in the country's development over the next five years. Jordan is in a good position for using AI as it is at the forefront of technology.



LESSON 6A SPEAKING

- 1 Listen to six short conversations.
 - 1 What is the main emotion each speaker expresses? Why did each speaker feel that way?
- 2 Complete the Speaking box with the phrases from the box.

Get out of here! I'm feeling a bit blue. I'm heartbroken. I'm worried sick about ... I've had it up to here with ... That's a weight off my mind.

SPEAKING | Expressing emotions

Expressing anxiety

I've been keeping me up at night.

Yes, I'm so happy.

I can breathe a sigh of relief now.

Expressing annoyance and frustration

... is driving me up the wall!

... really gets on my nerves.

Expressing surprise or disbelief

You've got to be kidding me!

Who would have thought it?

Expressing sadness

I'm feeling a bit down in the dumps.

Expressing enjoyment or happiness

I'm walking on air!

I can't stop smiling!

3 Listen to six statements.

When you hear a beep, choose and say a suitable response from the box.

I don't blame you. I know, right? I'm really pleased for you. I'm so sorry to hear that. What a pain! What's the worst that could happen?

01

4 Replace the underlined words with phrases from the Speaking box and suitable responses in Exercise 3.

- 1 A I'm extremely concerned about my aunt - she isn't very well.
 - 1 That's awful. It's horrible when a relative is sick.
- 2 A I've got to give a presentation in class next week. I'm really nervous.
 - 1 You've got to be kidding me!
 - 2 There's no need to worry. You'll be great!
- 3 A My parents are taking me to Florida this summer.
 - 1 I don't believe you! You lucky thing!
 - 2 Yes, I'm so happy.
- 4 A I'm completely fed up with people gossiping behind my back.
 - 1 I don't blame you. It's awful.
 - 2 I'm finally finished my geography project.
 - 3 That must be a relief for you.

5 In pairs, role play the situations. Student A, read the instructions below. Student B, go to page 95.

STUDENT A

In pairs, role play the two situations. Use language for expressing emotions and for responding from this lesson.

- 1 You can't decide what subjects to choose for your final year at school. You're really worried about this. Tell your friend how you feel.
- 2 You did badly in your exams. Tell your friend how you feel.

Your partner is going to tell you about two different situations. For each situation which your partner describes, respond according to these instructions.

- 1 Express your happiness at the situation.
- 2 Express your surprise and pleasure.

Now go to Workbook page 11 for the next lesson.

I can use fixed phrases to express emotions.

11

REVISION

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

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

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

• The *Use of English* section at the back of the Student's Book provides more exam-oriented practice of the language taught in the unit.

3 Useful strategies to deal with typical exam task types.

4 Graded exam-style reading tasks (and listening tasks in other units) help students to review and practise reading/listening skills.

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

WORKBOOK

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

7 The *Self-check* page at the back of the book lets students verify how much they have learnt with regard to the unit objectives.

ADDITIONAL LESSONS

LIFE SKILLS

The *Life Skills* lessons at the end of every second unit teach practical skills that are indispensable to achieve success in the modern 21st-century world.

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

CULTURE SPOT

The *Culture Spot* lessons provide intriguing and useful information about various aspects of British culture.

- Culture topics are introduced through reading texts, all of which have been recorded.
- Listening exercises extend the information introduced in the reading texts and offer extra skills practice.
- New, culturally relevant vocabulary is introduced.
- The final activity (*Reflect | Culture*) encourages students to compare the introduced aspects of British culture with those of their own culture.

LITERATURE SPOT

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

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

EXTRA WORK AND GUIDANCE IN LITERATURE

This course should give students the necessary skills and framework to be able to study literature. We include a study of classic English literature on pages 70 and 71 with the Literature Spot on *Wuthering Heights*.

You can use the framework provided in each Unit to create a structure for your students to study literature. We recommend using an audiobook of a text so that students can try listening to it as well as reading it. The Student Book provides a lot of text extracts for students to discuss and analyse and they can use these skills when working on literature. We have also added the below ideas of books you could work on with students matching the subjects of the Student Book.

Unit 1 covers present and past tenses, question tags and echo questions as well as themes of emotions and communication.

Bleak House by Charles Dickens switches between past and present tenses. You could link passages to the Student Book by discussing how the characters' lack of communication causes trouble.

Unit 2 looks at future forms for predictions, plans and hopes as well as themes of the environment and animals. David Attenborough has written several books in English on the environment, including *A Life on Our Planet: My Witness Statement and a Vision for the Future*.

Unit 3 examines past and present habits, defining and non-defining clauses and participate clauses. It also looks at life events and behaviour. As part of Unit 3 students are encouraged to look at a summary of *Oliver Twist* and this book could be examined in more depth.

In Unit 4, students study narrative tenses, Past Perfect Simple and Continuous and negative inversion as well as reporting news and telling anecdotes. This might be a good unit for students to find a book written by someone they admire, such as an athlete or singer. They could discuss in class how their book reports anecdotes.

LITERATURE SPOT *Wuthering Heights*

- 1 What do you know about Emily Brontë? What did she write?
- 2 Read Extract 1. Describe the characters in the extract.

Extract 1

While Catherine was out of the room, Ellen Dean spoke to Mr Edgar Linton. She felt that she should warn her master that Heathcliff had returned. 'What? That gypsy?' he said. 'Why didn't you warn my wife Catherine?' 'Do not call Heathcliff names, sir,' Ellen replied. 'Mr Linton would be very upset to hear you. It nearly broke her heart when he went away.' Just then Catherine came into the room. 'Edgar,' she cried. 'Edgar, my love, Heathcliff has come back.' Catherine was very excited. 'Where have you been, Heathcliff? What have you been doing?' she asked. 'I have been in the army for three years and made some money,' he answered. And Heathcliff certainly looked stronger than when he had left *Wuthering Heights*. His speech, his manners and his clothes were also greatly improved. He had spent his time well.



- 3 Read Extract 2. In what ways has Heathcliff changed?

Mr Lockwood's story

In November 1801 I decided to leave London and move to the country. I went up to the north of England and visited a house on the Yorkshire moors. I arranged to visit the owner of Thrushcross Grange, a man called

Heathcliff.

Heathcliff and I had hardly spoken on my first visit. I had not stayed long because he was rude. But I was interested in getting to know the man, so I decided to go back to *Wuthering Heights* the next day.

I knocked on the front door but there was no answer. Then a boy opened the door. The boy was almost as rude as his master was on my first visit. 'This way,' he said, without looking at me. The boy led me to the living room, where a young woman was sitting in front of the fire. Heathcliff entered the room at that moment.

He was covered in snow. 'I wonder if I may stay here for a short time, sir,' I asked. 'I will leave when it stops snowing.' 'It won't stop,' Heathcliff replied impatiently. 'The weather won't change, and you'll never find your way back across the moors in this snow.' Just then the boy came into the room again. He spoke to the young girl. 'Are you going to make the tea?' he asked. The girl pointed in my direction and said to Heathcliff, 'Is he going to have tea?' 'Get it ready,' he said angrily. I understood that I was not a welcome guest.



- 4 Read Extract 2 again and answer the questions.

- 1 Which character appears in both extracts?
- 2 In what ways are the people at *Wuthering Heights* rude to Mr Lockwood?
- 3 Why can't Lockwood go back to Thrushcross Grange?

- 5 In small groups, discuss the meaning of the following phrases from the extracts.

- 1 Do not call Heathcliff names.
- 2 It nearly broke her heart when he went away.

- 6 **LS1.2** Listen to a conversation between two students and answer the questions.

- 1 Which of the two extracts has Farid just read?
- 2 In what ways is the book ironic?
- 3 Can you summarise what he says about *Wuthering Heights*?

- 7 **LS1.2** Listen again and decide if the sentences are true or false.

- 1 *Wuthering Heights* is the same as most other romantic books.
- 2 Catherine falls in love with a rich, kind man.
- 3 Catherine's father bullies Heathcliff.
- 4 Hindley and his wife Frances look after Heathcliff.
- 5 Catherine and Heathcliff spend a lot of their time together.
- 6 Catherine then marries Edgar because she loves him.
- 7 Farid tells Maher what happens at the end of the story.
- 8 Farid says that Heathcliff wants revenge because he had been badly treated.

- 8 REFLECT In pairs, discuss the questions.

- 1 In the book, life on the moors is often as cruel as the people who live there. In what ways do you think people can be affected by the place they live in?
- 2 It is hard to like Heathcliff in *Wuthering Heights*. Do you think readers should like all the main characters in a book, or is it good to question why people are good or bad?

- 9 WRITING TASK Find out what happens in the rest of *Wuthering Heights* and write a summary of the plot in about 200–500 words. Present your summary to your partner at the start of the next lesson.

FROM PAGE TO LIFE

Wuthering Heights has had a major influence on popular culture. It has been made into several films (the first dating to 1959), TV series, plays and even operas, and the characters have inspired songwriters such as Kate Bush whose song, *Wuthering Heights*, was a huge hit. There have also been versions of the film made in Spanish, Hindi, French, Japanese and Filipino.



HOW TO TEACH FOR EXAMS WITH JORDAN HIGH NOTE

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

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

DEVELOPMENT OF LANGUAGE

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

SKILLS STRATEGIES

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

GRADED EXAM TASKS

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

EXAM STRATEGIES

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

WRITING TASKS

To help students identify good practice in writing tasks, lessons in the Student's Book provide model texts. There are also tasks that encourage students to analyse the model texts, which gives them greater understanding of how to complete the tasks themselves. There is a task at the end of each Writing section which mirrors the model so that students can practise writing an answer themselves. In the Workbook lessons, there is an *Active Writing* section which guides students through all the stages of the process of writing a specific type of text.

RESOURCES FOR SELF-STUDY

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

- a *Word List* at the back of the Student's Book
- a *Use of English* section at the back of the Student's Book
- a *Grammar Reference and Practice* section at the back of the Student's Book
- audioscripts for the listening tasks

EXAM CORRELATION

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

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

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

HOW TO FLIP THE CLASSROOM WITH *JORDAN HIGH NOTE*

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

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

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

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

READING AND LISTENING TEXTS

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

GRAMMAR REFERENCE AND PRACTICE

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

VOCABULARY: WORD LISTS AND THE *REMEMBER MORE* SECTION

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

WORKBOOK SUPPORT

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

STUDENT BOOK SYMBOLS

The following symbols are used throughout the Student Book. They give students a quick way to see various educational tools.



Audio is available.



Students to use their graphic organiser.



Students to make a presentation to the class.

01 UNIT 1 Mapping

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 1 Get the message	Theme 1: Society Theme 3: Science and technology	<p>Listening: recognising the idiomatic expressions in familiar situations; determining speakers' intentions with evidence from the text; responding to critical-thinking questions before, during, and after listening and justifying answers; listening and responding to the ideas of others</p> <p>Speaking: retelling events and personal experiences using all tenses; interacting in pairs and groups; participating in social interactions using the appropriate degree of formality; using a variety of sentence patterns, new vocabulary, and high-frequency idioms in spontaneous conversation</p> <p>Reading: using syntactic clues to better understand a text; revising predictions based on prior knowledge and evidence from a text and confirming them with teacher or classmates; determining the author's purpose or point of view and analysing how he/she distinguishes his/her position from that of others</p> <p>Writing: using prewriting strategies to generate ideas, develop voice, and plan their writing; documenting references through in-text citation; conducting small-scale investigations and inquiry-based projects</p>	<p>Listening: recognise the implications of figurative language; engage in conversations in which speakers are making offers, requests, or suggestions, expressing likes, dislikes and preferences, giving advice or directions, making assumptions, checking information with question tags, giving opinions, agreeing and disagreeing</p> <p>Speaking: retell and compare events, situations, narratives, and personal experiences in the past using different tenses; interact in pair and group discussions</p> <p>Reading: make use of contextual clues and metalinguistic knowledge to infer meanings of unfamiliar words, phrases, or idiomatic expressions; make use of syntactic clues to better understand a text; revise predictions based on prior knowledge and evidence from a text; analyse the structure an author uses to organise a text, including how the major sections contribute to the whole text and to the development of the ideas; determine the author's purpose or point of view and analyse how he/she distinguishes his/her position from that of others; identify the word in a text whose meaning, or opposite is given; find words in the text that show the writer's viewpoint; determine the best place to insert a given sentence into the text</p> <p>Writing: practise conducting a study in pairs or groups</p> <p>Viewing and presenting: orally present and develop ideas and opinions on a variety of topics</p>



OVERVIEW

Objectives: Grammar

- Comment on ideas and suggestions in informal discussions (GSE 56 – B1+).
- Tell when to use the present simple and when to use the present continuous (GSE 29 – A1).
- Distinguish between the past simple and past continuous (GSE 40 – A2).
- Tell when to use the past simple and when to use the present perfect (BrE) (GSE 44 – B1).
- Distinguish between present perfect simple and continuous (GSE 47 – B1).
- Use the past perfect in a range of common situations (GSE 54 – B1+).

Vocabulary:

- Collocations with *contact*: *establish contact, lose contact, maintain contact, make contact*
- Collocations with *message*: *carry a message, convey a message, deliver a message, pass on a message, spread the message*
- Collocations with *touch*: *lose touch, stay in touch*

Resources:

- SB: pages 4–5; Grammar Reference and Practice page 77; Word List page 72
- TB: Culture Notes page 154
- Online resources: Grammar Checkpoint Lesson 1; Photocopiable Resource 1
- Assessment: Grammar Quiz Lesson 1

WARM-UP (5 minutes)

(T-S, S-T) Ask students if they know how people used to communicate in the past and if they know any old communication devices or techniques (carrier pigeon, handwritten letter sent by mail, telegraph, radio, facsimile, etc). Ask students to write their own definition of communication and share it with the class.

PRESENTATION (20 minutes)

- (T-S, S-S, S-T) Exercise 1. Refer students to the rubric. Discuss the questions as a class and ask students to write their opinions in their notebooks or on their tablets. Pool their ideas on the board. Then ask them to read the article and compare the facts from the article with their answers on the board.

Suggested answers

- the Internet
 - smoke signals
 - a message in a bottle, telegrams, the Internet
 - a telegram
 - a message in a bottle
- (T-S, S-S) Exercise 2. Place students into pairs and ask them to complete the activity. Then have students share their answers with the class.

Answers

- 1 establish/lose/maintain contact
- 2 deliver/pass on a/the message
- 3 lose touch

- (T-S, S-T) Exercise 3. Ask students to find first what happened to Ake Viking and how it changed his life. Then ask them to find two other examples in the text.

Answers

Examples in text: Ake Viking found his wife. John Tawell was caught by the police. Tara Taylor saved her daughter's sight.

- (T-S, S-S, S-T) Exercise 4. Refer students to the Grammar box on page 5. Remind students to pay attention to the time expressions used in the text and then ask them to match the underlined phrases 1-11 in the article with the meanings a-k.

Answers

a 11 b 8 c 7 d 9 e 2 f 3 g 5 h 6 i 10 j 1 k 4

- (T-S, S-T) Exercise 5. Write the following tenses on the board:

- Present Simple
- Present Continuous
- Present Perfect Simple
- Present Perfect Continuous
- Past Simple
- Past Continuous
- Past Perfect

Ask students to find more time expressions in the article and match them with the tenses which are written on the board. Ask students the difference between the Present and Past tenses. Put students into groups of 3 or 4 and assign each group a tense to create their own sentence using a correct time expression. Then have them share their sentences with the class.

Refer students to the Grammar Reference and Practice section on page 77 for more information and practice exercises.

Answers

(Time expressions from the article are in brackets.)
 Present Simple: every so often, from time to time, nowadays, once in a while
 Present Continuous: at the moment, currently, right now, these days
 Present Perfect Simple/Continuous: ever since, for, in recent years, recently, since, (since the dawn of time, always)
 Past Simple/Continuous: at the time, earlier today, the day before yesterday, (in ancient times, thousands of years ago, at the turn of the 20th century, in 1956, two years later, soon after, in 1837, when)

PRACTICE (5 minutes)

(T-S, S-S, S-T) Exercise 6. Refer students to the rubric. Model the activity by doing the first question. Students complete the activity individually. Ask them to check answers with their partners before checking as a class.

Answers

1 b, a 2 a, b 3 a, b 4 a, b 5 a, b

01 LESSON 1A VOCABULARY AND GRAMMAR (SB)

PRODUCTION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 7. Ask students to discuss the question in pairs, then open it up into a class discussion.
- 2 (T-S, S-S, S-T) Exercise 8. Students stand in two lines face to face. In facing pairs, students start talking for a minute using the sentences given in the exercise as a starting point. Students take turns for each statement.

TIP

If you have time, this step can be repeated with multiple partners with the alternative statements:

- *Since the invention of the Internet, the world ...*
- *Social media has changed the way we communicate in ...*

WRAP-UP (5 minutes)

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

HOMEWORK

Assign Grammar Checkpoint Lesson 1 and/or Grammar Quiz Lesson 1 as homework.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 1 to use.

OVERVIEW

Objectives: Grammar

- Tell when to use the present simple and when to use the present continuous (GSE 29 – A1).
- Distinguish between the past simple and past continuous (GSE 40 – A2).
- Tell when to use the past simple and when to use the present perfect (BrE) (GSE 44 – B1).
- Distinguish between present perfect simple and continuous (GSE 47 – B1).
- Use the past perfect in a range of common situations (GSE 54 – B1+).

Resources:

- SB: pages 4–5
- WB: pages 4–5

WARM-UP (10 minutes)

- 1 (T-S, S-S, S-T) Ask students what they can remember about different ways of communicating from the Student's Book text on page 4. Students can discuss this in pairs, then feed back to the class.
- 2 (T-S, S-S, S-T) Write the names of the present and past tenses from Lesson 1A in a simple table on the board:

<i>Present Simple</i>	<i>Present Continuous</i>
<i>Past Simple</i>	<i>Past Continuous</i>
<i>Present Perfect Simple</i>	<i>Present Perfect Continuous</i>
<i>Past Perfect</i>	

Ask students to work in pairs and write an example of each. Invite pairs to share their sentences with the class.

PRACTICE (30 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Read the first sentence to the class and elicit which tense is used and why (Present Perfect Continuous because it is an action that has been repeated over a period of time – all morning.) Ask students to read sentences 2–11 and underline or note the verbs. Tell them to think about which tense is used in each sentence and why. Students refer to the table of tenses and match each sentence with one of the explanations a–k. Check answers with the class.

Answers

1 j 2 e 3 c 4 d 5 g 6 i 7 f 8 h 9 a 10 k 11 b

- 2 (S-S, S-T) Exercise 2. Put students in pairs to write a list of as many time expressions as they can remember from the article. Students then read the sentences and choose the correct time expression, thinking carefully about how it is used with the tenses given. Check answers with the class.

Answers

- 1 from time to time (*right now* would not be correct for something that usually happens)
 - 2 since nine o'clock (we can use *since* with a specific time)
 - 3 recently (we cannot use a specific time, *last week*, with the Present Perfect)
 - 4 the day before yesterday (this is a specific time in the past to be used with the Past Simple)
 - 5 earlier today (this refers to a time in the past; *once in a while* means *sometimes*)
- 3 (S-S, S-T) Exercise 3. Students look at the example and choose the correct verbs to complete the remaining sentences. Ask them to check answers with their partners before checking with the class. Students read the complete sentences aloud with their partner. Ask students to make up their own sentences for the two extra forms: *do you have* and *never writes*.

Answers

2 don't usually send 3 writes 4 Are you using
5 'm talking 6 are becoming 7 Do you know

- 4 (S-S, S-T) Exercise 4. Students look at the two phrases in bold and choose the correct option to complete the pairs of sentences a and b. Check answers with the class. Encourage them to say why they chose each answer.

Answers

1 a all morning b three times today
2 a that essay since this morning b two essays today
3 a how to write English yet b English for very long

- 5 (S-S, S-T) Exercise 5. Ask students to choose the correct forms of the verbs from the box to complete the story. Students read the example answer for 1. Students then read the story and focus on gaps 2–10. Ask them to check answers with their partners before checking with the class. Students refer to the table in Exercise 1 and name the tenses they have used.

Answers

2 was concentrating 3 didn't hear 4 went
5 was sitting 6 had lost 7 had left 8 was not
9 happened/had happened 10 had stolen

01 LESSON 1B VOCABULARY AND GRAMMAR (WB)

- 6** (T-S, S-S, S-T) Exercise 6. Read the example with the class and then tell students to use the prompts to complete the remaining questions in the same way. Invite students to practise reading the complete questions with a partner. Check answers with the class.

Answers

- 2** Has social media changed the meaning of friendship?
3 Did you watch the documentary about communication through the ages yesterday?
4 Does Grandma know how to switch on the computer?
5 Had you seen her photos on social media before you met her?
6 Were you having a bad dream when I woke you up?

- 7** (T-S, S-S, S-T) Exercise 7. Refer students to the photograph and ask what it shows. Ask them what a 'message in a bottle' is. Students read the gapped article and see if they were right. Students then use the correct form of the verb in brackets to complete the news story. Check answers with the class.

Answers

- 2** had thrown **3** were walking **4** came across
5 picked it up **6** discovered **7** had written

WRAP-UP (5 minutes)

(S-T) Ask students to talk in pairs about something interesting they have done recently and try and use as many of the tenses they have practised as possible.

HOMEWORK

Ask students to write a note that they would like to put in a bottle for someone to find in the future.

OVERVIEW

Objectives: Reading

- Distinguish between fact and opinion in complex formal contexts (GSE 71 – B2+).
- Distinguish between fact and opinion in linguistically complex academic texts (GSE 69 – B2+).
- Distinguish between the main idea and related ideas in a linguistically complex academic text (GSE 70 – B2+).
- Extract key information from a linguistically complex academic text, if guided by questions (GSE 70 – B2+).
- Guess the meaning of an unfamiliar word from context in a linguistically complex academic text (GSE 72 – B2+).
- Speculate about causes, consequences or hypothetical situations (GSE 64 – B2).
- Express their opinions in discussions on contemporary social issues and current affairs (GSE 61 – B2).

Vocabulary:

- Phrasal verbs: *bring about, come across, figure out, get across, make out, pick up, point out, spell out, take in, wipe out*

Resources:

- SB: pages 6–7; Word List page 72
- Online resources: Photocopiable Resource 2

WARM-UP (5 minutes)

(T-S, S-T) Ask students to look at the picture and to say what they can see (a group of chimpanzees).

Ask students if they can suggest what the photo shows (it shows animals communicating with each other).

PRE-READING (5 minutes)

(T-S, S-S, S-T) Exercise 1. Refer students to the rubric. Discuss the question as a class and ask students to write their ideas in their notebooks or on their tablets. Then open it up into a class discussion.

Suggested answer

We could understand how they feel, why they do certain things, etc.

WHILE READING (25 minutes)



- 1** (T-S, S-S, S-T) Exercise 2. Refer students to the rubric. Give students time to read the article and the *Active Reading*. Play the audio. Students can then discuss the questions in pairs before they share their answers with the class.

Suggested answers

We should take the possibility seriously that some animals can both take in what we are saying and get across complex ideas between themselves.

But maybe because she knew very little about these wild animals, it is highly likely that her calmness gained their trust.

In my opinion, Jane Goodall brought about a complete change in the way people understood how animals can communicate.

I feel that we may well learn even more about animal communication in the future.

(Students' own answers)

- 2** (T-S, S-T) Exercise 3. Ask students to read the questions and three possible answers carefully first, before they read the text again to find the answers. Encourage them to justify their answers.

Answers

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

- 3** (T-S, S-T) Exercise 4. Refer students to the rubric. Model the activity by doing the first one with the class. Then give students time to match the highlighted words with the definitions, using context as a clue.

Answers

1 pick up **2** bring about **3** point out **4** make out
5 wipe out **6** get across **7** spell out **8** come across
9 figure out **10** take in

- 4** (T-S, S-S, S-T) Exercise 5. Refer students to the rubric. Again, model the activity by doing the first one with the class. Students then complete the gapped sentences. Fast finishers can compare answers in pairs.

Answers

1 pointed out **2** make out **3** came across
4 brought about **5** getting across **6** figure out
7 spell out **8** pick up

01 LESSON 2A READING AND VOCABULARY (SB)

POST-READING (5 minutes)

- 1 (T-S, S-S, S-T) Exercise 6. Refer students to the rubric. Remind them to use the expressions and phrases from *Active Reading* when they are giving their opinions. Give students time to discuss the question in pairs or small groups. Open it up into a class discussion.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 7. Students discuss the question in groups. Open it up into a class discussion.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to make a list of all the words they know relating to communication. Can they think of any idioms? Tell students they will review this homework at the start of lesson 3A.

CONTINGENCY

There is a downloadable photocopiable resource number 2 to use.

OVERVIEW

Objectives: Grammar

- Extract key information from a linguistically complex academic text, if guided by questions (GSE 70 – B2+).
- Guess the meaning of an unfamiliar word from context in a linguistically complex academic text (GSE 72 – B2+).

Resources:

- SB: pages 6–7
- WB: pages 6–7

WRAP-UP (10 minutes)

(T-S, S-T) Ask students to read the highlighted phrases in the article and check their meanings.

HOMEWORK

Ask students to write a paragraph about Jean-François Champollion and why his work was important.

WARM-UP (10 minutes)

- 1 (T-S, S-S, S-T) Ask students what forms of writing from the past they know about. Students can discuss this in pairs, then feed back to the class.
- 2 Ask students if they have heard of the Rosetta Stone and elicit ideas about what it is. Explain that they are going to read an article about the Rosetta Stone and learn about forms of written communication that were used the past.

PRACTICE (25 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Ask students to read the article quickly find five types of written communication from the past. They can underline the names if they want. Students can compare answers before sharing them with the class.

Answers

The Rosetta Stone, hieroglyphics, Rongorongo, the Voynich Manuscript, the Tartarian Tablets

- 2 (S-S, S-T) Exercise 2. Ask students to read the questions and four possible answers carefully first, before they read the text again to find the answers. Ask students to read the article again and choose the correct answers. Encourage them to say which sentences in the text helped them with their answers.

Answers

- 1 b The Rosetta Stone is nothing much to look at.
- 2 d The stone is of particular historical importance because the 'memo' it contains is written in three languages.
- 3 a Thomas young came across a group of symbols that spelled the name 'Ptolemy'.
- 4 a It is also possible that Rongorongo is not written text at all.
- 5 c Because it remains so mysterious, it has inspired many contemporary films and books.
- 6 d One day, someone will almost certainly spell out what these strange messages mean, and where mystery remains, investigation will surely continue.

01 LESSON 3A VOCABULARY (SB)

OVERVIEW

Objectives:

- Take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic (GSE 53 – B1+ 51–58).
- Understand scripted speech delivered quickly if the accent is familiar (GSE 61 – B2 59–66).
- Follow a discussion in which speakers use some idiomatic language (GSE 68 – B2+ 67–75).
- Begin to use a repertoire of common idiomatic phrases in routine situations (GSE 47 – B1 43–50).
- Give brief reasons and explanations, using simple language (P) (GSE 45 – B1 43–50).

Vocabulary:

- Idioms: *come across as, create a bond, fire questions at someone, have a laugh, hit it off, insist on having the last word, jump down someone's throat, make a favourable impression, make small talk, not get a word in edgeways, pay someone a compliment, put somebody on the spot, refuse to let something drop, strike up a conversation, take to someone*

Resources:

- SB: page 8
- TB: Culture Notes page 154
- Online resources: Photocopiable Resource 3
- Assessment: Vocabulary Quiz 1

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. Start the lesson by asking students to share the words relating to communication that they did for homework at the end of lesson 2A. Did they think of any idioms? If so, ask them to share them with the class.

PRESENTATION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Ask students to look at the cartoon and the title of the article. Encourage them to guess the meaning of *break the ice*. (It means making people feel more friendly and willing to talk to each other.) Then ask students whether they find it easy or difficult to break the ice with people they do not know. Encourage them to explain reasons for their answers.

Answers

- 1 *Break the ice* means find a way of talking to someone in a relaxed way.
- 2 Students' own answers.

- 2 (T-S, S-S, S-T) Exercise 2. Refer students to the rubric. Students rewrite the sentences with phrases highlighted in the article and then share their answers in pairs. Finally, the answers are checked as a class.

Answers

- 1 struck up a conversation
- 2 came across as
- 3 paid her a compliment
- 4 took to him
- 5 had a laugh
- 6 hit it off

PRACTICE (5 minutes)

(T-S, S-S, S-T) Exercise 3. Ask students what kind of behaviour they find annoying when meeting new people. Write their answers on the board. Play the audio. Compare students' answers with the speaker's in the audio.

Answers

She finds it annoying when someone talks too much, but she thinks it's even worse when someone keeps firing questions at you and thus makes you do all the talking.

Audioscript 1.3

I hate it when someone talks so much that I just can't get a word in edgeways. I know it's often because they're nervous, but it's really annoying. However, maybe it's even worse when someone keeps firing questions at you and makes you do all the talking. To make a favourable impression on someone, you have to learn to get a balance between speaking and listening.



PRODUCTION (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 4. This activity requires preparation before the lesson. Write the idioms in Exercise 4 on a piece of paper and the definitions on another piece. Cut them into strips. This makes one set for one group only. Students work in pairs. Make sure you have prepared enough sets for your groups of two. Distribute the sets to groups and give them 2–3 minutes to match the idioms with their definitions. Students then check their answers with other groups. Finally, check answers as a class.

Answers

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

- 2 (T-S, S-S) Exercise 5. Students can work in pairs to write their lists. Then have them share their sentences with the class. While they are listening, they should note down any good rules that other students share. Students then work in the same pairs to put the rules in order from most to least important. Alternatively, Exercise 5 could be given as homework.

WRAP-UP (5 minutes)

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

HOMEWORK

Assign Vocabulary Quiz 1.

CONTINGENCY PLAN

There is a downloadable photocopiable resource 3 to use. You could also assign Vocabulary Checkpoint 1.

01 LESSON 3B VOCABULARY (WB)

OVERVIEW

Objectives:

- Follow a discussion in which speakers use some idiomatic language (GSE 68 – B2+ 67–75).
- Begin to use a repertoire of common idiomatic phrases in routine situations. (GSE 47 – B1 43–50).
- Follow a discussion in which speakers use some idiomatic language (GSE 68 – B2+ 67–75).
- Begin to use a repertoire of common idiomatic phrases in routine situations. (GSE 47 – B1 43–50).
- Give brief reasons and explanations, using simple language (P) (GSE 45 – B1 43–50).

Vocabulary:

- Idioms: *come across as, create a bond, fire questions at someone, have a laugh, hit it off, insist on having the last word, jump down someone's throat, make a favourable impression, make small talk, not get a word in edgeways, pay someone a compliment, put somebody on the spot, refuse to let something drop, strike up a conversation, take to someone*

Resources:

- SB: page 8
- WB: page 8

WARM-UP (10 minutes)

- 1 (S-S, S-T) Ask students to work with a partner. Tell them to imagine they have just met and should make small talk together. In feedback, ask each student to share one thing they talked about with the class.
- 2 Ask students to make a list of tips on how to break the ice and make new friends. Then ask them to reread the article on page 8 of the Student's Book and see how much they remembered.

PRACTICE (25 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Tell students to read the sentence halves 1–9 and match them with a–i to make completed idioms and phrases. Elicit the answer to sentence 1 as an example. Students then compare answers in pairs. Check answers with the class.

Answers

1 c 2 e 3 h 4 a 5 d 6 f 7 b 8 i 9 g

- 2 (S-S, S-T) Exercise 2. Ask students to choose the correct word to complete each of the idioms. Fast finishers can try to use the idioms in full sentences.

Answers

1 fire 2 word 3 on 4 throat 5 edgeways 6 drop

- 3 (S-S, S-T) Exercise 3. Ask students to read situations a–f and think about how the person felt. Tell them to read the completed idioms in Exercise 2 and choose one to match each situation. Students work individually and then compare their answers in pairs. Check answers with the class. Ask students to write a new sentence to describe the situations using the idioms, e.g. *My boss put me on the spot and it was so embarrassing.*

Answers

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

- 4 (T-S, S-S, S-T) Exercise 4. Ask students to complete the conversation with the words from the box. Tell them to read the full dialogue first before they complete the sentences. Ask students to read the dialogue together in pairs.

Answers

2 strike 3 compliment 4 across 5 impression 6 take
7 small 8 laugh 9 bond

WRAP-UP (10 minutes)

(T-S, S-T) Ask students to say which of the expressions and idioms they have learned are the most interesting. Ask which ones are the same or similar in their own language. Invite students to share their ideas with the class.

HOMEWORK

Ask students to look at the photo and make up a short conversation between the two girls.

OVERVIEW

Objectives: Grammar

- Understand scripted speech delivered quickly if the accent is familiar (GSE 61 – B2).
- Identify key information in linguistically complex conversations at natural speed (GSE 71 – B2+).
- Recognise discourse markers that convey turn-taking in a linguistically complex academic discussion (GSE 75 – B2+).
- Contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex (GSE 66 – B2).
- Exchange information on a wide range of topics within their field with some confidence (GSE 59 – B2).
- Manage discussion on familiar topics confirming comprehension, inviting others in, etc. (GSE 65 – B2).
- Show interest and appreciation in conversation using a range of expressions (GSE 60 – B2).
- Adjust to the changes of direction, style and emphasis normally found in conversation (GSE 67 – B2+).
- Use a range of negative question tags (GSE 50 – B1).
- Use a range of positive question tags (GSE 51 – B1+).

Resources:

- SB: page 9, Grammar Reference and Practice, page 78
- Online resources: Photocopiable Resource 4
- Assessment: Grammar Quiz Unit 1, Lesson 4

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. Students stand in two lines face to face. In facing pairs, students imagine that they are meeting at a party for the first time. The aim is to talk for a minute and keep the conversation going without stopping. Then ask students how they kept the conversation going; what phrases and questions they used to keep the dialogue active. Write their responses on the board.

PRESENTATION (15 minutes)

- 1 (T-S, S-T) Exercise 1. Refer students to the rubric. Have students listen to the dialogues and then elicit their answers and compare them with the ones written on the board.

Suggested answers

The best questions are question tags such as *isn't it?/don't you?*, and also echo questions such as *Is it?*



Audioscript 1.4

Conversation 1

A = Abeer M = Mariam

- A:** So, Mariam, what was the best thing you did this year?
M: Oh, good question! I think it would have to be my trip to Cairo in the autumn.
A: Oh, it's such a great city, isn't it? I love it.
M: Have you been a few times then?
A: Yes, quite a few.

M: Would you believe it was my first visit?

A: Wow! So you'd never been there before, had you?
I love exploring new places, don't you?

M: Yes, it's great.

Conversation 2

L = Lubna N = Nabila

- L:** Hey, I know you! You're the girl who won that singing contest last week, aren't you?
N: Yes, actually, I am. Ha! I've never been recognised before!
L: Haven't you? You mean by someone who has seen you sing? I was actually the sound technician there. Small world, isn't it?
N: Yes, it is! So, you're the one responsible for my amazing performance. I'd like to thank you for a job well done then. Are you hungry? Let's go over to the food table, shall we, and I'll make you a sandwich to die for!
L: Thank you! The food looks amazing, doesn't it?

Conversation 3

F = Faisal H = Habib

- F:** What's the best present you've ever received, Habib?
H: Oh, I don't know, maybe concert tickets for my favourite band. But I'm always happy to get any present! I guess everyone feels like that, don't they?
F: Oh, I don't know. I quite often get presents I don't like. Actually, I shouldn't be so fussy, should I? Or maybe my friends and family just don't know me as well as yours do ...
H: Actually, it's my birthday tomorrow.
F: Is it? Do you have anything special planned?
H: Well, I think ...

- 2 (T-S, S-S, S-T) Exercise 2. Ask students to think of three more questions they could ask to get to know someone better. You can use the following as an example:

- *What type of music are you into?*
- *What was your favourite age when growing up?*
- *Was the last thing you read digital or in print?*
- *Which meal is your favourite: breakfast, lunch or dinner?*
- *What annoys you most?*
- *What's something your family would be surprised to learn about you?*

Students then ask these questions to their peers to get to know their friends better. Get feedback from them to see if the questions worked to get more information.

Answers

Students' own answers

- 3 (T-S, S-T) Exercise 3. Refer students to the rubric. Model the first example. Students complete the activity individually. Then check as a class.

01 LESSON 4A GRAMMAR (SB)

Answers

1 end 2 modal 3 negative 4 positive

- 4 (T-S, S-S, S-T) Exercise 4. Write the sentences in Exercise 3 on the board:

- *It's such a great city, isn't it?*

- *Wow, so you'd never been there before, had you?*

- *I shouldn't be so fussy, should I?*

Play the audio. Have students pay attention to the intonation of the question tags. Ask students how the intonation patterns are different and why. Then refer students to the rubric and check answers as a class.

Answer

The intonation used on the question tag shows the speaker's attitude to their question. Falling intonation (pattern B) on the question tag gives the impression that the statement is correct: the speaker is checking or confirming what they know. Rising intonation (pattern A) on the tag indicates a genuine question.



Audioscript 1.5

It's such a great city, isn't it?

Wow, so you'd never been there before, had you?

I shouldn't be so fussy, should I?

PRACTICE (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 5. Refer students to the rubric. They complete the activity with their peers. Check answers as a class. As an extension to Exercise 5, ask students to write a different sentence for each of the incorrect tag options in Exercise 5. Students swap with a partner to check their answers.

Answers

1 it 2 does 3 will 4 weren't 5 will 6 do



Audioscript 1.6

1 This is silly, isn't it?

2 Nothing ever changes, does it?

3 Come and look at this, will you?

4 Everyone was there, weren't they?

5 Don't be late, will you?

6 No one likes him, do they?

- 2 (T-S, S-S, S-T) Exercise 6. Refer students to the rubric. They first discuss the questions in groups of 3 or 4, then share their responses with the class. Refer them to the Grammar Reference and Practice section on page 78 for more information and practice exercises.

Answers

1 to show interest or show that we're listening

2 We use a positive question to reply to a positive statement.

3 A

- 3 (T-S, S-S, S-T) Exercise 7. Refer students to the rubric. They complete the activity individually. Ask them to check answers with their partners before checking with the audio. If you have time, students can practise the dialogue with their partners.

Answers

1 That's 2 there 3 can't it 4 Did 5 it wasn't

Audioscript 1.7

I = Imad J = Jamal

I: Where would you go on holiday if you could go anywhere in the world?

J: That's a good question, isn't it? I don't think I've ever really thought about it before. Hmm ... Somewhere with nice beaches, I guess.

I: But there are lovely beaches in this country, aren't there?

J: Oh yes, there are, but I'd like to go a beach where it's not too hot in the summer. It can be too hot here, can't it?

I: Actually, I used to live in France.

J: Did you? I bet it wasn't too hot in the summer, was it?

I: No, it was quite cool, actually.

J: That sounds great.

PRODUCTION (5 minutes)

(T-S, S-S, S-T) Exercise 8. Refer students to page 94 of the SB. Students will write a conversation with their partners and then role play in front of the class.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to think about two situations in which they have felt a strong emotion, one negative and one positive, which they are happy to share with the class. You could also assign Grammar Quiz 1. Tell students they will review this homework at the start of lesson 5A.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 4 to use. You could also do the digital activity, Grammar Checkpoint Lesson 4.



OVERVIEW

Objectives:

- Use a range of negative question tags (GSE 50 – B1).
- Use a range of positive question tags (GSE 51 – B1+).

Resources:

- SB: page 9
- WB: page 9

WARM-UP (10 minutes)

- 1 (T-S, S-S, S-T) Ask students what they can remember about question tags and echo questions. Students can discuss in pairs, then feed back to the class.
- 2 (T-S, S-T) Ask students these questions to check what they can remember about question tags and echo questions.

Where do we put a question tag? (at the end of the sentence)

What is an example of a positive question tag? (Do you?)

What is an example of a negative question tag? (Haven't you?)

Invite students to share their ideas in class feedback.

PRACTICE (25 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Ask students to read sentences 1–6 and match them with the correct echo questions from the list a–f. Model the first one as an example. Students then complete the task in pairs. Ask students to practise the exchanges in pairs.

Answers

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

- 2 (T-S, S-S, S-T) Exercise 2. Tell students to read the mini-conversations and choose the correct words to complete the question tags. Students then do the task individually. Check answers with the class.

Answers

1 aren't 2 don't 3 have 4 will 5 it 6 didn't

- 3 (T-S, S-S, S-T) Exercise 3. Tell students to read the mini-conversations again and add an echo question in the reply. Check students understand the task. Model the first one as an example. Check answers with the class.

Answers

b Are you c Did he d Is it e Wasn't it f Don't you

- 4 (T-S, S-S, S-T) Exercise 4. Give students time to read through the two conversations from a family party. Ask them to complete the gaps with a suitable question tag or an echo question. Model the example. Students complete the task individually and then compare answers in pairs. Check answers with the class.

Answers

2 Do you 3 isn't it 4 will you 5 isn't it 6 Are they
7 will you 8 shall we 9 isn't he 10 can't we
11 Will it 12 will you

WRAP-UP (10 minutes)

(T-S, S-T) Ask students to practise reading the conversations in Exercises 2 and 4, swapping partners for each new dialogue.

HOMEWORK

Ask students to make up a short conversation with a new neighbour and include two question tags and two echo questions.

01 LESSON 5A LISTENING AND VOCABULARY (SB)

OVERVIEW

Objectives:

- Recognise generalisations and their supporting ideas (GSE 59 – B2).
- Understand TV documentaries, interviews, plays and most films in standard speech (GSE 64 – B2).
- Extract key details from extended informational academic lectures, if delivered in clear standard speech (GSE 67 – B2+).
- Discuss options and possible actions (GSE 59 – B2).
- Suggest solutions to problems and explain why they would work (GSE 60 – B2).
- Narrate a story in detail, giving relevant information about feelings and reactions (GSE 67 – B2+).
- Talk about personal experiences in detail using linguistically complex language (GSE 72 – B2+).

Vocabulary:

- Adjectives and their synonyms: *annoyed/exasperated, confused/bewildered, frightened/terrified, furious/livid, nervous/tense, sad/devastated, surprised/astonished, thrilled/ecstatic*

Resources:

- SB: page 10; Word List page 72
- Online resources: Photocopiable Resource 5

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to describe the emotions they made notes on for homework at the end of lesson 4A in groups of three but without saying the word, itself. Can the other group members guess what the emotion is?

PRE-LISTENING (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. In pairs, students look at the photos and discuss what emotions they think the people are feeling. They can use each word more than once.

Suggested answers

- A furious, annoyed
- B confused
- C frightened
- D nervous, confused
- E surprised, thrilled
- F sad

- 2 (T-S, S-T) Exercise 2. Write the words in Exercise 1 on the board. Have students match the adjectives with their synonyms written on the board. Then put students in groups of three and ask them to discuss which of the words have a stronger meaning than their synonyms. Then elicit answers from the whole class.

Answers

- 2 surprised 3 annoyed 4 furious 5 nervous
6 thrilled 7 confused 8 sad
1, 2, 3, 4, 6, 7 and 8 have a stronger meaning.

- 3 (T-S, S-S, S-T) Exercise 3. Refer students to the rubric. They complete the activity with their partners. Check answers as a class.

Answers

- 1 ecstatic 2 bewildered 3 livid 4 tense 5 terrified
6 exasperated

WHILE LISTENING (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 4. Refer students to the rubric. They complete the activity individually. Ask them to check their answers with a partner.

Answers

IQ is a way to measure intelligence, but EQ (emotional intelligence) is the ability to understand and manage emotions.

Audioscript 1.8

P = Presenter S = Samia



- P: We have all heard about IQ, a way of measuring intelligence, but maybe your EQ is even more important. EQ is short for 'emotional intelligence', and, apparently, being emotionally intelligent not only can make you happier, but also means you do better at work and in school. According to one study, people with high EQ earn a lot more than people with low EQ! Sounds great! Here with us today is psychologist, Dr Samia Wassef. Dr Wassef, what exactly is emotional intelligence, and is it really something that can influence academic and career success?
- S: Well, put simply, emotional intelligence is the ability to identify, understand and manage emotions. If you have high EQ, you'll be less stressed and communicate with other people much more effectively, so it's easy to see why that could have a positive impact on your life and work – though I'm not sure we can really say you'll definitely earn more.
- P: Is it something you can develop, or are you just born with it?
- S: Well, traditional intelligence or IQ is to a large degree something you are born with, but EQ is not at all fixed in that way. If you want to, you can definitely increase how emotionally intelligent you are.
- P: Really? How?
- S: OK, well maybe the best place to start is with self-awareness, particularly awareness of your own emotions. How often have you met someone who says they aren't feeling angry when you can clearly see that they are absolutely livid? But we need to remember that they probably just aren't really conscious of their emotions. That's why you need to learn to recognise your own physical signals, so you can identify when you're feeling tense or annoyed. For example, are you clenching your jaw or is there an uneasy feeling in your stomach? Research shows that you can also develop better self-awareness by keeping a diary. Once you've noticed the

emotion, you can then do something about it. Everyone feels sad or exasperated sometimes, but we need to consciously decide when, where and how to express these negative feelings. For example, imagine your teacher or your boss asks you why you haven't done a particular task. If you're already feeling upset or annoyed about something that happened earlier, but you haven't recognised it, or dealt with it, you might snap and say something rude.

You need to learn how to release these negative emotions without taking them out on other people. For example, you might go for a walk or a run, or have a shower. I find it also helps to chat to a friend. It's up to you, really, to find what helps you.

- P:** So it's about taking responsibility for our emotions?
- S:** Yes, people say things like, 'he put me in a bad mood' but actually we can only ever put ourselves in a bad mood. We're responsible and we can choose to react differently if we want to. And, of course, emotional intelligence is also about understanding other people's emotions. This isn't about manipulating other people's emotions, but putting yourself in their shoes. You can develop empathy by really listening to what other people have to say about how they're feeling, rather than just waiting for your turn to say something. Showing that you're listening by nodding and responding to what people are saying is also important.
- P:** Listening actively, you mean?
- S:** Yes. This can really help if the other person is being difficult. Often you can avoid getting into conflict just by really listening and trying to understand what the other person is telling you. Communication is a big part of building relationships, and good relationships are vital in having a happy, successful life. So, developing your emotional intelligence could really change your life.
- 2** Exercise 5. Students listen to the audio again and complete the activity individually. Check answers as a class.

Answers

1 earn 2 fixed 3 diary 4 release 5 responsible
6 nodding 7 conflict

POST-LISTENING (10 minutes)

(T-S, S-S, S-T) Exercise 6. Put students in groups of three or four and ask them to discuss the questions in the exercise. Get feedback from students.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to research English expressions that use the word *heart*.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 5 to use.

01 LESSON 5B LISTENING AND VOCABULARY (WB)

OVERVIEW

Objectives:

- Understand a radio interview in standard speech (GSE 64 – B2).
- Extract key details from an informational interview, if delivered in clear standard speech (GSE 67 – B2+).
- Understand scripted speech delivered quickly, if the accent is familiar (GSE 61 – B2).

Resources:

- SB: page 10
- WB: page 10

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to work in pairs and write down as many words to describe emotions as they can remember from last lesson. Pairs feed back to the class. Elicit which of the words have a stronger meaning.

PRE-LISTENING (5 minutes)

(T-S, S-S, S-T) Ask students how many words they think there are in English. Students can discuss this in pairs, then feed back to the class.

Tell students they are going to listen to an interview with an English professor in linguistics. Explain this is the study of how language works. He says there are estimated to be around a million words in the English language. Are they surprised by this? How many words do they think there are in their own language?

WHILE LISTENING (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Ask students to listen to the interview and choose the correct answers to the questions. Tell them to read the questions and options first before they listen. Play the audio and ask students to compare their answers with a partner. Check answers with the class. Invite students to say what the professor talks about in the interview.

Answers

1 c 2 b



Audioscript 1.9

P = Presenter PJ = Professor Jones

P: Are you sometimes confused by language, or exasperated by something you do not quite understand? Welcome to Language Notes, the weekly show about everything linguistic, which we hope will help you. English is known for being a very rich and descriptive language. There is no single accurate answer to the question of how many English words there actually are, but some estimates put it at around a million. Several 'complete' dictionaries of English contain around half a million words, but many scientific terms do not appear between their covers. With this in mind, you may be astonished to know that there are a great many words in other languages that are difficult or impossible to translate precisely into English.

You'll probably also be surprised by the fact that many of these untranslatable words and phrases are ones that describe emotions. So that's what today's show is all about!

And I'm thrilled to have with us today Professor Amanda Jones, a lecturer at the Department of Linguistics at the South of England University. Welcome, Professor Jones.

PJ: Good morning, Stephen.

P: Do you think you could delight us with one or two examples of these untranslatable emotions, Professor?

PJ: It would be my pleasure. One of my favourites comes from Denmark, and I love not only the meaning, but also the sound of it – it is 'hygge'.

P: Oh, how lovely!

PJ: It is, isn't it?

P: It sounds like something to do with food. Is that right?

PJ: Eh, no. 'Hygge' describes the feeling you get when you relax with your friends or family in a warm comfortable place.

P: Hmm, I like the sound of anything that stops me feeling tense! Any others?

PJ: How about 'saudade'? It's a Portuguese word that often features in traditional songs.

P: It sounds an interesting word. What does it mean?

PJ: It describes the feeling of missing something about the past, a slight sadness that things are not the same as they were.

P: So I imagine these traditional Portuguese songs are also a bit sad, are they?

PJ: They are certainly full of emotion.

P: Now, these examples come from a book, don't they?

PJ: That's right, it's a book called *The World of Emotions* by Dr Cameron Gray who is also a lecturer at the University of North London. I reviewed it for a newspaper and I highly recommend it to anyone who's interested in language, other cultures or indeed ... happiness!

P: Well, that covers rather a lot of us, doesn't it? Is the book only about untranslatable emotions?

PJ: Yes, but he also believes that understanding more about these words can increase our well-being. It is easy to feel bewildered by your emotions. So discovering the meaning of these words may give us a way to express emotions that we've probably felt, but have never been able to put into words. He suggests that we may also come across new feelings that we hadn't even realised existed.

P: And could you give us a few more examples of words?

PJ: Well, I'm a fan of good food and conversation and the Spanish noun 'sobremesa' is that wonderful moment when you're sitting around the table after eating, when the food has finished, but the conversation is still flowing. And in Italian 'abbiocco' describes ...

- 2** (T-S, S-S, S-T) Exercise 2. Ask students to listen to the interview again and complete the sentences. Tell them to read the gapped sentences first, so they know what information to listen for. Play the audio and ask students to compare their answers with a partner. Check answers with the class.

Answers

- 2 emotions 3 relax 4 sad 5 bewildered
6 well-being

POST-LISTENING (20 minutes)

- 1** (T-S, S-T) Exercise 3. Ask students to listen to the sentences from the interview and complete them with the question tags they hear. Check the answers with the class.

Answers

- 1 isn't it 2 don't they 3 doesn't it



Audioscript 1.10

- 1 It is, isn't it?
- 2 Now, these examples come from a book, don't they?
- 3 Well, that covers rather a lot of us, doesn't it?
- 2 (T-S, S-T) Exercise 4. Ask students to listen to the sentences from Exercise 3 again. Play the audio more than once if necessary, pausing after each example. Ask them what they notice about the way the speakers pronounce the sound /t/ at the end of the first word in each question tag. They then choose a or b. Check the answer with the class. Play the audio again and ask students to repeat the sentences as a class.

Answer

b

- 3** (T-S, S-T) Exercise 5. Tell students they are going to listen to more question tags and tick the ones where the sound /t/ omitted. Read the *Active Pronunciation* box. Play the audio more than once if necessary. Check the answers with the class.

Answers

Students tick question tags 2, 4 and 5



Audioscript 1.11

- 1 Weren't we?
- 2 Hasn't he?
- 3 Can't I?
- 4 Hadn't they?
- 5 Doesn't it?
- 6 Wasn't he?

- 4** (T-S, S-T) Exercise 6. Tell students to listen to some new questions which have question tags. Play the audio while students listen. Then play it again for them to listen and repeat. Finally, they can practise taking turns to say the sentences without the audio in pairs.

Answers

Students' own answers

Audioscript 1.12

- 1 The world has become a different place, hasn't it?
- 2 Your little brother gets on your nerves, doesn't he?
- 3 I should release the negative emotions, shouldn't I?
- 4 The idea of people flying is ridiculous, isn't it?
- 5 We could at least try to break the ice, couldn't we?
- 5 (T-S, S-T) Exercise 7. Tell students to read the sentences and complete them individually. Then play the audio and ask them to then listen and check their answers.



Answers

- 2 hasn't he 3 isn't he 4 wasn't she 5 couldn't he



Audioscript 1.13

- 1 Zeina likes people paying her compliments, doesn't she?
- 2 Yousuf has been firing questions at you all day, hasn't he?
- 3 Our boss is completely fed up with all the paperwork, isn't he?
- 4 Suha was bewildered by the maths question, wasn't she?
- 5 He could try to work harder at school, couldn't he?
- 6 (S-S) Exercise 8. Finally, students can practise taking turns to say the sentences without the audio in pairs.

WRAP-UP (5 minutes)

(T-S, S-T) Ask students if they were surprised by anything they heard in the interview. Invite them to share the most interesting fact that Professor Jones shared.

HOMEWORK

Ask students to write definitions for the non-English words that were talked about in the interview: *hygge*, *saudade* and *sobremesa*.

01 LESSON 6A SPEAKING (SB)

OVERVIEW

Objectives:

- Begin to use a repertoire of common idiomatic phrases in routine situations (GSE 47 – B1).
- Express an inference or assumption about a person's mood or emotional state (GSE 60 – B2).
- Express feelings (e.g. sympathy, surprise, interest) with confidence, using a range of expressions (GSE 61 – B2).

Resources:

- SB: page 11

WARM-UP (10 minutes)

(T-S, S-S, S-T) Start the lesson with an activity. Divide the class into groups of four. Tell students that they will each be assigned a role. There are four different roles per group: the speaker, the face decoder, the body decoder, and the speech decoder. Tell students that they will decide who will take each role and give them the following information.

- The speaker has three minutes to plan his/her emotion story and talk about a time when he or she experienced this emotion quite strongly. The speaker should not mention the emotion he or she has chosen, as the job of the observers is to guess the selected emotion. The speaker should reflect the emotion in the way they tell the story.
- The face decoder carefully observes the speaker's facial expressions and tries to guess the emotion.
- The body decoder carefully observes the speaker's bodily movements to guess the emotion.
- The speech decoder carefully observes how the speaker is talking to guess the emotion.

The speaker talks about his/her emotion story for three minutes. The decoders should simply observe without responding to the speaker, and write down their observations in their notebooks. After three minutes, when the speaker is finished, the decoders take turns to share their observations with their group and why they think so. Finally, evaluate the exercise as a class.

TIP

If you have to put your students into groups of three, then omit one of the roles above, but keep the speaker's role.

PRESENTATION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Tell students that this time they will listen to conversations and guess the speakers' main emotions. Students will first discuss their answers with their partners, then check as a class.

Answers

- 1 anxiety (because of impending exams)
- 2 relief (because she found her phone)
- 3 enjoyment/happiness (because she got her first choice of university)
- 4 surprise/disbelief (because his favourite football team won a trophy and they don't usually)
- 5 anger/annoyance/frustration (because she keeps receiving messages)
- 6 sadness/empathy (because his grandfather is in hospital)

Audioscript 1.14



Conversation 1

T = Tabriz S = Sayed

- T: Are you OK? You look tired.
- S: Actually, I'm really stressed about my exams. To be honest, it's been keeping me up at night.
- T: That won't help. Why are you so stressed about them?
- S: I just don't seem to be able to keep all the information in my head. There are so many different subjects.
- T: Getting worked up about it will just make things worse. Try and get it in perspective. What's the worst that could happen?
- S: I could fail them all and that would be the end of all my dreams!
- T: Come on, you won't fail them all, but even if you did, you could still retake. Why don't you try and work out a study plan, so it doesn't feel so overwhelming?
I could help you if you like ...

Conversation 2

A = Alisha E = Eman

- A: Is this your phone? The phone case says 'Eman' so I thought it might be. I found it in the canteen.
- E: Oh! Yes! Brilliant. That's a weight off my mind. I thought I'd lost it and my parents would kill me! Thanks so much.
- A: Oh that's alright. It looks new. Is it?
- E: Yes, I just got it for my birthday yesterday.
- A: Happy birthday for yesterday!

Conversation 3

F = Faten H = Huda

- F: Hi, Huda. You look really happy. Did you get some good news or something?
- H: Yes, I can't stop smiling! I've just heard that I've got a place at my first choice of university. I'm walking on air!
- F: That's great! I'm really pleased for you. Where are you going and what are you planning to study?
- H: Medicine at the University of Jordan in Amman.
- F: Sounds wonderful.

Conversation 4

A = Abbas H = Hakim

- A: I just heard that my favourite football team have won a trophy.
- H: You've got to be kidding me!
- A: I know, right? They don't usually win anything, do they?
- H: No, they don't. I can't remember the last time they won something. Who would have thought it?
- A: Maybe this is the start of a successful team at last!

Conversation 5

N = Nada S = Sawsan

- N: I keep getting these messages trying to sell me things. It's driving me up the wall!
- S: What a pain! It really gets on my nerves when I get those. Why do they think you'll be interested?
- N: I haven't got a clue. All it does is just annoy everyone who gets them.
- S: Maybe you should block them.

Conversation 6

M = Mazen **O** = Omar

M: Is anything the matter? You look a bit down.

O: Oh, I'm fine.

M: Come on. I can see something's bothering you.

O: Mmm ... Well, I'm a bit down in the dumps actually.

M: What's up?

O: My grandad's in hospital.

M: Oh, I'm so sorry to hear that. I hope he gets better soon.

O: Thank you. I'm just really worried about him.
Mazen If there's anything I can do, just let me know.

2 (T-S, S-S-S-T) Exercise 2. Before students start, ask them if they found any expressions with *heart* for homework. Pool these on the board. Then put students into pairs. Refer them to the Speaking box and ask them to read it individually. Have them complete the activity in pairs and check answers as a class. Did any of them find the expression *I'm heartbroken* for lesson 5A homework? Ask them to say what it means (very sad about something).

Answers

1 I'm worried sick about ... **2** That's a weight off my mind.
3 I've had it up to here with ... **4** Get out of here!
5 I'm feeling a bit blue. **6** I'm heartbroken.

3 (T-S, S-T) Exercise 3. First, play the audio without pausing. Students have a general idea about what the statements are about. Play the audio for the last time and when students hear a beep, they choose and say a suitable response from the box.

Answers

1 What's the worst that could happen? **2** I'm really pleased for you. **3** What a pain! **4** I'm so sorry to hear that.
5 I know, right? **6** I don't blame you.



Audioscript 1.15

1

A: Actually, I'm really stressed about my exams.
To be honest, it's been keeping me up at night.

B: Try and get it in perspective. ...

2

A: I've just heard that I've got a place at my first choice of university. I'm walking on air!

B: That's great. ...

3

A: I keep getting these messages trying to sell me things.

B: Oh no, ...

4

A: Well, I'm a bit down in the dumps actually. My grandad's in hospital.

B: Oh, ...

5

A: You've got to be kidding me! How did that happen?

B: ...

6

A: I've had it up to here with being criticised for something I didn't do!

B: ...

PRACTICE (10 minutes)

(T-S, S-S, S-T) Exercise 4. In pairs, students complete the activity with suitable responses in Exercise 3. Check answers as a class. As an extension activity, in pairs, one student should choose a phrase from the Speaking box to say to their partner. Their partner should think of a response to start a short exchange. Pick out any good conversations and ask pairs to repeat them for the class.

Answers

1 A I'm worried sick
B I'm so sorry to hear that.
2 A It's been keeping me up at night.
B What's the worst that could happen?
3 B You've got to be kidding me!
A I'm walking on air!/I can't stop smiling!
4 A I've had it up to here with
5 B a weight off your mind

PRODUCTION (5 minutes)

(T-S, S-S, S-T) Exercise 5. Put students into pairs for the role play. Refer one student in each pair to page 95 while the other stays on the current page (SB page 11). Students follow the rubric and complete the activity.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to do an Internet search to find out what Artificial Intelligence is.

CONTINGENCY PLAN

You could repeat the Warm-up activity. Have students within their smaller groups but switch roles this time so that each student plays each role once.

01 LESSON 6B SPEAKING (WB)

OVERVIEW

Objectives:

- Begin to use a repertoire of common idiomatic phrases in routine situations (GSE 47 – B1).
- Express an inference or assumption about a person's mood or emotional state (GSE 60 – B2).
- Express feelings (e.g. sympathy, surprise, interest) with confidence, using a range of expressions (GSE 61 – B2).
- Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex (GSE 66 – B2).

Resources:

- SB: page 11
- WB: page 11

WARM-UP (10 minutes)

Write the following phrases on the board and ask students to work in pairs and discuss what they mean.

Get out of here!

I'm feeling a bit blue.

I'm heartbroken.

I'm worried sick about ...

I've had it up to here with ...

That's a weight off my mind.



PRACTICE (30 minutes)

1 (T-S, S-S, S-T) Exercise 1. Ask students to listen and repeat each phrase. Then encourage them to paraphrase each expression in their language. Invite students to share their ideas with the class.

Answers

Students' own answers

2 (T-S, S-S, S-T) Exercise 2. Ask students to choose the correct words to complete the sentences individually. They then can compare their answers with a partner and check with the class.

Answers

1 out **2** sick **3** mind **4** breathe **5** kidding **6** up
7 thought **8** down

3 (T-S, S-S, S-T) Exercise 3. Ask students to choose the correct emotion and circle A, S or H for each sentence. Students can discuss the answers in pairs.

Answers

1 S **2** A **3** H **4** S **5** S **6** H **7** A **8** A

4 (T-S, S-S, S-T) Exercise 4. Ask students to complete the mini-conversations with the correct phrases. Tell them to read the dialogues in full first before they answer. Tell them to ignore the gaps a-f at this stage as they will complete them in the next exercise.

Answers

1 It's driving me up the wall! **2** He's heartbroken.
3 I can't stop smiling. **4** I've had it up to here with it!

5 (T-S, S-S, S-T) Exercise 5. Tell students to listen to the conversations and complete each of the gaps a-f in Exercise 4 with the correct phrase from the box. Play the audio more than once if necessary. Check answers with the class. Finally, they can practise the mini-conversations without the audio in pairs.

Answers

b what's the worst that could happen?
c I'm so sorry to hear that. **d** I'm really pleased for you.
e I don't blame you. **f** I know, right?

Audioscript 1.17



Conversation 1

F = Faten **E** = Eman

F: What's the matter with you?

E: The neighbours are playing loud music again. It's driving me up the wall!

F: What a pain!

E: Maybe I should go and talk to them.

F: I think you should. I mean – what's the worst that could happen?

Conversation 2

M = Mazen **A** = Adel

M: The farmer's horse died. He's heartbroken.

A: Oh no! Poor thing. I'm so sorry to hear that.

Conversation 3

A = Aisha **G** = Ghada

A: How did the interview go?

G: I got the job! I can't stop smiling!

A: That's awesome! I'm really pleased for you.

Conversation 4

F = Fadi **H** = Hassan

F: Just calm down!

H: But my phone is broken again! I've had it up to here with it! I want my money back!

F: I don't blame you. That's the third time this month.

H: I know, right?

WRAP-UP (5 minutes)

(T-S, S-T) Ask students choose one expression for each type of emotion from the box in Exercise 1. Ask them to work with a partner and make up a short dialogue to share with the class.

HOMEWORK

Ask students to write a mini-conversation for each expression in Exercise 5 with their own ideas.

OVERVIEW

Objectives:

- Can write an analytical essay (GSE 66 – B2).

Resources:

- SB: pages 12–13
- Graphic Organiser for this unit

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. Ask students to tell the class what they found out about Artificial Intelligence for lesson 6A homework.

PRESENTATION (5 minutes)

(T-S, S-S, S-T) Exercise 1. Put students in pairs. Ask them to discuss the questions. You could open it up into a class discussion. Have a quick vote on whether they think AI is good or worrying.

Answers

Students' own answers

PRACTICE (25 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Tell students they are going to read an essay about Artificial Intelligence. Read the essay title and the heading to the essay. Give students time to read the essay and to compare it with their ideas from Exercise 1. Ask them if they want to change their mind in their vote now they have learned more about AI.

Answers

Students' own answers

- 2 (T-S, S-S-S-T) Exercise 3. Refer students to the rubric. Students can discuss the question in pairs.

Answers

The facts that sources are given for:

AI can identify children's voices.

Many industries have worked together to create a plan for using AI in Jordan's development over the next five years.

Kids will be the biggest losers if use of AI isn't controlled better.

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

Answers

1 According to 2 reports that 3 argues

- 4 (T-S, S-S, S-T) Exercise 5. Refer students to the rubric. They can discuss the questions in pairs.

Answers

- 1 AI is already used by many forms of social media.

However, some countries like Jordan are hoping to use AI.

Of course, some people are worried that students using AI might end up with incorrect work.

- 2 The plan for increased use of AI in Jordan's development. The writer states that this might result in more problems with online safety. However, the writer also says that the government has a plan to address this.

- 3 Three.

- 5 (T-S, S-T) Exercise 6. Refer students to the rubric. Give them time to find the examples from the essay. They can do this in pairs. Check answers as a class.

Answers

1 rely 2 refer 3 directed 4 learn

- 6 (T-S, S-S, S-T) Exercise 7. Students use the correct prepositions from Exercise 6 to complete the sentences. They can do this individually.

Answers

1 about 2 over 3 to 4 on

- 7 (T-S, S-S, S-T) Exercise 8. Refer students to the rubric. Students can discuss the question in pairs or small groups first. Encourage them to research facts to back up their answers.

Answers

Students' own answers

PRODUCTION (5 minutes)

- 1 (T-S, S-S, S-T) Exercise 9. Tell students they are now going to write their analytical essay to answer the question in Exercise 8. Refer students to the Writing box again to remember what they need to pay attention to. You can also refer them to the *Active Writing* on page 12 of the WB to go through how to plan their emails. You could use the photocopiable Graphic Organiser for this unit to help with planning. Give students time to write. When they finish writing, put students in pairs for some peer correction. Get them to read each other's essays and think about what their partner has done well and what could be improved. Students can then rewrite their essays at home, based on their partner's feedback.

01 LESSON 7A WRITING (SB)

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to test themselves on vocabulary in the Word list on page 72.

CONTINGENCY PLAN

Ask students to research online about the advantages and disadvantages of social media.

OVERVIEW

Objectives:

- Can write an analytical essay (GSE 66 – B2).

Resources:

- SB: pages 12–13
- WB: page 12

WARM-UP (10 minutes)

- 1 (T-S, S-S, S-T) Ask students to read the essay question on page 12: *Is social media not suitable for older people?* Ask students to discuss what they think in pairs, then feed back to the class.
- 2 Explain that students are now going to read the analytical essay. Focus students' attention on the explanation boxes next to the essay. Read these out to the class and explain that these describe the different sections of an essay. Review the terms *introduction*, *paragraph*, *topic sentence*, *sources*, *conclusion* and where they come in the essay.

PRACTICE (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Ask students to read the essay carefully and match words a–d with the gaps in the essay. Students can compare answers in pairs before sharing them with the class.

Answers

a 2 b 4 c 3 d 1

- 2 (T-S, S-S, S-T) Exercise 2. Read the essay title and invite a few students to say how they might answer the question. Give them some time to make notes for each section of the essay. Read the *Active Writing* box out to the class and tell them to refer to it as they are writing. Tell them to write about 250–300 words.

When they have finished, ask them to check their spelling and punctuation and make sure they have followed the tips.

Answers

Students' own answers

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Ask students to write a new analytical essay arguing the opposite of the essay they wrote in Exercise 2. If they agreed with the statement in your first essay, ask them to imagine they disagree with the statement in a new essay. If they disagreed with the statement in their first essay, they should imagine they agree with the statement and write a new essay. The new essay should be a similar length.

Ask students to think carefully about their analysis. They should respond to the points made in their first essay, but may want to include new arguments, facts and opinions in the new essay. They should also try to make the new essay even better by remembering the feedback given to them by their partners.

Students can then give each other more constructive feedback and discuss whether their own opinions have changed.

WRAP-UP (10 minutes)

(T-S, S-T) Ask students to swap essays with a partner and give some constructive feedback.

HOMEWORK

Ask students to write a new essay on the topic in the example essay on page 12: *Is social media not suitable for older people?* Tell them to write about 250–300 words.

You can also ask students to complete the Self-assessment activities at home, before the next lesson.

OVERVIEW

- The Revision lesson should be set as homework.

Objectives:

- All language related objectives from Unit 1.

Resources:

- SB: pages 14–15; Use of English page 87; Word List page 72
- WB: Self-assessment 1 page 13 and Self-check 1 page 59
- Assessment: Unit 1 Language Test (Vocabulary, Grammar, Use of English)

VOCABULARY AND GRAMMAR

Exercise 1.

Answers

1 hit it off 2 real bond 3 took to 4 laugh 5 strike up

Exercise 2.

Answers

1 it hard to figure out 2 spell out 3 has pointed out
4 couldn't take in

Exercise 3.

Answers

1 devastated 2 down in the dumps 3 thrilled
4 bewildered

Exercise 4.

Answers

1 didn't you 2 Did he 3 will you 4 aren't I 5 had we
6 shall we

USE OF ENGLISH

Exercise 5.

Answers

1 c 2 c 3 a 4 a 5 c

READING

Exercise 6.

Answers

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

WRITING

Exercise 7.

Answers

Students' own answers

02 UNIT 2 Mapping

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 2 Looking ahead	Theme 1: Society Theme 2: Culture Theme 3: Science and technology Theme 4: Environment Theme 7: National identity and world affinities	<p>Listening: responding to critical-thinking questions before, during, and after listening and justifying answers; listening and responding to the ideas of others; identifying common organisational patterns</p> <p>Speaking: interacting in pairs and groups; talking about the future using the future perfect and the future perfect progressive; linking ideas within and across sentences; expressing him-/herself using up to 12 utterances; explaining concepts/ ideas in an organised manner using examples or details; propelling conversations by posing and responding to questions that probe reasoning and evidence</p> <p>Reading: using syntactic clues to better understand a text</p> <p>Writing: demonstrating persuasive techniques and methods to strengthen arguments</p>	<p>Listening: identify signal words and use them to understand the sequence of and relationships between ideas (main idea vs. detail, cause/ effect, contrast, time order, exemplification, fact vs. opinion, elaboration, paraphrase); identify common organisational patterns (logical or chronological division of ideas, comparison, and contrast) and rhetorical structures and use them to help understand meaning</p> <p>Speaking: interact in pair and group discussions; talk about future actions using the future perfect and future perfect progressive; debating regularly in a deliberative discussion as an innovative teaching strategy; speak accurately, using a series of about 12-15 clear, connected, simple and complex utterances with accurate and appropriate use of grammar, vocabulary, and pronunciation; link ideas within utterances and organise them at discourse level; speak elaborately with detail providing relevant examples</p> <p>Reading: make use of syntactic clues to better understand a text; revise predictions based on prior knowledge and evidence from a text; determine the author's purpose or point of view and analyse how he/she distinguishes his/her position from that of others; find words in the text that show the writer's viewpoint</p> <p>Writing: practise conducting a study in pairs or groups; write persuasive essays</p> <p>Viewing and presenting: orally present and develop ideas and opinions on a variety of topics; view and analyse a range of visual texts</p>



OVERVIEW

Objectives: Grammar

- Identify key information in a linguistically complex text (GSE 69 – B2+).
- Understand cause and effect relationships in a simple academic text, if clearly signalled (GSE 52 – B1+).
- Speculate about a future event using a range of linguistic devices (GSE 66 – B2).
- Clearly signal cause and effect relationships in a structured text (GSE 60 – B2).
- Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives (GSE 61 – B2).
- Further develop other people's ideas and opinions (GSE 64 – B2).
- Make accessible for others the main contents of a text on a subject of interest (e.g. an essay, a forum discussion, a presentation) by paraphrasing in simpler language (GSE 65 – B2).
- Use the future perfect with reference to actions to be completed by a specific time in the future (GSE 66 – B2).
- Use the future continuous with reference to actions in progress at a specific time in the future (GSE 60 – B2).

Resources:

- SB: pages 16–17; Grammar Reference and Practice page 79; Word List page 73
- TB: Culture Notes page 154
- Online resources: Photocopiable Resource 6

WARM-UP (5 minutes)

(T-S, S-T) Books closed. Divide the board into two parts. Write *dystopia* on one side and ask students what it means. Ask them to explain how they know the term with examples. Write *utopia* on the other side of the board and ask if they know the meaning.

(*Dystopia* is an imaginary place where life is extremely difficult and a lot of unfair or immoral things happen. *Utopia* is an imagined place or state of things in which everything is perfect.) Encourage them to compare both with examples:

A utopia is a perfect world. In utopias, there are not problems like war, disease, poverty, oppression, discrimination, inequality, and so forth. A dystopia, on the other hand, is a world in which nothing is perfect.

Practise the pronunciation of both words.

PRESENTATION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Students open their books. Read the definition of *dystopia* given in the book and let them compare their answers with the definition. Put students in pairs and refer them to the rubric. They discuss if they enjoy reading books, watching films or playing video games set in a dystopia. Talk about examples of books, films or series they can think of with their partners. Then they share their answers with the class.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 2. Refer students to the picture on page 16. Write *The future is bright because* and *The future is terrifying because ...* on the board and ask them to complete the sentences based on their opinions. Allow one minute for this activity. Then ask for volunteers to share their sentences.

Refer students to the rubric and tell them they are going to read a magazine article about two different visions of the future. They read the article individually and discuss in pairs which text is dystopian and which of them is closest to their opinion about the future of the world.

Answer

Text 2 is dystopian.

- 3 (T-S, S-T) Exercise 3. Focus students' attention on the two sentences from the texts.

Ask them to look at the verbs and ask them which verb form is used when there is some evidence now for prediction (*be going to*). If you have time, you could ask students to make one prediction about the future by themselves and volunteers share their predictions with the class.

Answer

be going to

- 4 (T-S, S-T) Exercise 4. Refer students to the rubric and do the matching activity together as a class.

Answers

a 3 b 2 c 1, 4

- 5 (T-S, S-S, S-T) Exercise 5. Put students into pairs and refer them to the rubric. Students match the tenses with the explanations. Then elicit answers.

Write the following sentences on the board:

- *By the end of the century, more people will be living in the country than in cities.*

- *In 100 years' time, half the world's languages will have disappeared.*

- *I will have been living in this city for three years in July.*

In pairs, students discuss what these sentences refer to timewise and underline the verbs. Ask the following questions and students examine the sentences and discuss their meanings in pairs:

Which sentence ...

- *talks about an action that will be in progress at a particular time in the future?* (Future Continuous)

- *talks about an action that will be completed before a particular time in the future?* (Future Perfect)

- *talks about an activity which continues up to a specific point in the future?* (Future Perfect Continuous).

Explain that the Future Continuous, Future Perfect and Future Perfect Continuous are often used with *by + 2050, next year, then, the time, etc.* and *in + ten years, two months, etc.*

02 LESSON 1A VOCABULARY AND GRAMMAR (SB)

Answers

1 c 2 a 3 b

PRACTICE (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 6. Refer students to the rubric. They complete the activity in pairs. Check answers as a class and ask students to justify their answers.

Answers

1 will be able 2 will have been 3 will have been working 4 will need 5 will be growing

- 2 (T-S, S-T) Exercise 7. Refer students to the rubric. They first complete the gap-filling activity individually, then play the audio and students check their answers.

Answers

1 will have risen 2 is likely to mean 3 is unlikely 4 will have to 5 will be eating



Audioscript 2.1

What will we be eating in the future?

By 2075 the population of the world will have risen to more than nine billion. This is likely to mean that we will need to use more and more land for housing.

We will also need to produce more food and it is unlikely that we will be able to produce enough meat to feed all those people without further damaging the environment. Our eating habits will have to change.

Luckily, scientists are already working on alternatives to meat, such as insects and synthetic protein. It may sound disgusting, but in a few years, all of us will be eating it!

PRODUCTION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 8. Put students into groups of three or four. Students complete the rewriting activity. Point out that they can rewrite two of the sentences in several ways. Then ask a representative from each group to share their sentences with the class. Encourage students to correct each other if there is a problem.

Answers

1 This may have been caused by/have resulted from better education.
2 As a consequence of better medicine, people today ...
3 Global warming is certain to cause/give rise to/result in water shortages.

- 2 (S-S, S-T) Exercise 9. Give students time to discuss the question in pairs, then open it up into a class discussion. You could pool their ideas on the board.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to think about the environmental issues in their hometown and make notes. You could also assign Grammar Checkpoint Lesson 1 and/or Grammar Quiz Lesson 1 as homework.

CONTINGENCY PLAN

There is a downloadable photocopyable resource number 6 to use.

OVERVIEW

Objectives:

- Speculate about a future event using a range of linguistic devices (GSE 66 – B2).
- Use the future perfect with reference to actions to be completed by a specific time in the future (GSE 66 – B2).
- Use the future continuous with reference to actions in progress at a specific time in the future (GSE 60 – B2).

Resources:

- SB: pages 16–17
- WB: pages 14–15

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to think of three things they are going to do in the next week and three things they predict they *will do/will be doing* next year. Students can discuss this in pairs, then feed back to the class.

PRACTICE (35 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Ask students to complete the sentences with the correct forms of *will* or *going to* with the verbs in brackets. Read the example answer for 1 to the class and explain that we often use *going to* to predict something that we think is certain to happen. Students can do the task individually and then compare their answers with a partner. Check their answers as a class. Where more than one answer is possible, ask students to say why.

Answers

- 2** will improve **3** are going to continue/will continue
4 will take

- 2** (T-S, S-S, S-T) Exercise 2. Ask students to read the sentences and identify the verb phrase. Tell them to think about why the particular future form has been used. Students then read the explanations a-c and match one to each sentence. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

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

- 3** (T-S, S-S, S-T) Exercise 3. Ask students to choose the correct words to complete the sentences. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

- 1** bound **2** unlikely **3** likely **4** unlikely

- 4** (T-S, S-S, S-T) Exercise 4. Ask students to read the factfile on page 14 completely so they know what it is about. Read the example answer for 1 with the class. Students then complete the rest of the gaps with the verb forms from the box. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

- 2** will have been training **3** will have learned
4 will be watching **5** will be spending **6** will be flying
7 will have covered **8** will have been travelling

- 5** (T-S, S-S, S-T) Exercise 5. Ask students to write the questions that go with the answers. The future forms in the questions should match the answers. Students read the example answer for 1 then write questions for each answer individually. Check their answers as a class. Students can then practise asking and answering the questions in pairs.

Answers

- 2** Will Faten have finished school by 4 p.m.?
3 How long will you have been training by the time you qualify as a surgeon?
4 Will you have read both books by the weekend?

- 6** (T-S, S-S, S-T) Exercise 6. Ask students to complete the second sentence so that it has the same meaning as the first sentence and includes the word in bold without changing it. Read the example with the class first and check they understand that the meaning is the same. Point out that *SURE* means the same as *almost certainly*. Students can do the task individually or in pairs. Check their answers as a class. In feedback, elicit which phrase in the first sentence means the same as the word in bold: **2** will almost definitely (*CERTAIN*), probably won't (*UNLIKELY*).

Answers

- 2** are almost certain to become **3** is unlikely to go and live

- 7** (T-S, S-S, S-T) Exercise 7. Ask students to complete the sentences with one word in each gap. Students can do the task individually or in pairs. Check their answers as a class.

Answers

- 2** to **3** been **4** have **5** by **6** from

- 8** (T-S, S-S, S-T) Exercise 8. Ask students to read the gapped text completely before they try to answer. They then complete the text with the correct forms of the verbs in brackets.

Students can do the task individually or in pairs. Check their answers as a class.

Answers

- 2** will have saved up **3** will allow **4** 'll be preparing
5 will be waiting **6** will be travelling **7** will have reached
8 is bound to succeed

02 LESSON 1B VOCABULARY AND GRAMMAR (WB)

- 9 Exercise 9. Ask students to read the rubric carefully. You can write the future forms on the board: *By the time I finish this English course, I will be .../I will have .../I will have been ...*. You can give answers for an imaginary student as an example, e.g. *Ben will be going to university/will have finished school/will have been learning English for five years.* They can do the task in pairs, then compare answers with other pairs. Invite students to share their answers with the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

(S-S) Ask students to talk in pairs about something interesting they think they will be doing, will have done or will have been doing when they are twice the age they are now.

HOMEWORK

Ask students to write a paragraph about what they think they will be doing, will have done or will have been doing when they are twice the age they are now using the future forms they have learned.

OVERVIEW

Objectives:

- Speculate about causes, consequences or hypothetical situations (GSE 64 – B2).
- Express his/her opinions in discussions on contemporary social issues and current affairs (GSE 61 – B2).
- Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives (GSE 61 – B2).
- Form compound nouns from nouns plus other nouns and adjectives (GSE 43 – B1).

Vocabulary:

- Compound nouns: *acid rain, endangered species, exhaust fumes, fossil fuels, global warming, greenhouse gases, habitat loss, ozone layer, renewable energy, soil erosion, toxic waste, vehicle emissions, water scarcity, wind turbine*

Resources:

- SB: page 18; Word List page 73
- Online resources: Photocopiable Resource 7
- Assessment: Vocabulary Quiz 2



WARM-UP (5 minutes)

- 1 (T-S, S-T) Books closed. Refer students to their lesson 1A homework. Elicit information on environmental issues faced in students' local areas. Write any common issues on the board and try to establish which one poses the biggest threat.
- 2 (T-S, S-S, S-T) Exercise 1. Put students in pairs and refer them to the rubric. Students look at the photos and discuss what they think happened and what impact it had. Then elicit possible answers.

Suggested answers

Perhaps soil erosion has washed soil into the river. This could mean that there is less good soil for farmers.

PRESENTATION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Ask students to look at the words in the box and explain them as well as they can to their partner. Let them use dictionaries if necessary. Have students complete the activity individually and compare answers with their partners. Check answers as a class. Model and drill pronunciation of any problematic words (e.g. *emissions, scarcity, species*).

Answers and Audioscript 2.2

- 1 acid rain 2 endangered species 3 exhaust fumes
 4 fossil fuels 5 global warming 6 greenhouse gases
 7 habitat loss 8 ozone layer 9 renewable energy
 10 soil erosion 11 toxic waste 12 vehicle emissions
 13 water scarcity 14 wind turbine

- 2 (T-S, S-T) Exercise 3. Explain to students that compound nouns are words for people, animals, places, things or ideas, made up of two or more words. Refer students to the compound nouns in Exercise 2 and ask them to read them aloud. Then ask them where they think the stress is, on the first or the second word of the compound noun, and ask students to underline them in their books.
- 3 (T-S, S-S, S-T) Exercise 4. Give students a minute to study the *Active Vocabulary* box. Students then listen to the audio and check their answers to Exercise 3. They then practise pronouncing the same words with their partners. Go around the class and listen to them practising and help if/when necessary. If you have time, put students in pairs and ask them to come up with three more compound nouns. Students practise pronouncing them with the correct stresses. They can use dictionaries to help them with this activity.

Answers

- 1 acid rain 2 endangered species 3 exhaust fumes
 4 fossil fuels 5 global warming 6 greenhouse gases
 7 habitat loss 8 ozone layer 9 renewable energy
 10 soil erosion 11 toxic waste 12 vehicle emissions
 13 water scarcity 14 wind turbine

PRACTICE (10 minutes)

(T-S, S-S, S-T) Exercise 5. Refer students to the rubric. They complete the activity, then check with their partners. Then check answers as a class.

Answers

- 1 fossil fuels 2 soil erosion
 3 exhaust fumes/vehicle emissions
 4 wind turbine, renewable energy
 5 Habitat loss, endangered species
 6 toxic waste 7 Acid rain

PRODUCTION (10 minutes)

- 1 (T-S, S-S) Exercise 6. Put students into groups of three and ask them to make a list of at least three environmental issues for each of the categories given in the exercise.

Answers

Students' own answers

- 2 (S-S, S-T) Exercise 7. Then each group chooses one category and assigns a speaker to represent the group and present their choices to the class. Encourage them to give reasons for their answers and expect to hear solution proposals for those problems; things that people could do to deal with the issues.

After each presentation, have students evaluate the group's solution proposals and ask for more opinions from the rest of the class.

(T-S, S-S, S-T) Alternative Activity: Keep students in the groups and allocate one of the issues from Exercise 6 to each group. Groups research the issue online for 2 minutes using their mobile phones in class or by visiting the ICT lab. Then they present their findings to the class in quick presentations. Alternatively, you can give this as homework.

02 LESSON 2A VOCABULARY (SB)

WRAP-UP (5 minutes)

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

HOMEWORK

Assign Vocabulary Checkpoint 2 and Vocabulary Quiz 2 as homework.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 7 to use.

OVERVIEW

Objectives:

- Form compound nouns from nouns plus other nouns and adjectives (GSE 43 – B1).

Resources:

- SB: page 18
- WB: page 16

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students what type of puzzles they like, e.g. word puzzles, number puzzles. Students can discuss this in pairs, then feed back to the class.

PRACTICE (20 minutes)

- (T-S, S-S, S-T) Exercise 1. Focus attention on the crossword grid and the example answer for clue 1. Ask students to read the clues and then complete the crossword. Students can compare answers then check their answers as a class. You can give them a time limit to make the activity competitive.

Answers

1 acid rain 2 fossil fuels 3 warming 4 habitat
5 emissions

- (T-S, S-S, S-T) Exercise 2. Ask students to read the compound nouns in the box carefully and match them with the definitions. Students can do the task individually or in pairs. Check their answers as a class.

Answers

2 water scarcity 3 renewable energy 4 wind turbine
5 toxic waste 6 exhaust fumes
7 ozone layer 8 greenhouse effect

- (T-S, S-S, S-T) Exercise 3. Students read and say the words aloud, and circle the stressed words in each compound noun. Tell them to check their answers in pairs. Then play the audio for them to listen and check. Ask them to work with a partner and make up a sentence using each compound noun.

Answers and Audioscript 2.3

1 **climate** change
2 industrial **waste**
3 **wind** turbine
4 endangered **species**



- (T-S, S-S, S-T) Exercise 4. Ask students to read the signs and to complete them with one word in each gap to make compound nouns. Read the example first with the class. They can work individually or in pairs. Check their answers as a class.

Answers

2 layer 3 emissions 4 toxic 5 endangered
6 loss 7 scarcity

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 5. Ask students to create their own crossword like the one they completed in Exercise 1.

Their crosswords should include words that are related to solutions to climate change, like 'recycling' or 'renewable energy'. At least three of their answers should be compound nouns. It should contain at least three answers that go across, and three answers that go down. Ask them to write the clues and number them.

Ask students to swap crosswords with a partner and try to complete each other's puzzles. You can give them a time limit to make the activity competitive.

WRAP-UP (5 minutes)

(T-S, S-S, S-T) Put students in groups. Ask them to make signs similar to those in Exercise 4 with three of the compound nouns in Exercise 2 and then share them with the class.

HOMEWORK

Ask students to write a paragraph explaining more about one of the signs in Exercise 4.

OVERVIEW

Objectives:

- Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives (GSE 61 – B2).
- Extract key details from extended informational academic lectures, if delivered in clear standard speech (GSE 67 – B2+).
- Identify specific information in a linguistically complex presentation or lecture (GSE 72 – B2+).
- Express their opinions in discussions on contemporary social issues and current affairs (GSE 61 – B2).
- Compare and evaluate different ideas using a range of linguistic devices (GSE 70 – B2+).

Vocabulary:

- Weather-related collocations: *blistering heat, freak temperatures/weather/winds, gale-force winds, heavy rain/snow, high temperatures/humidity, scorching heat/temperatures/weather, soaring temperatures, sub-zero temperatures, torrential rain*

Resources:

- SB: page 19; Word List page 73
- Online resources: Photocopiable Resource 8

WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to look at the photos on page 19. They individually write all the words they know to describe the photos in their notebooks. Do not allow more than one minute for this individual work. Then students compare their lists of words with their partners. Elicit answers from the class and write them on the board.

Then put students into small groups and tell them they will discuss which of the types of weather from the photos they have heard about or experienced recently. Then ask volunteers to share their own information or experiences.

Suggested answers

- A** drought, heatwave, high temperatures
B flood, heavy rain
C snowstorm, heavy snow, sub-zero temperatures
D windy, stormy, gale-force winds

PRE-LISTENING (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 2. Ask students if they know what *collocation* means. (A group of two or more words that usually go together in English.) Give examples to help them. (*bright sunshine, chilly night, scattered showers, strong wind*, etc.) You can also explain that if they use collocations, their English will be more idiomatic, that is, more similar to the way it is spoken by native speakers. In pairs, students make more weather-related collocations, using the nouns from the box. Help with the unknown vocabulary. More able students can use dictionaries for definitions and help weaker students. Check answers as a class.

Answers

- 1** blistering heat **2** freak temperatures/weather/winds
3 gale-force winds **4** heavy rain/snow
5 high temperatures/humidity
6 scorching heat/temperatures/weather
7 soaring temperatures **8** sub-zero temperatures
9 torrential rain

- 2** (T-S, S-T) Exercise 3. Put students into groups of three and assign only one question from the exercise. If you have a larger class, then more than one group can discuss the same question. Give groups 3 minutes to discuss the question they are assigned to and then a representative from each group reports to the rest of the class what they have discussed.

Answers

Students' own answers

WHILE LISTENING (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 4. Refer students to the rubric. Explain that this time they will listen to a lecture about what they have discussed in the previous group activity. Students listen to the audio and answer the question. Ask students to justify their answers.

Answer

No, he doesn't.

Audioscript 2.4

Scientists have been telling us for decades that the Earth's climate is changing. A recent report warned that temperatures are likely to rise by three degrees by the end of this century, which is almost certain to be catastrophic for the planet. Despite such clear statements, there is still a lot of misinformation out there. I'm going to be talking about some common misunderstandings, and what the facts of the matter are.

To begin with, I would say that one of the key reasons for confusion is that the media often feels that they need to deal with the topic in a balanced way. Of course, this is generally a positive thing. However, in the case of climate change, it means that when a news programme, say, has a scientist talking about how climate change is creating scorching temperatures or torrential rain, they often also invite an expert onto the programme who denies that these freak weather conditions have anything to do with global warming. It looks and sounds to the viewer as if about 50 percent of scientists are on each side, when, in reality, around 99 percent of scientists agree that climate change is happening. In other words, people are told, incorrectly, that scientific experts don't agree over climate change, when, in fact, they almost universally do.

The second thing that people often tend to think whenever we happen to have sub-zero temperatures is that the Earth isn't actually getting warmer. Anyone who believes this needs to look at the overall weather trends. The fact is that the last few years have been some of the hottest since records began in the 1880s and the evidence suggests that it's going to continue to get hotter and hotter.

Surprisingly, we may also get more snowfall precisely because it's getting warmer. Because it's warmer, and there is less ice



overall, there is actually more water in the atmosphere, which can then come down as heavy snow.

Then there are the people who accept that the climate is changing, but think that it's something that's happening naturally, rather than because of anything we humans are doing. It is certainly true that a variety of factors can affect the climate. For example, variations in temperature have happened as a result of changes in the amount of energy from the sun reaching the Earth and volcanic eruptions. But, please take note, these changes have happened very slowly over thousands or millions of years, whereas we've seen a huge and rapid increase in greenhouse gases such as carbon dioxide since the Industrial Revolution, starting in the 1760s. These gases are widely known to trap heat and make the planet warmer. It is clear that industrialisation has caused this increase in greenhouse gases, especially when we note how much faster the greenhouse effect has been happening since the 1950s.

Finally, some people accept the reality of climate change, and even that it is caused by human activity, but they maintain that carbon dioxide is actually a positive thing overall. Certainly, more carbon dioxide in the atmosphere does encourage plants to grow, and there is evidence that Earth has become greener as a result. However, as higher levels of carbon dioxide trapped in the atmosphere also cause heat waves and freak storms, any benefit is lost as these will lead to crops being damaged or lost.

Similarly, people argue that higher temperatures mean fewer people will die of cold in the winter. This is probably true for people in northern Europe, but in other hotter places, such as Africa or South America, the number of people dying of heat will increase.

So, to sum up, when talking about any benefits of climate change we have to ask ourselves who benefits and for how long?

- 2** (T-S, S-S, S-T) Exercise 5. Refer students to the *Active Listening* box. They study the *Active Listening* box individually and then complete the matching activity. Students first check their answers with their partners and then check as a class.

Answers

1 c 2 b 3 a 4 e 5 d

- 3** (T-S, S-T) Exercise 6. Refer students to the rubric. They listen to the audio again and complete the activity individually. Check answers as a class.

Answers

1 99 percent 2 (overall weather) trends 3 snowfall
4 volcanic eruptions 5 crops

TIP

Make sure students know what they are listening for before you start listening. Explain they should focus only on the information they need.

After this activity if you have time, in pairs, students each choose a collocation from Exercise 2 but do not tell their partner which one. They pretend to look outside and say one sentence to describe the weather they have chosen. Their partner guesses the collocation.

POST-LISTENING (5 minutes)

(T-S, S-S, S-T) Exercise 7. Put students into groups of three or four and ask them to discuss the questions in the exercise. Then get feedback from the groups and discuss as a class. Make sure they justify their answers.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to research and make notes on one endangered animal and what threats it faces.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 8 to use.

OVERVIEW

Objectives:

- Extract key details from extended informational academic lectures, if delivered in clear standard speech (GSE 67 – B2+).
- Identify specific information in a linguistically complex presentation or lecture (GSE 72 – B2+).

Resources:

- SB: page 19
- WB: page 17

WARM-UP/PRE-LISTENING (5 minutes)

Ask students to think about how the fashion industry affects the environment. Put them in groups to discuss their ideas and then feed back to the class.

WHILE LISTENING (20 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Tell students they are going to listen to Part 1 of a lecture and decide what it is about. Ask them to read options a–c carefully first before they listen. Students can do the task individually. Check their answers as a class.

Answers

c



Audioscript 2.5

Whether you love or hate the fashion industry, we all have to buy and wear clothes. Correct?

Today, I'm going to be talking about the impact our clothing has on the natural environment.

I think contemporary society is well aware of how industries such as aviation, food production and car manufacturing cause harm to the planet. It's pretty much common knowledge. But how many people consider the environmental damage that results from clothing production?

- 2** (T-S, S-S, S-T) Exercise 2. Tell students they are now going to listen to Part 2 of the lecture. Ask them to tick the topics that are mentioned. Students can do the task individually then compare their answers with a partner. Check their answers as a class.

Answers

Students tick **1, 3, 4, 5** and **6**



Audioscript 2.6

To begin with, let me offer you some statistics that are likely to make you stop and think. The first figure concerns what might be one of your favourite items of clothing: a pair of jeans.

Each pair takes around ... 7,600 litres of water to produce – that includes all the water required to grow the cotton and manufacture the jeans, but actually doesn't include any of the water you'll use to wash them. And that's just your jeans.

Here's another number for you – over 100 billion new items of clothing are produced each year. Demand for second-hand clothing is falling in the developing world. Consequently, more clothing is simply being thrown away.

The cotton-growing process is responsible for much of the harm being done to our planet in the name of fashion. The fact is that

many countries have suffered terrible environmental damage through cotton production. For example, in the 1960s, the Aral Sea in Kazakhstan was one of the largest inland seas on the planet and was filled with fish and wildlife. But anyone visiting the area today will find themselves in the middle of a dry desert with blistering heat and only camels for company. That's because water from the Amu Darya River that used to feed the Aral Sea was instead used to provide water for – yes, that's right – cotton production.

The cotton industry is also a heavy user of pesticides, which is disastrous for plants, animals and human beings. As well as water use and pesticides, chemical waste is another major issue linked to clothes manufacturing. In Indone Talal, one of the world's biggest producers of clothing, there are four hundred clothing factories along the banks of just one of the country's rivers. According to activists, many of those factories release toxic chemicals into the river every day and pollute the water that locals use for bathing and, ironically, for washing their clothes.

Fashion retailers must also share the blame for the situation. We now buy far more clothing than in the past, and wear it for a much shorter time before we discard it. This is largely due to the culture of 'fast fashion' which has been so keenly promoted by clothing retailers. The average number of times a garment is worn before it is thrown away has decreased by 36 percent compared with 15 years ago. Clothing companies release new lines several times a year and encourage people to stay 'on trend'. This means that clothes are often discarded for no other reason than the arrival of a new collection in the shops. In other words, this is the familiar situation where profits are seen as more important than ethics, and the environmental impact of out-of-control consumerism is ignored.

So what solutions are there? Well, I think it's safe to say that multinational fashion retailers won't suddenly get together and decide that ethics are more important than profit. In fact, there's probably more chance of me arriving to next week's lecture in pink jeans and a gold blazer! No, as is frequently the case, a more likely solution lies with the individual. If we can be persuaded to abandon fast fashion and stop viewing clothes shopping as entertainment, clothes could be used for longer and production reduced. So, to sum up: we all know about the freak weather, high humidity and gale-force winds caused by climate change, but if the devastating environmental impact of the clothing industry becomes more widely reported and understood, perhaps the pressure of public opinion will force clothing manufacturers to change their ways.

- 3** (T-S, S-S, S-T) Exercise 3. Tell students to listen to Part 2 again and complete sentences 1–6 with between one to three words/numbers for each gap. Give them time to read the sentences carefully before they listen. Play the audio and tell students do the task individually. You can play the audio more than once if necessary, pausing where needed. Students can do the task individually then compare their answers with a partner. Check their answers as a class.

Answers

- 2** Cotton production **3** blistering heat and only camels
4 chemical waste/toxic chemicals **5** 36 percent **6** profit

POST-LISTENING (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 4. Refer students to the rubric. Give them a 5 minute limit to write their paragraph. Then put them into pairs and ask them to read each other's paragraphs and correct any mistakes they think they've made. Get brief feedback from the class about what environmental issues are most important to them.

Answers

Students' own answers

- 2** (T-S, S-T) Exercise 5. Read the *Active Pronunciation* box with the class. Model the short /ɪ/ and long /i:/ sounds. Tell students to read the words from the lecture and think about how they are pronounced. Students say the words individually, then play the audio for them to listen and check. Check their answers as a class and have students repeat the words chorally.

Answers

- 1** jeans, heat, freak, feed pronounced with a long /i:/ sound
2 middle, river, wind, humidity pronounced with a short /ɪ/ sound



Audioscript 2.7

- 1** jeans, heat, freak, feed
2 middle, river, wind, humidity

- 3** (T-S, S-T) Exercise 6. Tell students to read the words in the box and put them in the correct column in the table. Students can do the task individually then listen and check. Check their answers as a class and have students repeat the words chorally.

Answers and Audioscript 2.8

/i:/ **feet**: freeze, greenhouse, sea, species
 /ɪ/ **fit**: extinct, habitat, predict, similarly

- 4** (T-S, S-S) Exercise 7. Tell students to listen to the pairs of words, then practise saying them in pairs.



Audioscript 2.9

- 1** steal, still
2 field, filled
3 cheap, chip
4 leak, lick
5 sleep, slip
6 wheel, will
7 feeling, filling
5 (T-S, S-T) Exercise 8. Tell students to listen to six pairs of words and tick the word they hear first. Play the first one as an example. Students then listen and tick the word they hear. Check their answers as a class.

Answers

Students tick **1** sleep **2** peel **3** bitten **4** least **5** fit **6** lid



Audioscript 2.10

- 1** sleep, slip
2 peel, pill
3 bitten, beaten
4 least, list
5 fit, feet
6 lid, lead

WRAP-UP (5 minutes)

(T-S, S-S, S-T) Have a discussion with the class about the lecture they listened to. What can be done to help solve the problem of clothes production and the environment? Elicit ideas in a class discussion.

HOMEWORK

Ask students to write an essay about how clothes are damaging the environment and what can be done about it.

OVERVIEW

Objectives: Reading

- Identify the main topic and related ideas in a structured text (GSE 49 – B1).
- Scan a long text or a set of related texts to find specific information (GSE 63 – B2).
- Guess the meaning of an unfamiliar word from context in a linguistically complex academic text (GSE 72 – B2+).
- Identify specific information in a linguistically complex factual text (GSE 73 – B2+).
- Express their opinions in discussions on contemporary social issues and current affairs (GSE 61 – B2).
- Suggest solutions to problems and explain why they would work (GSE 60 – B2).
- Give well-structured, detailed presentations on a wide range of familiar subjects (GSE 71 – B2+).
- Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives (GSE 61 – B2).
- Contribute to collaborative decision making and problem-solving, expressing and co-developing ideas, explaining details and making suggestions for future action (GSE 73 – B2+).

Vocabulary:

- Words related to animals and parts of the body: *backbone, become extinct, critically endangered, crustacean, cuddly, fin, furry, invertebrate, mammal, marine, natural, nocturnal, predator, primate, reptile, scales, skeleton, slimy, solitary*

Resources:

- SB: pages 20–21, 94; Word List page 73
- TB: Culture Notes page 154

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. Refer students to the notes they made for lesson 3A homework about an endangered animal. Put them in pairs or small groups to discuss and compare their answers. Then invite a few students to share their answers with the class.

PRE-READING (5 minutes)

(T-S, S-S, S-T) Exercise 1. Put students in pairs and ask them to look at the photos and the title on page 20.

Ask what endangered animals they know. What does the title mean to them? Can they guess what the text is about? Ask them to read the question and discuss as a class.

Answers

They are all endangered.

WHILE READING (20 minutes)



- 1 (T-S, S-T) Exercise 2. Play the audio. Then students read the text individually to find the answer to Exercise 2. Tell students they can use the skimming technique to find the answer. Check answers as a class.

Answers

They are all endangered. They are less known, considered not 'exciting' or not beautiful enough to get as much media coverage as other species.

TIP

Skimming is reading rapidly to get a general overview of the material. To skim, prepare your students to move rapidly through a text. They will not read every word; they will pay special attention to typographical cues - headings, boldface and italic type, indenting, bulleted and numbered lists, etc. They should be alert for key words and phrases, the names of people and places, dates, nouns and unfamiliar words.

- 2 (T-S, S-S, S-T) Exercise 3. Assign each paragraph to a different student and have them read the text out loud. If a student struggles with the pronunciation, help them pronounce it correctly. Take notes of the words that they find difficult to pronounce when they read, then practise pronouncing them as a class. Then students complete the matching activity individually. Remind that each paragraph may be chosen more than once. Encourage them to use dictionaries for unknown words. They then compare answers with their partners. Check answers as a class.

Answers

1 A 2 C 3 D 4 B 5 A 6 C

- 3 (T-S, S-S, S-T) Exercise 4. Refer students to the highlighted words in the text and have them explain the highlighted words to their partners as best as they can. Monitor for proper use of language and vocabulary. Then students complete the activity in pairs. Check answers as a class.

Answers

Animals: invertebrates, crustaceans, mammals, reptile, primate

Parts of the body: backbone, fins skeleton, scales

Adjectives to describe a creature: slimy, marine, cuddly, nocturnal, solitary, furry

- 4 (T-S, S-T) Exercise 5. Students individually complete the collocations without looking at the article. Give two minutes for this activity and then students check their answers in the text.

Answers

1 extinct 2 natural 3 critically

POST-READING (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 6. Refer students to the rubric. They complete the activity individually. Ask them to check answers with their partners before checking as a class. Fast finishers can make a new sentence with each word.

Answers

1 endangered 2 solitary 3 predators 4 extinct 5 cuddly

- 2** (T-S, S-S, S-S) Exercise 7. Refer students to the Culture Notes on page 154 first. Put students into groups of three and ask them to discuss the statistic. Then open it up into a class discussion and see if they can come up with suggestions for reintroduction of the oryx to the wild.

Answers

Students' own answers

- 3** (T-S, S-S, S-T) Exercise 8. If you have time, students work in new pairs to prepare a short presentation (2–3 minutes) about an endangered species. Refer them to the rubric on page 94.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to make a note of what recycling facilities there are in their area. If they do not know, they should do an Internet search to find out. Students should think about whether they recycle enough and what else they can do to reduce waste.

02 LESSON 4B READING AND VOCABULARY (WB)

OVERVIEW

Objectives:

- Identify the main topic and related ideas in a structured text (GSE 49 – B1).
- Scan a long text or a set of related texts to find specific information (GSE 63 – B2).
- Guess the meaning of an unfamiliar word from context in a linguistically complex academic text (GSE 72 – B2+).
- Identify specific information in a linguistically complex factual text (GSE 73 – B2+).

Resources:

- SB: pages 20–21
- WB: pages 18–19

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students what idioms they know that refer to animals. Give them a few examples and write them on the board, e.g. *as quiet as a mouse*, *fight like cat and dog*, *a wild goose chase*. Tell students they can use a dictionary if they want to. Tell them to make a list of animals idioms they find and then feed back to the class.

PRACTICE (25 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Ask students to work in pairs and look at photos A–D at the bottom of the page and say what type of animals they are. Elicit answers from the class, e.g. A a worm, B an ostrich, C a goldfish, D a bull. Tell them to read sentences 1–4 about these animals and match them with the photos. Check their answers as a class.

Answers

1 D 2 B 3 C 4 A

- 2** (T-S, S-S, S-T) Exercise 2. Ask students to think about the sentences from Exercise 1 and discuss the question in pairs. Tell them to then read the article individually and check their answers with a partner. Discuss the answer with the class and in class feedback, elicit why these 'Animal myths' exist.

Answer

None of the sentences are true.

- 3** (T-S, S-S, S-T) Exercise 3. Ask students to read the article again and match the questions with the paragraphs. Tell them to read the questions carefully first so they know what information they need to look for. Students do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

1 d 2 e 3 b 4 c 5 d 6 a 7 e 8 c 9 a 10 b

- 4** (T-S, S-S, S-T) Exercise 4. Ask students to match the highlighted words in the article with the definitions. Students can do the task individually. Check their answers as a class.

Answers

2 nocturnal 3 slimy 4 furry 5 marine 6 invertebrate

- 5** (T-S, S-S, S-T) Exercise 5. Ask students to read the sentences and then complete them with the correct form of one of the words from Exercise 4. Read the example and elicit that the word *creep* means to move quietly along the ground (Sentence 5 in Exercise 4). Students do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

2 marine 3 slimy 4 solitary 5 furry 6 nocturnal

PRODUCTION (10 minutes)

(T-S, S-S, S-T) By now the students will have heard lots of animal idioms, and will have learned that, even though they help us to understand different aspects of everyday life, lots of them are not actually true in the natural world.

Ask students to think of another animal idiom, and to use the Internet to try to find out if the animal really displays that behaviour. Students should read more than one source about the animal and then explain to a partner what they found.

Ask students to share their findings with the class and encourage them to think about why we use animal behaviour to explain human behaviour – especially now they know that some of what we learn from animal idioms isn't very accurate. What kind of idioms might animals use about us?

WRAP-UP (5 minutes)

(T-S, S-S, S-T) Put students in groups of five. Ask them to each give a mini-presentation about one of the animals mentioned in the article. Invite one student from each group to share their mini-presentation with the class.

HOMEWORK

Ask students to make a poster or fact file about the animals in the article.

OVERVIEW

Objectives:

- Contribute to collaborative decision making and problem-solving, expressing and co-developing ideas, explaining details and making suggestions for future action (GSE 73 – B2+).
- Identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech (GSE 59 – B2).
- Understand the advantages and disadvantages of different options during a discussion (GSE 64 – B2).
- Follow a discussion in which speakers use some idiomatic language (GSE 68 – B2+).
- Summarise, comment on and discuss a wide range of factual and imaginative texts (GSE 66 – B2).
- Compare and evaluate different ideas using a range of linguistic devices (GSE 70 – B2+).
- Suggest solutions to problems and explain why they would work (GSE 60 – B2).
- Justify the reasons for a particular decision or course of action (GSE 62 – B2).
- Show degrees of agreement using a range of language (GSE 61 – B2).
- Express an attitude, opinion or idea using idiomatic language (GSE 69 – B2+).

Resources:

- SB: page 22, 94-95

WARM-UP (5 minutes)

(T-S, S-S, S-T) Refer students to the notes they made about recycling for lesson 4A homework and invite them to share their findings with the class. List their ideas on the board and keep them till the end of the lesson.

PRESENTATION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Put students in pairs and refer them to the notice for a competition on page 22. Students think of ideas which could help their school to protect the environment. Then they share their ideas with the class.

Suggested answers

Recycle, sort rubbish and place recycling bins in the garden or somewhere outside the school building, organise classroom cleanup days, collecting rainwater then using it to water the plants in the school garden or in staff rooms, etc.

- 2 (T-S, S-T) Exercise 2. Students individually study some ideas on pages 94-95 of the SB for the competition in Exercise 1 and then listen to the audio to find out which idea is finally chosen. Discuss the answer as a class.

Answer

Banning single-use bottles.

Audioscript 2.12

A = Aisha F = Faten N = Nadia



- A:** OK, well we've been discussing these ideas for a while now and I have to say, I really like the idea of a walk-to-school day. Parents driving their kids to school just causes so much congestion and pollution.
- F:** Yes, that's definitely the best idea. It will have an immediate impact and it's quite easy to set up. Are you OK with that, Nadia?
- N:** Well, it's a good idea, but to be honest, it doesn't grab me. Do you really think people will go for it?
- F:** Hmm. Well, I suppose I can see what you mean. I did like it though.
- N:** Look, we have to choose something that people will really want to take part in. I think most of us are a bit too lazy to want to walk to school, even if we should.
- A:** Yes, thinking about it a bit more, you're spot on, Nadia. It just isn't that exciting, is it?
- F:** OK, fair enough, I guess you're right. Well, which of the other two ideas should it be then?
- N:** I'm on the fence, really. I like both the other ideas. I mean, they're both worth doing, aren't they? And I hate the amount of waste we create.
- F:** I can't make up my mind either. On the one hand, it could make a real difference to ban plastic bottles, but on the other hand, I like the idea of having a clothes swap because it could be a real social occasion.
- A:** I think we're on the wrong track here. We need to think about what will appeal to most people, and not everyone is that into clothes, are they?
- N:** That's what I was going to say! A lot of people just aren't that interested in fashion.
- F:** OK, so will we go with banning single-use bottles then? It looks like that's the best idea all round. It will appeal to a lot of people, it's quite simple to set up, if we get some water fountains installed, that means it will have a long-term impact on the environment ...
- A:** Yes, it's a great idea. That's settled then.
- N:** Hmm, I'm not sure. I can't put my finger on it, but I've got a feeling that maybe that isn't the best plan. I'm having second thoughts now. Maybe the walk-to-school day was the best idea after all.
- A / F:** Seriously?!
- N:** Just kidding! I agree with you two.

PRACTICE (15 minutes)

- 1 (T-S, S-S-S-T) Exercise 3. Refer students to the Speaking box and ask them to read and complete it individually. Students first check answers with their partners and then listen to the audio again to check answers.

Answers

1 fence 2 second 3 mind 4 finger 5 spot 6 what
7 grab 8 track 9 with

02 LESSON 5A SPEAKING (SB)

- 2** (T-S, S-S, S-T) Exercise 4. Ask students to look at the first item. Explain that they can use the phrases from the Speaking box to complete the activity. Model item 1 as an example. Have students work in pairs to complete the activity. Check answers as a class.

Answers

1 torn between 2 my finger on it 3 grab me 4 good point
5 spot on 6 we go with 7 as if we agree



Audioscript 2.13

A = Aisha **F** = Faten **N** = Nadia

A: Which poster do you prefer?

F: I don't know. I'm torn between this one with the water bottle, and that one with the bright colours.

- N:** I can't put my finger on it, but the one with the water bottle doesn't grab me.
- F:** Maybe it's just not as original?
- A:** I don't think this idea will really inspire people to take part. It takes a lot of effort to remember to bring in a reusable bottle. We need to think about how to motivate people to do it.
- F:** That's a good point, but maybe that depends on how we present the concept.
- N:** Yes, you're spot on, Faten! That's why we need a poster that really makes an impact.
- A:** OK, let's make a decision on which poster then. Will we go with the one with the bright colours?
- N:** Yes, it looks as if we agree that one is the best idea.

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 5. In their pairs, students discuss the ideas for the competition in Exercise 1 and reach a decision. Tell them they should use the language from the Speaking box to reach a decision. As they work, monitor for proper use of language, vocabulary and pronunciation. Correct or model where necessary. Get feedback from the groups on what they chose to do.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to revise words for clothes for the next lesson.

CONTINGENCY PLAN

If there is not enough time in class, Exercise 5 on page 22 of the SB can be given as homework.

OVERVIEW

Objectives:

- Show degrees of agreement using a range of language (GSE 61 – B2).
- Express an attitude, opinion or idea using idiomatic language (GSE 69 – B2+).

Resources:

- SB: page 22
- WB: page 20

WARM-UP (5 minutes)

Ask students to make a list of phrases they can use to express agreement and disagreement. Write them on the board.

PRACTICE (20 minutes)



1 (T-S, S-S, S-T) Exercise 1. Ask students to listen and repeat each phrase. Then encourage them to paraphrase each expression in their language. Invite students to share their ideas with the class.

Answers

Students' own answers

2 (T-S, S-S, S-T) Exercise 2. Ask students to choose the correct words to complete the sentences individually. They then can compare their answers with a partner. Check their answers as a class.

Answers

1 if **2** on **3** option **4** make

3 (T-S, S-S, S-T) Exercise 3. Tell students to work in pairs and look at the posters. Ask them to discuss what a Clothes Swap Day might be and elicit ideas from the class. Ask students to listen to the conversation and complete each gap with the correct phrase from the box.

Answers

2 say **3** mind **4** hand **5** grab **6** finger **7** point
8 track **9** spot **10** go



Audioscript 2.15

F = Fadi T = Talal

F: So we have to choose one of these posters to promote our environmental campaign – the school clothes swap day. What do you think? I'm torn between these two.

T: That's what I was going to say! I can't make up my mind which one though. I mean – on the one hand, the poster with the wave of clothes is visually striking, but on the other hand, the one with the two guys is quite funny.

F: It is, but something about it doesn't grab me. I can't quite put my finger on it. Maybe it needs a better caption or something?

T: That's a good point, but I'm not sure I can think of anything better.

F: Maybe something like 'Clothes swap day – not just for girls!'

T: Hmm. I think we're on the wrong track with the gender thing. How about 'You never know what you'll find at clothes swap day'. Sort of like these two guys found each other among the clothes, if you know what I mean.

F: I think you're spot on! I like it!

T: OK, so will we go with this one then?

F: Definitely. I'll change the caption and print a few off.

4 (T-S, S-S, S-T) Exercise 4. Play the audio more than once if necessary. Ask the class which poster the friends decide to use. Check answers with the class. Finally, they can practise the conversation without the audio in pairs.

Answers

The friends decide to use the bottom poster with the two men in it.

5 Exercise 5. Tell students to write a short conversation between two friends who want to organise a fundraising event for their school. They should use phrases from the lesson. Ask students to practise their conversations with a partner.

Answers

Students' own answers

PRODUCTION (15 minutes)

(T-S, S-S, S-T) In the same pairs as Exercise 3, allow the students a few minutes to choose one of the fundraising events they wrote about, and to work on a poster together that advertises the event. Encourage students to make this decision by using some of the decision-making vocabulary they have learned.

Ask students to present their posters to the rest of the class, explaining the key details used and how they decided which event to make a poster for. Encourage the rest of the class to interact by asking about the event and the decision-making process.

WRAP-UP (5 minutes)

(T-S, S-T) Ask students choose one expression for each type of problem-solving from the box in Exercise 1. Ask them to work with a partner and make up a short dialogue to share with the class.

HOMEWORK

Ask students to write a new conversation about a clothes swap day that they could hold in their school.

OVERVIEW

Objectives: Grammar

- Identify key information in linguistically complex conversations at natural speed (GSE 71 – B2+).
- Express their opinions in discussions on contemporary social issues and current affairs (GSE 61 – B2).
- Describe future plans and intentions in detail, giving degrees of probability (GSE 60 – B2).
- Interpret and describe reliably detailed information contained in complex diagrams, charts and other visually organised information on topics in his/her fields of interest (GSE 66 – B2).
- Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives (GSE 61 – B2).
- Express personal plans and intentions for the future using 'going to' (GSE 35 – A2).
- Use 'will' + infinitive for predictions about the future (GSE 38 – A2+).
- Use the present continuous with future reference (GSE 42 – A2+).
- Use the present simple with future reference (GSE 46 – B1).
- Distinguish between the most common ways of expressing the future (GSE 41 – A2+).

Resources:

- SB: page 23; Grammar Reference and Practice page 82
- Online resources: Photocopiable Resource 9
- Assessment: Grammar Quiz Unit 2 Lesson 6

WARM-UP (5 minutes)

- (T-S, S-T) Books closed. Ask students the following questions to have a class discussion:
 - How often do you go clothes shopping?
 - What do you generally buy?
 - Do you like shopping for new clothes? / Do you often buy new clothes?
 - Do you wear the same colour clothes now that you wore six months ago?

Some students will probably answer *no*, then you can ask:

 - What happened to those clothes? Do you still have them?
 - What's the most expensive piece of clothing you have ever bought? Why did you spend that much? How many times did you wear it? Do you still have that clothing? If not, where is it now?
- (T-S, S-S, S-T) Exercise 1. Refer students to the infographic about the clothing industry in Exercise 1 on page 23. Have students read it individually and then in pairs discuss the question. Then the pairs discuss with other pairs the connection between buying clothes and environmental issues. Give them two minutes for pair-sharing. Get feedback from the class.

Answers

Students' own answers

PRESENTATION (12 minutes)

- (T-S, S-T) Exercise 2. Explain to students that they will hear three students talking on a radio programme and they will have to say what projects those three students are involved in. Tell them that they only need to hear the project information. Then play the audio once and elicit the answer. Finally, you can ask students which project they found interesting. Have they seen or heard anyone who runs the same or similar projects in their environment? Get feedback from the class.

Answers

- recycling and customising denim clothes
- designing a shop window display using only recycled clothes and textiles
- educating other students about sustainable fabrics

Audioscript 2.16

P = Presenter H = Heba L = Lama M = Manal

- P:** What's the most environmentally unfriendly thing you do? Maybe you think it's travelling by car or on holiday by aeroplane? What if it's your fast fashion habit? The fashion industry is reportedly the second largest global polluter after oil. Here in the studio today, we have three students, Heba, Lama and Manal, who have been taking part in a national project, sponsored by a major fashion retailer, to help people understand some of the issues around fast fashion. So guys, can you tell me a bit about what you've been doing?
- H:** Well, I love wearing denim – jeans, jackets, skirts. I have a lot of denim in my wardrobe, but I didn't realise how bad it is for the environment. It's because of all the chemicals that are involved in making it dark blue. So, I'm hoping to set up a small business recycling and customising denim. I've got a lot of old pairs of jeans and I'm going to turn them into pairs of shorts, add some decoration and so on and re-sell them.
- P:** That sounds cool. Will you be selling them at street markets or ...
- H:** I'm thinking of selling them online once I have enough items to sell.
- P:** Great. My daughter would love something like that. Send me the details when you're ready to start selling and I'll take a look. What about you, Lama? What have you been doing?
- L:** I'm just about to start working on a project to design a shop window display using only recycled clothes and textiles. The point is for people to see how great recycled clothing can look so they think twice about throwing stuff away.
- P:** Will I be able to go and see the shop window display?
- L:** Yes, it's due to go on display to the public at the beginning of next week.
- P:** Fabulous. And Manal, tell us about your project.



M: Well, I've been concentrating on educating other students about sustainable fabrics. Most people really aren't sure about what kind of fabrics are best for the planet. For example, cotton is a natural fabric, which sounds good, but it does need a lot of water to grow it. It's complicated. So I'm planning to get an expert to come in and talk to the whole school about the topic. For example, she'll be explaining how to understand the labels on clothes, so you can make the best choices. I'm meeting her next week to finalise the plans.

H: When's the talk going to be, Manal?

M: It's on the 22nd. It starts at 7 p.m. in the auditorium.

H: OK, I'll be there.

P: Great stuff. It's really good to hear that all this is happening ...

2 (T-S, S-S, S-T) Exercise 3. Play the audio again. Students this time listen for the question given in the exercise. Tell students they can take notes while listening. Then, students compare their answers with their partners and check answers as a class. After checking, ask them if the information they got from the radio programme made them think again about what they buy and why. Get feedback from the class.

Answers

Because of all the chemicals involved in making it dark blue. Heba will sell the items online. Lama wants to design a shop window display using only recycled clothes and textiles for people to see how great recycled clothes can look so that people would think twice before they throw old clothes away.

PRACTICE (13 minutes)

1 (T-S, S-S, S-T) Exercise 4. Write the following sentence on the board:

I'm going to turn them into pairs of shorts.

Ask students to help you underline the verb phrase. Then ask them what the sentence tells them; is it about a plan or a decision? Elicit the answer from the class with a justification. In pairs, students complete the rest of the matching activity then check answers as a class. If there is time, students in pairs make new sentences for each future form. Monitor for proper use of language and vocabulary. Correct where necessary.

Answers

1 c 2 e 3 a 4 d 5 b

2 (T-S, S-S, S-T) Exercise 5. Put students into different pairs this time. Pairs discuss the sentences and then explain to other pairs the difference in meaning. Discuss answers as a class.

Answers

Will is used to describe a decision at the moment of speaking (the speaker didn't know beforehand that they would break the mug); *be going to* describes an action which has already been planned or decided.

3 (T-S, S-S, S-T) Exercise 6. Refer students to the phrases to talk about the future. Have them study the phrases first then explain to them that there are several ways to talk about the future in English; ask them to tell you what they are. Take any questions. Students then complete the task. They first check their answers with their partners and finally listen to the audio for the last time to check their answers.

Refer students to the Grammar Reference and Practice section on page 82 for more information and practice exercises.

Answers

1 am planning/hoping to (a) 2 am thinking of (a) 3 am just about to (b) 4 is due to (c) 5 am planning to (a) 6 are to (d)

Audioscript 2.17

- 1 So, I am hoping to set up a small business recycling and customising denim.
- 2 I am thinking of selling them online once I have enough items to sell.
- 3 I am just about to start working on a project to design a shop window display.
- 4 It is due to go on display to the public at the beginning of next week.
- 5 So, I am planning to get an expert to come in and talk to the whole school about the topic.
- 6 Students are to arrive at 7 p.m. at the auditorium.



PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 7. Put students into small groups and ask them to discuss the questions. Monitor for proper use of language and vocabulary. Correct where necessary. Ask groups to share their ideas with the class.

After Exercise 7, students imagine they want to help the environment by changing the way they consume clothing. In pairs or groups, they discuss what they are about to do/are going to do/will be doing next year.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt.

HOMEWORK

Students list situations when they might need to send a formal email. You could also assign Grammar Quiz Unit 2 Lesson 6.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 9 to use.

02 LESSON 6B GRAMMAR (WB)

OVERVIEW

Objectives: Grammar

- Express personal plans and intentions for the future using 'going to' (GSE 35 – A2).
- Use 'will' + infinitive for predictions about the future (GSE 38 – A2+).
- Use the present continuous with future reference (GSE 42 – A2+).
- Use the present simple with future reference (GSE 46 – B1).
- Distinguish between the most common ways of expressing the future (GSE 41 – A2+).

Resources:

- SB: page 23
- WB: page 21
- Graphic Organiser for this unit

WARM-UP (5 minutes)

Ask students to write down three future plans and hopes they have for the coming week. Invite students to share their ideas with the class.

PRACTICE (25 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Ask students to read sentences 1–5 and then complete the grammar rules a–d. Students can do the task individually. Check their answers as a class.

Answers

b Present Simple **c** going to **d** Present Continuous **e** will

- 2** (T-S, S-S, S-T) Exercise 2. Elicit that a car boot sale is a sale of second-hand things that people bring to an outdoor space to sell. Ask students to choose the correct forms of the verbs to complete the sentences. They can do the task individually or in pairs. Check their answers as a class.

Answers

1 starts **2** 'm going to try **3** 'll be **4** 'm meeting **5** 'll

- 3** (T-S, S-S, S-T) Exercise 3. Focus attention on the poster and ask students to complete the sentences about the charity day event. Students can do the task individually or in pairs. Check their answers as a class.

Answers

2 'll come **3** are going to raise
4 is going to announce/will announce/will be announcing
5 are baking/ are going to bake/will be baking

- 4** (T-S, S-S, S-T) Exercise 4. Ask students to put the words in order to make sentences. Students can do the task individually. Check their answers as a class.

Answers

2 We are planning to go on holiday this summer.
3 You are to apologise at once!
4 The concert is due to begin at 8 p.m.
5 We're hoping to see turtles and dolphins.
6 I'm thinking of quitting my summer job.
7 The café is to shut down on Friday.

- 5** (T-S, S-S, S-T) Exercise 5. Ask them to match the sentences with the grammar explanations in the list a–d. Students check their answers in pairs. Check their answers as a class and answer any questions.

Answers

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

- 6** (T-S, S-T) Exercise 6. Ask students to write sentences about their plans using each of the tenses and structures practised in Exercises 1 and 4. You could use the photocopiable Graphic Organiser for this unit to help with planning. Students write their sentences then compare them with their partner.

Answers

Students' own answers

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Ask students to write down three sentences about their lives in the present tense.

Then, in small groups, ask students to take turns sharing these sentences and putting them into one of the future tenses and structures practised in this lesson.

Talk to each group to establish that they understand the different forms of future tense, as well as how and why they are used. Students should be able to feed back their results to the rest of the class.

WRAP-UP (5 minutes)

(T-S, S-T) Discuss why sometimes there can be more than one possible answer. Explain that we often use these future forms interchangeably depending on the context as they are similar in function and meaning.

HOMEWORK

Ask students to write a paragraph about a future charity event to be held in their school. They can invent any details they like. Tell them to use the sentences in Exercise 3 as a model.

OVERVIEW

Objectives:

- Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives (GSE 61 – B2).
- Make a complicated issue easier to understand by presenting the components of the argument separately (GSE 72 – B2+).
- Identify key information in a linguistically complex text (GSE 69 – B2+).
- Critically evaluate the effectiveness of a simple problem-solution essay (GSE 61 – B2).
- Vary the formality of greetings in emails/letters based on intended recipients (GSE 55 – B1+).
- Write a letter or email of complaint with supporting details (GSE 57 – B1+).
- Write a formal email/letter of thanks or apology with appropriate conventions (GSE 59 – B2).
- Write a forceful but polite letter of complaint, including supporting details and a statement of the desired outcome (GSE 67 – B2+).
- Clearly signal problem and solution relationships in structured text (GSE 62 – B2).
- Express the same idea with a different level of formality appropriate to the audience (GSE 70 – B2+).
- Make a specific, complex piece of information in his/her field clearer and more explicit for others by paraphrasing it in simpler language (GSE 70 – B2+).

Resources:

- SB: pages 24–25
- Online resources: Photocopiable Resource 10
- Graphic Organiser for this unit

WARM-UP (5 minutes)

(T-S, S-T) Refer students to the notes they made for lesson 6A homework about when they write formal letters. Elicit some of their ideas and write them on the board. Encourage polite disagreement if appropriate.

PRESENTATION (5 minutes)

(T-S, S-S, S-T) Exercise 1. Students first look at the photos and jot down some words they know about what they see in the photos in their notebooks, in thirty seconds. Then they compare their list with their partner's. In pairs, students compare the two photos. They discuss in which photo the vegetables look more appealing and why. Get feedback. Then ask the class why the food and vegetables in the second photo are covered in plastic packaging and what environmental problems the plastic packaging might cause. Discuss as a class.

Answers

- 1 The vegetables look more appealing in photo A because they look fresher.
- 2 The plastic might cause water pollution if it gets into rivers.

PRACTICE (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Tell students they are going to read an email. Give them time to read the text. Help them with the vocabulary. Then put them into pairs to answer the questions. Tell students to underline the answers to the questions in the text.

Ask students the following questions to support:

- *How is the problem described in the email? Is it outlined generally or straight to the point? Are there lots of details? (straight to the point, not many details)*
- *How are the sentences formed? (formal approach, informative sentences written in a passive tone)*

Elicit answers from the class. Sum up with the class when formal emails are used. (*A formal email is typically sent to someone you don't know well or to someone who's in authority.*)

Answers

Farid describes the use of unnecessary plastic packaging. He suggests using sustainable cardboard, removing unnecessary plastic, and selling fruit and vegetables without any extra packaging.

- 2 (T-S, S-S-S-T) Exercise 3. Refer students to the rubric. Students read the email again to skim the text and share their opinions with their partners. Then ask pairs to look for persuasive words which the writer used to persuade the reader. Elicit answers from the class.

Suggested answer

Yes, because the writer uses many persuasive words.

- 3 (T-S, S-S, S-T) Exercise 4. Refer students to the Writing box and give them a few minutes to study it individually. Then they complete the activity in pairs. Pairs share their answers with the class.

Answers

1 c 2 b 3 d 4 a 5 h 6 f 7 e 8 g 9 l 10 i
11 j 12 k

- 4 (T-S, S-S, S-T) Exercise 5. Refer students to the rubric. Model the first answer for the class. Students complete the activity individually, then they check their answers in pairs. Explain that these phrases are crucial when writing a formal email.

Answers

1 C 2 D 3 A 4 B

- 5 (T-S, S-S, S-T) Exercise 6. Tell students to rewrite the sentences in a more formal style using the words in brackets. Model the first one on the board, then students work individually and write their sentences in their notebooks. When they finish, they swap their notebooks with a partner and compare their work. As they do the pair work, monitor for proper use of language and correct where necessary.

02 LESSON 7A WRITING (SB)

Answers

- 1 It is estimated that sea plastic is harming over 600 species.
- 2 It is vital to look after nature.
- 3 I urge you to stop using plastic.
- 4 Yours faithfully, Ibrahim (+ surname).
- 5 I am deeply concerned by the amount of plastic we use.
- 6 Plastic packaging should be banned.
- 7 I am writing to express my concern about ...
- 8 I would ask you to investigate other options.
- 9 It is essential to take immediate action.
- 10 This must be done as a matter of urgency.

PRODUCTION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 7. Tell students that they are going to write a formal email to a coffee shop chain. In their email, they are going to describe the problem of disposable cups and urge the chain to take an action.

Refer students to their ideas from Exercise 7 and the language in the Writing box again to remember what they need to pay attention to while writing their formal email.

When they finish writing, put students in pairs for some peer correction. Students should check if their partner's email includes the necessary phrases, collocations, formal voice and all the information and if everything is clear. Get them to read each other's emails and think about what their partner has done well and what could be improved. Students can then rewrite their emails at home, based on their partner's feedback.

WRAP-UP (5 minutes)

(T-S, S-T) Ask students what they enjoyed about the lesson and what they learnt from it.

HOMEWORK

Ask students to study the word list at the end of the unit to learn the vocabulary.

CONTINGENCY PLAN

Students can write the email in the Workbook for homework. There is a downloadable photocopiable resource number 10 to use.

OVERVIEW

Objectives:

- Vary the formality of greetings in emails/letters based on intended recipients (GSE 55 – B1+).
- Write a letter or email of complaint with supporting details (GSE 57 – B1+).
- Clearly signal problem and solution relationships in structured text (GSE 62 – B2).

Resources:

- SB: pages 24–25
- WB: page 22

WARM-UP (10 minutes)

- 1 (T-S, S-S, S-T) Put students in pairs. Ask them to read the email headings on page 22: *To: City Council, Subject: Air pollution*. Ask students to discuss who the person is writing to and what they think the email will say in pairs, then feed back to the class.
- 2 Explain that students are now going to read the email. Focus students' attention on the explanation boxes next to the email. Read these out to the class and explain that these describe the different sections of an email. Review what each section has in it and the order they appear.

PRACTICE (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Ask students to read the email carefully and replace the underlined phrases in the email with the words and phrases from the box. Students can work individually and then compare answers in pairs. Check the answers with the class.

Answers

2 with regard to 3 concerned 4 it is said 5 vital
6 I would ask you 7 your response 8 Yours sincerely

- 2 (T-S, S-S, S-T) Exercise 2. Refer students to the rubric. Model the first one as an example. Students can do the task individually. Ask students to then make sentences with the incorrect word in each sentence.

Answers

1 ideal 2 viable 3 pressing

- 3 (T-S, S-S, S-T) Exercise 3. Read the headline from a local newspaper out to the class and tell them they are going to write a formal email about the problem. Invite a few students to say how they might answer the question. Give them some time to make notes for each section of the email. Read the *Active Writing* box out to the class and tell them to refer to it as they are writing their emails. Tell them to write about 200 words.

When they have finished, ask them to check their spelling and punctuation and make sure they have followed the tips.

Answers

Students' own answers

PRODUCTION (15 minutes)

(T-S, S-S, S-T) Ask students to form pairs and swap their emails. Now, the students must respond to the email, taking on the character of the person the first email was sent to.

Ask students to write about 200 words, using the following structure:

1 Plan your reply.

Make a note of the points raised in the first email.

2 Write the email.

Thank the sender of the first email for writing to you.

Think about the action your character should or shouldn't take.

Describe these actions and explain your reasons.

Let the sender know that you will write to them again to update them.

3 Check that ...

You have been polite and professional.

When they have finished, ask them to check their spelling and punctuation, and to share their reply with their partner.

WRAP-UP (5 minutes)

(T-S, S-T) Ask students to swap essays with a partner and give some constructive feedback.

HOMEWORK

Ask students to think of another environmental problem in their city/country and write a new formal email about it. Tell them to write about 250–300 words.

You can also ask students to complete the Self-assessment activities at home, before the next lesson.

OVERVIEW

- The Revision lesson should be set as homework.

Objectives:

- All language-related objectives from Unit 2.

Resources:

- SB page 26–27; Use of English page 87; Word List pages 73
- WB: Self-assessment 2 page 23, Self-check 2 page 68
- Assessment: Unit 2 Language Test (Vocabulary, Grammar, Use of English); Unit 2 Skills Test (Dictation, Listening, Reading, Communication); Unit 2 Writing Test; Units 1–2 Cumulative Review Test

VOCABULARY AND GRAMMAR

Exercise 1.

Answers

- 1 freezing, boiling 2 acid 3 erosion 4 blistering
5 turbines 6 vehicle, fumes 7 freak, torrential 8 scarcity

Exercise 2.

Answers

- 1 ~~He~~ earn: will have earned
2 ~~are going to give~~: will be giving
✓ won't have finished
3 ~~will be discovering~~: will have discovered
~~are going to live~~: will live
4 ~~will be working~~: will have been working
✓ is certain to arrive

Exercise 3.

Answers

- 1 am hoping, am going
2 will be arriving, are coming
3 will give, will let
4 am planning, does (it) start

USE OF ENGLISH

Exercise 4.

Answers

- 1 is about to start
2 is bound to happen
3 due to gale force winds
4 is likely to be worse
5 We are planning to meet
6 has given rise to

LISTENING

Exercise 5.

Answers

- 1 b 2 a 3 a 4 b

Audioscript 2.18



1

Good morning. And what a chilly morning it is, with low temperatures in many parts of the north. In fact, the temperature won't rise much above five degrees in Amman all day, I'm afraid. Heavy snow has fallen on the high ground in the north, which has resulted in some roads being closed.

The weather isn't much better in the south - although it isn't snowing, torrential rain and gale-force winds will continue throughout the day. This is due to a storm coming in from the west. The good news is that temperatures will rise wherever you are as the week progresses although it will still be wet and windy in most places.

2

A: I can't make up my mind between the giant panda and the tiger. They're both so cute and both of these photos would look lovely on our blog.

B: Well, they are both endangered but neither the panda nor the tiger really grab me. What about a less attractive creature like, say, the Titicaca water frog from South America or the Vietnamese snail? There aren't many of them left and they need more support than cuddly, furry creatures. You can see why if you look at these photos! We could start by giving a presentation about why we are raising money! I'm sure people wouldn't mind paying a small entrance fee to get us started.

A: OK, so we will go with ...

A / B: The Titicaca water frog!

3

A: What are your plans for the summer, Amer?

B: I'm going to Africa to work in a wildlife sanctuary. I'll be helping take care of injured, orphaned and endangered animals.

A: I thought you were more interested in pursuing a career in education!

B: That's right. However, I'm sure this experience will help me develop skills that will be useful in teaching. I'll have to interact with people as well as animals! I love nature of course, but I decided this project was the one for me after I got in touch with two ex-volunteers via the sanctuary's website, who'd loved every minute of it. The only negative point is that you have to pay to go!

4

I'm sure people often wonder why I bother. Trying to grow vegetables by myself on my little plot of land in the scorching heat of summer or on a cold winter's day sounds a bit depressing, doesn't it? Not only that, the results aren't always great which can be very frustrating! However, it's extremely satisfying, too. I guess I'm just used to it. It's a very healthy habit I just can't stop. Actually, it has just come into fashion. If I tell people I grow organic food, they are really interested now. They never used to be in the past.

WRITING

Exercise 6.

Answers

Students' own answers

OVERVIEW

Objectives:

- Give well-structured, detailed presentations on a wide range of familiar subjects (GSE 71 – B2+).

Resources:

- SB pages 28–29

WARM-UP (5 minutes)

(T-S, S-S, S-T) Invite students to tell the class about a presentation they found boring. Why was it boring? What exactly didn't they like about it? What would they change in it to make it more interesting? If there is time, let them discuss in pairs/groups first, then share ideas with the class.

PRESENTATION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Ask students if they ever watch inspiring or motivating short talks online. What are they about? Get feedback from the class. Then put students into pairs and have them discuss why those programmes are popular. Pairs list their answers in their notebooks while discussing. Then pairs swap their notebooks with other pairs to share their opinions.
- 2 (T-S, S-S, S-T) Exercise 2. Refer students to the popular topics for motivating talks given in the exercise. Which one would they be interested to watch and why? If they were giving a motivating talk, what topic would they choose and why? Invite students to share their opinions with the class.

PRACTICE (12 minutes)

- 1 (T-S, S-T) Exercise 3. Explain to students that they will listen to two students talking about giving talks. Play the recording once, then elicit the answers and ask students to justify them by referring to the things they heard in the audio.

Answer

that you have to have a clear message, have a good beginning and ending, connect with your audience



Audioscript 2.19

J = James L = Lucy

J: So, how's your summer going?

- L: Great, thanks. I've actually just got back from a week's course on presentation skills.
- J: Wow, really? That sounds interesting.
- L: Yes, I learnt loads and then at the end I actually had to give a full talk myself.
- J: And how did that go?
- L: It went really well. I was a bit nervous beforehand, but I didn't need to be. My classmates were a really supportive audience.
- J: So, are there any tips you could give me? I'm going to have to give lots of presentations when I go to university.
- L: Let me see ... first of all, it may sound obvious, but I've learnt you need to have a clear message – one main thing that you're trying to say. And everything you say needs

to relate to that point, so it's all relevant. Er ... and then another thing is that you need a good beginning and ending – something strong or memorable. For example, you might appeal to the emotions or tell them a personal story. It's also a good idea to really practise the beginning and ending, so you can feel confident when you start out.

- J: Good idea. I'm always the most nervous right at the beginning.
- L: Exactly. What else? Oh, I learnt that it's no good pretending the audience isn't there, even if the fact that all these people are looking at you makes you feel nervous. You really HAVE to connect with the audience.
- J: Do you mean make good eye contact?
- L: That's part of it, but you can also connect through what you say. It's a good idea to give them some surprising facts, or add a bit of humour, or tell a personal story so they can relate to you more. And it isn't just about what you say, but how you say it. Your voice should sound enthusiastic. Oh, and using some visual elements, such as images on slides – a physical prop can help, too.
- J: It sounds like you've learnt so much. Maybe you should start teaching presentation skills for students yourself!
- L: Why not!
- 2 (T-S, S-T) Exercise 4. Have students read the Life Skills box, then play the audio and have them complete the advice. Check answers as a class.

Answers

- 1 message 2 beginning 3 ending 4 connect 5 surprising
6 personal 7 enthusiastic 8 visual

- 3 (T-S, S-S, S-T) Exercise 5. Ask students to read the questions and underline the key words to help them understand what to listen for. When they are ready, play the audio and students complete the activity. Taking notes while listening or watching will help them remember what to report after the activity. They first check answers with their partners and then with the class.

Answers

- 1 The power of believing in your dreams.
2 She uses a quote from Martin Luther King.
3 She talks about winning her first swimming competition and becoming determined to swim competitively. Later, she describes the difficulties of early morning training, weekend competitions, lack of a social life and a difficult eating plan.
4 The swimming cap she was wearing when she decided to become a competitive swimmer; the size and childishness of it illustrate just how far she has come.

Audioscript 2.20

T = Teacher J = Jameela

- T: Good morning, everyone. So, in today's class you are going to give presentations on a topic of your choice. First up we have Jameela. Jameela, the floor is all yours!
- J: Hi everyone. Today I want to talk to you about something really close to my heart – the power of believing in your dreams. Yes, your dreams! No, this is not going to be about the weird things that happen in our minds when we're asleep. I'd like to talk about the aims and ambitions we all have. One of the most important speeches of all time starts with the words – 'I have a dream!' It was given by Martin



Luther King in 1963 to protest against racial inequality – but the quote and the message should be true for all of us. If I asked each person in this room, 'Do you have a dream?', 'Is there something that you hope for?', I know you'd say, 'Yes!' Young people always have dreams. Sometimes our dreams are small, sometimes they're big, sometimes they're life-changing but whatever – we need them. We need to have something to reach for and to help us move forward. The question is: why do so many of us never realise our dreams? I think the answer might actually be quite simple: because we don't believe we have the ability to reach our goals. I know a lot of people who had wonderful ideas when they were our age. They wanted to publish a book, start a rock band, travel across Asia. But they got discouraged by obstacles in their way or gave up when others said 'No, it's impossible.' Well, I passionately believe that a dream is worth fighting for. If you've got something you really want to do, then you shouldn't let anything stop you.

So, let me tell you about myself. For as long as I can remember I have loved to swim. At the age of six, I won my first swimming race at school. That feeling of exhilaration when I touched the edge of the pool ahead of the others was just amazing. And that was when I decided that I wanted to swim competitively and win swimming competitions one day!

My parents just smiled kindly and said, 'Yes dear, of course you will.' But I knew what they were thinking. 'Little, skinny Jameela – a competitive swimmer? I don't think so! Wait until she's a few years older, she'll get interested in music, travel – whatever – this will pass!'

Why did they think that? Well, you see, they realised that the path to succeeding in sports is very hard. It involves discipline, sacrifice and lots of training. But what they hadn't realised was just how determined I was. Swimming was not always fun – I had to survive early morning practice sessions, weekend competitions, the lack of social life, an impossible eating plan! But I had that dream of standing on the podium one day and I just couldn't let it go. And here I am. Later this year I'll be representing my team in the college championships. I am incredibly excited and proud about this!

Don't worry. I won't be wearing my old swimming hat for the finals! I wore it for that first race fifteen years ago and I still keep it to remind me of just how far I've managed to go.

So finally, what I want to say to everyone here is that whatever you set your mind to – you can do it. I know how incredibly hard it can be for a young person to achieve their aspirations when others do not believe in you and your goal seems to be out of your reach at first. But if you are really passionate about something, don't be afraid to take the risk. What have you got to lose? If you try, you can get there. I did and so will you.

T: Great! Thanks, Jameela – that was impressive. So, did Jameela convince you to follow your dreams?

- 4** (T-S, S-S, S-T) Exercise 6. Write *Rhetorical Devices* on the board and ask students if they know the meaning. (*A rhetorical device/persuasive device is a technique that an author or speaker uses to convey to the listener or reader a meaning with the goal of persuading them.*) Refer them to the Life Skills box. Have them work individually. Take any questions. Play the audio and students complete the activity. Play the audio again if necessary. Students first check answers with their partners, then have a class check.

Answers

Emotion 1, 4

Rhetorical questions 3

Quotations 2

Repetition 1

Tripling 5

Audioscript 2.21



- 1 Today I want to talk to you about something really close to my heart – the power of believing in your dreams. Yes, your dreams!
- 2 One of the most important speeches of all time starts with the words – 'I have a dream!'
- 3 What have you got to lose?
- 4 I passionately believe that a dream is worth fighting for.
- 5 They wanted to publish a book, start a rock band, travel across Asia.

PRODUCTION (13 minutes)



- 1 (T-S, S-T) Exercise 7. Put students into pairs and ask them to underline the key words that carry the most meaning in the sentences from Jameela's talk. Have them read the sentences to their partners, first time 'plainly', second time 'with stress' on the underlined words. Ask them what they have noticed. Do they sound different? Explain to students that when words carrying the most meaning get stressed, the meaning of the sentence changes. Next, play the audio so that students can check their answers. Finally, they practise saying the sentences with correct stress and intonation.

Answers and Audioscript 2.22

- 1 I'd like to talk about the aims and ambitions we all have.
- 2 We need to have something to reach for and to help us move forward.
- 3 If you've got something you really want to do, then you shouldn't let anything stop you.
- 4 For as long as I can remember, I've loved to swim.
- 5 But what they hadn't realised was just how determined I was.

- 2 (T-S, S-T) Exercise 8. Put students into new pairs. Refer them to the topics in the exercise to choose from or they can come up with a new one that they feel strongly about. In pairs, have students make a list of arguments and examples to support them. Monitor for correct use of language and vocabulary as they work. Correct where necessary. Have pairs share their ideas with the class.

WRAP-UP (5 minutes)

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

HOMEWORK

Exercise 9. Ask students to prepare the project and presentation. Set a date for when they will present it and set a time limit for the presentation so that they do not prepare anything too long.

CONTINGENCY PLAN

Students prepare and record their presentations in Exercise 9 at home and play it for the class in the next lesson. Conduct class feedback: was their classmates' feedback helpful? Did it help them improve? How?

03 UNIT 3 Mapping

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 3 Influences	Theme 1: Society Theme 2: Culture Theme 3: Science and technology Theme 6: Recreation	<p>Listening: determining speakers' intentions with evidence from the text; summarising main points; responding to critical-thinking questions before, during, and after listening and justifying answers; listening critically in order to make informed decisions or formulate opinions</p> <p>Speaking: interacting in pairs and groups; elaborating on a topic using examples; explaining concepts/ ideas in an organised manner using examples or details</p> <p>Reading: citing evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; determining two or more central ideas and analysing their development over the course of a text; determining the author's purpose or point of view and analysing how he/she distinguishes his/her position from that of others</p> <p>Writing: writing essays on a range of text types; demonstrating persuasive techniques and methods to strengthen arguments; examining modes of persuasion in a written piece</p>	<p>Listening: determine speakers' intentions citing evidence; summarise main points in extended announcements, information texts, narratives, and short presentations; assess audio material citing evidence ; use morphology (suffixes, prefixes, roots) to help construct meaning; ask and answer questions about what a speaker says in order to clarify comprehension, collect additional information, or deepen understanding of a topic or issue</p> <p>Speaking: interact in pair and group discussion; speak elaborately with detail providing relevant examples</p> <p>Reading: make use of contextual clues and metalinguistic knowledge to infer meanings of unfamiliar words, phrases, or idiomatic expressions; make use of syntactic clues to better understand a text; revise predictions based on prior knowledge and evidence from a text; confirm predictions with a teacher or classmate; determine the author's purpose or point of view and analyse how he/she distinguishes his/her position from that of others; trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient to support the claims; find words in the text that show the writer's viewpoint</p> <p>Writing: write persuasive essays</p>



OVERVIEW

Objectives: Grammar

- Identify the main topic and related ideas in a linguistically complex text (GSE 68 – B2+).
- Describe people's personalities and emotions in some detail (GSE 59 – B2).
- Express an attitude, opinion or idea using idiomatic language (GSE 69 – B2+).
- Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives (GSE 61 – B2).
- Use the present continuous with 'always' and other adverbs of frequency to express negative attitude (GSE 51 – B1+).
- Use 'used to' to refer to past habits and routines (GSE 45 – B1).
- Use 'would' to refer to past habits and routines. (GSE 55 – B1+).

Vocabulary:

- Phrases for ways of behaving: *blow things out of proportion, burst into tears, empathise with somebody, fall out with somebody, give somebody a compliment, have a go at somebody, let somebody down, lose your temper, make a fuss of somebody, make fun of somebody/something, make up with somebody, mess about, put up with somebody/something, show off, talk behind somebody's back, tell somebody off, wind somebody up*

Resources:

- SB: pages 30–31; Grammar Reference and Practice page 82; Word List page 74
- Grammar Quiz Unit 3 Lesson 1

WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Refer students to the rubric. Look at the photos with the class and ask students to say what they see in them (photos of different sized families). Then allow students one minute to jot down what they think the benefits of being from a small/large family are, considering their own situation in their notebooks. Then divide the class into two groups and give them two minutes to discuss the following questions:

Group 1: *What are the advantages/disadvantages of having a small family?*

Group 2: *What are the advantages/disadvantages of having a large family?*

Students then discuss the second question in pairs. Check they understand the meaning of *an only child*.

Answers

Students' own answers

PRESENTATION (19 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Put students into pairs. students look at the phrases in the exercise and list them as 'positive behaviour phrases' and 'negative behaviour phrases'. Encourage students to use dictionaries for the meanings of the phrases if they need to. Give help if needed. Then ask students to add extra words/phrases to their lists if they know more. Finally elicit answers as a class. If you have time, pairs write definitions of these phrases.

Answers

Positive: empathise with somebody, give somebody a compliment, make up with somebody

Negative: fall out with somebody, let somebody down, lose your temper, make fun of somebody/something, put up with somebody/something, talk behind somebody's back

- 2 (T-S, S-S, S-T) Exercise 3. As a pre-preparation, write the phrases and the definitions given in the exercise on a piece of paper, then cut them in strips. Make sure you have enough sets for group work. Put students into groups of three or four and distribute the phrases and definitions strips and ask students to match them. Fast finishers can make sentences with the phrases. Groups check their answers with each other.

Answers

1 wind somebody up 2 blow things out of proportion
3 show off 4 burst into tears 5 mess about
6 have a go at somebody 7 make a fuss of somebody
8 be the peacemaker 9 tell somebody off

- 3 (T-S, S-T) Exercise 4. Put students into pairs and refer them to the rubric. They discuss the questions in the exercise using the phrases in Exercises 2 and 3 and give reasons for their responses. Monitor for correct use of language and grammar. Help when necessary. Finally, get feedback from the class.

Answers

Students' own answers

- 4 (T-S, S-T) Exercise 5. Refer students to the rubric. They read the short texts individually and complete the activity. Students share their answers and the clues they have found in the texts to support their decision. Then allow them to check their answers on SB page 95.

Answers

Text A describes a typical youngest child – they are usually rebellious and a bit naughty.

Text B describes a typical older child (or only child) – they are high achievers and want to please their parents.

Text C describes a typical middle child – they don't have such clear typical characteristics, but tend to be quieter and more inward-looking than their siblings; they are often good at negotiating.

03 LESSON 1A VOCABULARY AND GRAMMAR (SB)

- 5 (T-S, S-S, S-T) Exercise 6. Write 'Habits in the Present' and 'Habits in the Past' on the board and refer students to the example sentences in the exercise. Then ask them to find five more examples of such forms in the texts in Exercise 5 with their partners. When getting feedback from the class, ask them to share what helped them to find the sentences which talk about 'habits in the past/present'. Write their responses on the board under the relevant section.

Answers

Habits in the present: realises he's doing it, he's doing at school, I'm being jealous

Habits in the past: I was quite naughty, I really wasn't that bad

PRACTICE (8 minutes)

- 1 (T-S, S-S, S-T) Exercise 7. Refer students to the rubric. They listen to the audio and complete the activity individually, then check their answers with their partners. Practise the intonation as a class.

Answers

1A 2N 3N 4A 5N 6A 7A



Audioscript 3.1

- 1 My friend is always telling me about how his favourite football team is better than mine!
- 2 I used to like a football team that were very successful, but they are not very good now.
- 3 My grandfather tends to talk about life in the past a lot, but it can be interesting!
- 4 My brother will go on and on about the time I broke his favourite toy, but it was an accident!
- 5 Everyone always goes to the park on Saturday morning to go for a run.
- 6 Dad, Ali is being noisy again! I'm trying to do my homework!
- 7 When I stayed with my cousin, she was forever losing her phone!
- 2 (T-S, S-S, S-T) Exercise 8. Write the following on the board:
We used to live in Wadi Musa. We would always go to the seaside for our holidays. But one holiday, we went to the mountains instead.

Ask students to help you underline the past and past habit verbs and words in each sentence. Then put students into pairs and allow them a minute to discuss the meaning and come up with a rule for 'used to', 'would' and 'past tense' in their own words. Next, refer them to the exercise. This time, the same pairs discuss sentences a-d and then complete rules 1-3 with 'used to' or 'would'. Let them compare the definitions in the book with the ones they have created earlier. Students check their answers with other pairs. Refer them to the Grammar Reference and Practice on page 83 for more support and examples.

Answers

1 used to 2 would 3 would 4 used to

TIP

Both Past Simple and 'used to' can be used to describe past habits, past facts, and past generalisations; however, 'used to' is preferred when emphasising these forms of past repetition in positive sentences. On the other hand, when asking questions or making negative sentences, Past Simple is preferred.

PRODUCTION (8 minutes)

- 1 (T-S, S-S, S-T) Exercise 9. Students complete the activity individually, then check their answers with their partners. Elicit answers from the class.

Answers

1 used to (setting the scene and a habit) 2 used to (state)
3 used to (state) 4 used to (state)

- 2 (T-S, S-S, S-T) Exercise 10. Refer students to the rubric. Students discuss in pairs, then open it up into a class discussion.

Suggested answers

It is not kind or funny. We are all different and that should not be important.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to make notes about a stressful event they have experienced which they are happy to share with the class. How did they react? Was the outcome positive or negative? What did they learn from the experience? You could also assign Grammar Checkpoint Unit 3 Lesson 1 and/or Grammar Quiz Unit 3 Lesson 1 as homework.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 10 to use.

OVERVIEW

Objectives:

- Use the present continuous with 'always' and other adverbs of frequency to express negative attitude (GSE 51 – B1+).
- Use 'used to' to refer to past habits and routines (GSE 45 – B1).
- Use 'would' to refer to past habits and routines. (GSE 55 – B1+).

Resources:

- SB: pages 30–31
- WB: pages 24–25

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to look at the photo of a family and make up characters for some of the children. Students work in pairs and describe the children's habits and personality. Give them an example to start: *This is Khalil. He's always having fun and telling jokes.* Pairs can share their ideas with the class.

PRACTICE (35 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Ask students to read through sentences 1–7 and think about what they mean. Elicit words in the sentences which express habit, e.g. *forever, constantly, always, used to*. Ask them to read the meanings in the list a–g and match them with the sentences. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

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

- 2** (T-S, S-S, S-T) Exercise 2. Ask students to read the mini-conversations and complete them with the correct form of the Present or Past Continuous. Read the example answer with the class. Students can do the task individually and then compare their answers with a partner. Check their answers as a class. Students can read the completed conversations in pairs.

Answers

2 was constantly being 3 are/'re forever talking
4 were constantly injuring

- 3** (T-S, S-S, S-T) Exercise 3. Ask students to choose the correct forms of *used to* or *would* and the verb in brackets. Tell them that either form may be possible in some sentences. Students can do the task individually and then compare their answers with a partner. Check their answers as a class. In feedback, elicit that in 3 and 5, both options are possible. Remind students that we do not use *would* to talk about states. We usually use *would* to refer to habitual actions in the past, especially in narratives.

Answers

2 did you use to stay 3 used to/would make
4 didn't use to think 5 used to/would suddenly start

- 4** (T-S, S-S, S-T) Exercise 4. Ask students to read and match sentences 1–4 with the responses a–d. Students then complete the rest of the gaps with *will/won't* or *would/*

wouldn't. Students can do the task individually and then compare their answers with a partner. Check their answers as a class. Fast finishers can write new responses to the statements.

Answers

1 d, will 2 a, won't 3 c, would 4 b, will

- 5** (T-S, S-S, S-T) Exercise 5. Read the example question to the class and invite students to answer so it is true for themselves. Students can do the task individually and then compare their answers with a partner. Check their answers as a class. Students can then practise asking and answering the questions in pairs.

Answers

2 would 3 didn't 4 always/constantly/forever
5 am/'m 6 are 7 use 8 weren't

- 6** (T-S, S-S, S-T) Exercise 6. Ask students to read the text in the box and think about how to complete the gaps. Sometimes more than one answer is possible. Students can do the task individually and then compare their answers with a partner. Check their answers as a class. Where there is more than one answer, invite students to read each option aloud and say why they are both possible. For example, we can use either *used to be* or *was* in 1 but we cannot use *would be* in 1 because it is a state.

Answers

1 b/c 2 b/c 3 a/b 4 a/b/c 5 a

- 7** Exercise 7. Ask students to read the task carefully and make notes of what they want to say before they start writing. Remind them to use the grammatical structures from the lesson and compare the past with the present using *used to* and Present and Past Continuous tenses. You can take in their work to mark.

Answers

Students' own answers

WRAP-UP (5 minutes)

(S-T) Ask students to think of three present habits they have and three past habits they had as a child but do not have now. Students can discuss their ideas in pairs, then feed back to the class.

HOMEWORK

Ask students to write a paragraph about habits they and any other children in their family have now or had in the past. They should use the Present and Past Continuous and *used to* and *would* to describe past and present habits.

03 LESSON 2A LISTENING AND VOCABULARY (SB)

OVERVIEW

Objectives:

- Distinguish between fact and opinion in informal discussion at natural speed (GSE 66 – B2).
- Understand most of a radio programme aimed at a general audience (GSE 65 – B2).
- Distinguish between main ideas and supporting details in a linguistically complex presentation or lecture (GSE 69 – B2+).
- Identify specific information in a linguistically complex presentation or lecture (GSE 72 – B2+).
- Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives (GSE 61 – B2).
- Encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas (GSE 66 – B2).
- Take accurate notes in meetings and seminars on most matters likely to arise within his/her field of interest (GSE 66 – B2).

Vocabulary:

- Expressions: *have a really hard time, in the long run, it isn't/wasn't doing me any favours, the value of sticking at something, things don't immediately go my way, turn out*

Resources:

- SB: page 32; Word List page 74
- Online resources: Photocopiable Resource 11

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. Write 'Life Events' on the board and ask students what it means to them. If they struggle to give you an example, give examples from adults' lives; such as changing jobs, having a new baby, changing address. Then give them one minute to write down some examples from their own lives and how they felt about them. They share their notes with their partners. Then pair them up with different students so they can say and hear more.

PRE-LISTENING (10 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to look at the photos on page 32 and tell their partners what they think is happening in those pictures. Go through the vocabulary given in the box and check whether they know their meaning. Encourage students to guess the meaning of the new words or use dictionaries. Then each pair match the life events in the word box with the photos and discuss which one can be the most challenging. Are those life events similar to theirs? Which one has the bigger influence in someone's life? Check answers as a class and get feedback.

Answers

- A** relocating to a different town or country
- B** a row with your best friend/flunking an important exam
- C** a newborn baby in the family/a clash between you and a sibling

WHILE LISTENING (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Tell students they are going to listen to a radio programme, but only the first part. Refer them to the questions first so that they know what they will listen for. Students listen to the audio and check their answers with their partners first, then check as a class.

Answers

- 1 Because events cause the brain to make new connections, which changes us.
- 2 No, because negative events can also influence us positively. It depends what we learn from them.

Audioscript 3.2

Events in our lives can influence our personality in many ways. We know from recent findings in neuroscience, that the brain makes new connections based on what we learn from events which have happened to us, and that changes who we are. People sometimes think that stressful or upsetting events shape us negatively and joyful events have a positive effect, but to my mind, the opposite can also be true. What matters is our attitude to what happens, and even more importantly perhaps, what we learn and take forward into our lives. In the studio today, we have four local students, Habib, Lama, Dalia and Jawad. They're going to talk about some of their experiences.



- 2 (T-S, S-S, S-T) Exercise 3. Write 'fact' and 'opinion' separately on the board and ask students how they know that something is a fact or an opinion. Get their feedback. Then refer them to the *Active Listening* box and have them study it carefully. Assign a student to read it out loud to the class. Then students look at the extract from the recording given in the exercise and answer the question. Ask them to underline the clue words which help them to reach their conclusion. Students first check their answers with their partners and then get feedback from the class.

Answers

An opinion (*People sometimes think ... ; to my mind, ...*)

- 3 (T-S, S-S, S-T) Exercise 4. Tell students they will listen to the rest of the programme and answer the questions by making notes for four different speakers while listening. After listening, put students into small groups and have them check their answers together.

Answers

Habib

- 1 Transferring from primary to secondary school.
- 2 He did badly at school.
- 3 He often got into trouble at school.
- 4 He learnt that he should put in more of an effort and not be scared of failing.

Lama

- 1 The birth of her little sister Majeda.
- 2 She couldn't accept the fact that her parents gave all their attention to her sister.
- 3 She felt unhappy.
- 4 She saw that even when things don't immediately go her way, they may still turn out positive in the long run.

Dalia

- 1 Her family relocated to Germany for two years.
- 2 She hated not being able to communicate with people.
- 3 She felt down in the dumps.
- 4 She learnt the value of sticking at something even when it's not easy.

Jawad

- 1 He was bullied when he started secondary school.
- 2 He felt upset a lot of the time.
- 3 He burst into tears.
- 4 He realised he doesn't have to worry about what other people think of him.



Audioscript 3.3

P = Presenter **H** = Habib **L** = Lama **D** = Dalia
J = Jawad

P: Habib, what event stands out for you, and what influence did it have on your life?

H: One of the most significant events in my life happened when I transferred from primary to secondary school. I hadn't worked very hard in primary school – I was a bit lazy – and when I got to secondary school the teachers assumed I wasn't very academically gifted. So they gave me quite undemanding work to do, and I started messing about and getting into trouble – because the work was actually way too easy for me and I was bored stiff. I was starting to do really badly at school, but one of my teachers spotted that I wasn't really trying because I was scared of failing. I felt that if I didn't try, I couldn't fail. He helped me to see that this attitude really wasn't doing me any favours, and that I could do much better. I started putting in more of an effort and ended up doing really well at school. I want to go to university to study medicine and it's all thanks to that teacher. I really owe him a lot.

P: Lama?

L: I was four when my little sister Majeda was born, and her birth really rocked me. I guess I was used to having my parents all to myself. I can clearly remember the day they brought her home from the hospital, and I just thought, 'make her go away'. She just wouldn't stop crying. My parents said she had something called colic, which is a kind of stomach problem babies get. It can be caused by a lot of different things, and it's difficult to treat. My parents were really grumpy, probably because the crying is typically much worse at night. The turning point came when Majeda was able to sit up. She stopped crying so much – I have the impression that lying down made the condition worse – and I suddenly saw that she might actually be fun to play with. Nowadays we get on really

well and I wouldn't be without her. This experience really changed me because I saw that even when things don't immediately go my way, that doesn't mean that they won't turn out to be positive in the long run.

P: Dalia?

D: When I was nine, my dad got a new job and we had to move abroad to Germany for two years. I didn't want to go because I felt I would miss all my friends, my school – everything I knew, really. The whole thing turned my life upside down. But, ... to make matters much worse, I didn't speak a word of German. My parents put me into a German school and it was awful at first. People were kind to me, but I hated not being able to talk to them properly. I felt really down in the dumps about it all. My dad kept saying I just had to keep going, that it would get easier, and that it was 'character building', but I wasn't convinced. And then one day, I found I could understand what people were saying much better, and I started being able to make new friends and chat to them in German. And now I speak German pretty well, so I'm really glad I kept trying. It's taught me the value of sticking at something. We came home after two years, and I was really pleased to see my friends again, but now I have friends in Germany as well.

P: And last but not least, Jawad.

J: When I first went to secondary school, I had a really hard time. I was quite small for my age and the bigger kids used to wind me up about it. One day they upset me so much that I just burst into tears. Of course they wouldn't let me forget that! I didn't want to tell anyone because I was embarrassed about it. Anyway, this went on for a few weeks until one day a new kid started at the school. He was quite short too, and some of the kids started trying to tease him in the same way. And, to my amazement, he just laughed. He really didn't care what they said, and, of course, they soon stopped trying to wind him up. It was amazing. I learnt a lot from watching how he handled the situation, and pretty soon they'd stopped teasing me as well. It's had quite a profound effect on my life because I realised that I don't always have to worry what other people think of me.

- 4 (T-S, S-S, S-T) Exercise 5. Refer students to the rubric. They listen to the audio again and complete the activity individually. Check answers as a class.

Answers

1 a 2 c 3 a 4 c

POST-LISTENING (5 minutes)

(T-S, S-S, S-T) Exercise 6. Put students into pairs and refer them to the rubric. Give them a maximum of three minutes to discuss. Students then stay in their pairs and think of an experience from their past which they can describe using each of the highlighted phrases.

03 LESSON 2A LISTENING AND VOCABULARY (SB)

Answers

- 1 wasn't helpful to me
- 2 things don't immediately happen in the way I want
- 3 happen in a positive way or have a positive result later in the future, not immediately
- 4 the importance of continuing to do something in a determined way in order to achieve something

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to think about a famous person who is a role model for them and why, and another person who they consider to be a bad role model. If they are able, they could bring in a photo of them to share with the class.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 11 to use.

OVERVIEW

Objectives:

- Understand most of a radio programme aimed at a general audience (GSE 65 – B2).

Resources:

- SB: page 32
- WB: page 26

WARM-UP/PRE-LISTENING (5 minutes)

(T-S, S-S, S-T) Focus on the photo of a child reading and ask students what types of books they read as a child compared to now. Students can discuss this in pairs, then feed back to the class.

WHILE LISTENING (10 minutes)

- (T-S, S-T) Exercise 1. Tell students to listen to a radio programme about the influence of books. Tell them to read all the options and then match the speakers with the types of books they chose. Play the audio once and students do the task individually. Check their answers as a class.

Answers

1 b 2 d 3 c 4 a



Audioscript 3.4

P = Presenter F = Faisal A = Alia N = Nadia
H = Hassan

- P:** Welcome to *Footnotes* – our weekly show for book lovers. Studies have shown that over half of the online population reads books ‘at least once a week’, and that generally, younger people read more than older people. Research has also confirmed that people read for a wide variety of reasons. Some pick up a book in order to learn something new or find out information, or maybe to challenge the mind, while others hope to escape from reality or simply to relax. Many people believe that a good book has the power to change a person’s life, and that may be especially true for younger readers. Today we’re going to talk to four students – Faisal, Alia, Nadia and Hassan – about books that have made a strong impression on them. Faisal, let’s start with you.
- F:** Yes, Hi. Well, last year I read a book called *A History of the World in 100 Objects*, by Neil MacGregor. I chose it after hearing about it on the radio, and because I wanted to challenge myself. I was worried it would be too difficult, but it was actually quite accessible and really fascinating. In fact, it had such a lasting effect on me that I’ve decided to study History when I go to university! From the first stone tools to a modern solar-powered lamp, the story of each of the one hundred objects is explained in just four or five pages, so it never gets boring. It’s amazing how much you can learn from examining an object, even if there’s no written history to help explain it.
- P:** It sounds like a very interesting read, Faisal. Alia, how about you?
- A:** I’m a total bookworm and the most influential thing I’ve read recently is a John Green novel called *Turtles All the*

Way Down. Green is probably best known for writing *The Fault in our Stars*, which used to be my favourite book, but I enjoyed *Turtles All the Way Down* even more because I had such a personal connection to it. It features the usual funny, bright, brainy teens and Green’s familiar ‘young adult’ topics of school and friendship. However, the book also deals with mental illness; specifically obsessive compulsive disorder, which Green himself suffers from. A very good friend of mine is also living with OCD and Green’s book basically took me into her world. This helped me appreciate what it’s like and how to support my friend in a better way. As usual, he doesn’t simplify things or soften them just because he’s writing for young adults. Some parts of it are extremely emotional and were difficult to read, but that’s what makes it worthwhile in my opinion.

- P:** Thank you for sharing that, Alia. And now, Nadia.
- N:** I’ve actually chosen a classic; George Orwell’s *Down and Out in Paris and London*, which I read as part of my English Literature course. While I’m not sure to what extent a book can actually change your life, this story made me appreciate how lucky I am to have enough food and a roof over my head. It was Orwell’s first novel – written in 1933 – and it’s a semi-autobiographical account of what it’s like to be homeless and penniless in Paris and London. Of course, I do realise that a story like this – it’s pretty sad at times, but Orwell manages to tell the story with humour and suspense. This book taught me to be grateful for what I have, and to think twice before complaining about what I don’t have.
- P:** I can think of a lot of people who would benefit from that lesson. Nadia, thanks. And finally, Hassan. Hassan, I think I should mention that you’re just fifteen years old because I think that’s relevant to your choice of book, isn’t it?
- H:** Well, yes, that’s right. I’ve chosen a book called *The Art of Being a Brilliant Teenager*, which I was given for my birthday. Not everyone is into this kind of book, I know, and to be honest, when I first realised what it was, I was like ... ‘Oh no! Self-help!’ But, guess what? I read it in one day and have gone back to it many times and reread my favourite tips. It deals with serious things like what to do if you have a row with a friend or flunk an exam, but it also manages to be laugh-out-loud funny. It’s clearly written with people my age in mind, plus it’s filled with funny drawings and diagrams which make it a pleasure to read. It contains some really inspirational ideas about how to make the most of your life, which – I learnt this fact from the book! – is only about four thousand weeks long! Can you believe that?
- P:** Well, with that in mind, dear listeners, I suggest you get reading sooner rather than later!
- (T-S, S-S, S-T) Exercise 2. Ask students to listen again and choose the correct answers to the questions. Make sure they read the options before they listen, so they know what information to listen for. Play the audio, pausing if necessary for students to choose their answers. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

1 b 2 b 3 b 4 c 5 c

03 LESSON 2B LISTENING AND VOCABULARY (WB)

POST-LISTENING (20 minutes)



1 (T-S, S-S, S-T) Exercise 3. Ask students to listen to two pairs of sentences from the radio programme in Exercise 1. Refer students to the *Active Pronunciation* box about Weak vowel forms. Ask students to decide which underlined word in each pair is pronounced with a strong vowel and which with a weak form. Play the audio more than once if necessary. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

Sentences 1a and 2a feature a strong version of the word – full vowel, articulate.
Sentences 1b and 2b feature a weak version of the word – neutral, relaxed vowel.



2 (T-S, S-T) Exercise 4. Ask students to read the sentences and look at the underlined words. Ask them to think about how each of them is pronounced and whether this is as a strong form or as a weak form. Play the audio while students listen. Then play it again for them to underline the strong forms. Students can listen and repeat the sentences as a class.

Answers and Audioscript 3.6

- 1** At **[strong]** the time, I didn't know him at all.
- 2** Maher's charming and trustworthy, **and [strong]** he's very hard-working.
- 3** I have checked that we **have [strong]** all the documents.
- 4** She's thinking of taking some time **off [strong]**.

3 (T-S, S-S, S-T) Exercise 5. Play the audio again for the whole class to repeat the sentences. Students can work in pairs and practise taking turns to say the sentences first with the audio and then on their own.

Answers

Students' own answers



4 Exercise 6. Refer students to the rubric. Students listen and mark the weak forms. Check their answers as a class.

Answers and Audioscript 3.7

- 1** He's always put him on a pedestal.
- 2** Some artists tend to be hypocritical.
- 3** Entertainment can be seen as a distraction.
- 4** Millennials and baby boomers could not be more different.

5 (S-S) Exercise 7. Students can now practise saying the sentences in pairs.

WRAP-UP (10 minutes)

(T-S, S-S, S-T) Put students in groups. Ask them to interview each other about a book that has made a strong impression on them.

HOMEWORK

Ask students to write a short paragraph about a book that has made a strong impression on them.

OVERVIEW

Objectives:

- Identify details that support a point of view when taking part in a general discussion (GSE 59 – B2).
- Guess the meaning of an unfamiliar word from context in a linguistically complex text (GSE 70 – B2+).
- Describe people's personality and emotions in some detail (GSE 59 – B2).
- Express an attitude, opinion or idea using idiomatic language (GSE 69 – B2+).
- Express their opinions in discussions on contemporary social issues and current affairs (GSE 61 – B2).
- Provide an elaboration on a point they have made in an academic discussion (GSE 61 – B2).
- Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives (GSE 61 – B2).
- Work collaboratively with people who have different cultural orientations, discussing similarities and differences in views and perspectives (GSE 66 – B2).

Vocabulary:

- Adjectives to describe personal qualities and behaviour: *bigoted, capable, charming, compassionate, conceited, decent, dedicated, defensive, hypocritical, idealistic, immature, inspirational, modest, passionate, pushy, sincere, tough, trustworthy*

Resources:

- SB: page 33
- TB: Culture Notes page 154
- Online resources: Photocopiable Resource 12
- Assessment: Vocabulary Quiz 3

WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Bring in photos or use the Internet to show photos of people mentioned in the exercise and ask students if they recognise who those people are and what they know about them. Get feedback from the class. Then put students into pairs and have them answer the questions. Get feedback from the class.

Answers

Students' own answers

PRESENTATION (10 minutes)

- (T-S, S-S, S-T) Exercise 2. This activity requires pre-preparation. Write the adjectives given in the box on a piece of paper and cut them into strips one by one. Write their definitions on a different piece of paper and cut them into strips as well. Make sure you have enough sets for your groups. Put students into groups of three and distribute both sets to each group. Give them two-three minutes to match the adjectives with their definitions. If students are not familiar with some of the words, let them use dictionaries. When the time is up, groups leave their tables (strips stay on the table) and go and sit at another group's table to check the matching activity and

make changes if necessary. Allow one minute for this. If you have time, groups can move tables again and check another group's work. Then each group discusses if these adjectives are negative or positive or both. Finally, each group gives feedback to the class. Model and drill pronunciation of any problematic words.

Answers

Positive: capable, charming, compassionate, decent, dedicated, idealistic, inspirational, modest, passionate, sincere, trustworthy

Negative: bigoted, conceited, defensive, hypocritical, immature, pushy

Both: tough

- (T-S, S-S, S-T) Exercise 3. Tell students that they are going to listen to the audio and match the definitions they hear to ten of the words from the exercise. Have them complete the activity individually and compare answers with their partners. Check answers as a class.

Answers

1 immature 2 charming 3 hypocritical 4 dedicated
5 sincere 6 compassionate 7 idealistic 8 inspirational
9 capable 10 decent



Audioscript 3.8

- behaving in a way that is not sensible for your age
- very pleasing
- pretending to be a good person or to believe in something you do not really believe
- working very hard at something because you think it is important
- honest, really believing what you say
- kind and sympathetic to people who have problems
- believing in ideas that cannot be achieved in real life
- giving you the idea to be as good or successful as possible
- having the skills and ability to do something
- honest and good

PRACTICE (15 minutes)

- (T-S, S-S, S-T) Exercise 4. Refer students to the rubric. They do the activity individually and check answers with their partners. Fast finishers can make new sentences with those adjectives.

Answers

1 conceited 2 pushy 3 bigoted 4 passionate
5 modest 6 defensive 7 trustworthy 8 tough

- (T-S, S-S, S-T) Exercise 5. Ask students to look at the photo and say what they can see. What kind of person is this? What type of adjectives do you think might describe her? They then read through the text first, and ask any questions. Then they work in pairs to complete the task. Play the audio for them to check their answers, then check answers as a class.

03 LESSON 3A VOCABULARY (SB)

Answers

1 dedicated 2 compassionate 3 passionate 4 capable
5 inspirational



Audioscript 3.9

I would like to tell you about someone who I am really proud of. It's my Aunt Abeer! She is a hard-working and dedicated nurse who works at a children's hospital. She has always wanted to help children who have had problems in their lives and she is a really compassionate person. She is also passionate about the environment and thinks we should all help to stop climate change. Aunt Abeer has proved that she is capable of making a real change to young people's lives, and she is now an inspirational figure for everyone in my family.

3 (T-S, S-S, S-T) Exercise 6. In pairs, students work on stress patterns of the adjectives given in Exercise 2. Model the first one as an example. Then have pairs complete the activity. They can check their answers in the next exercise.



4 (T-S, S-S, S-T) Exercise 7. Students listen to the audio and check their answers, then students can practise saying the words as a class activity.

Answers and Audioscript 3.10

1 bigoted, capable, passionate, trustworthy 2 sincere
3 charming, decent, modest, pushy 4 conceited, defensive
5 immature 6 dedicated 7 compassionate
8 hypocritical, inspirational

PRODUCTION (10 minutes)

1 (T-S, S-S, S-T) Exercise 8. Refer students to the rubric and explain that they are going to listen to two people who are talking about good role models and complete the exercise. Then elicit answers from the class.

Answers

Students tick all the words except *look down on*.



Audioscript 3.11

K = Kareem J = Jamal

K: Well, I think football players are a good example of people who sometimes don't behave as good role models. I mean, a lot of people absolutely idolise them, and then they behave really badly. It must have an impact on their fans when they put them on a pedestal like that and then they behave in such a childish way. I really loathe that kind of behaviour.

J: Oh, I don't know. I don't think people really look up to footballers in that way. They admire their skills, rather than anything else. I don't think you can say they're a bad influence on the fans. And besides, lots of young athletes find them really inspirational.

K: Yes, but they do need to think about the impact their bad behaviour can have. I mean, I think they have much more influence on young people than, say, ... businesspeople. People kind of expect people in business to only think about themselves.

J: That's a bit harsh. I don't think most people despise businesspeople. After all, they do an important job.

K: Well, yes, but I don't think I want to follow in their footsteps, whereas lots of people want to be footballers or sport stars or whatever, so they should be setting a good example ...

2 (T-S, S-T) Exercise 9. Put the class into two groups and give each group a question from the exercise. Groups discuss the question that they have been given. Then a representative from each group stands up to report his/her group's opinion.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to find out what life was like for children during the 1800s. You could also assign Vocabulary Checkpoint 3 and Vocabulary Quiz 3 as homework.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 12 to use.

OVERVIEW

Objectives:

- Describe people's personality and emotions in some detail (GSE 59 – B2).

Resources:

- SB: page 33
- WB: page 27

WARM-UP (5 minutes)

Give students three minutes to make a list of as many adjectives to describe personal qualities as they can, from A-Z. Students can feed back to the class in a class discussion. Write the words on the board and invite a student to check the spellings in a dictionary.

PRACTICE (25 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Ask students to read the sentences carefully and choose the correct word to complete them. Students can do the task individually and then compare their answers with a partner. Check their answers as a class. Model pronunciation and ask students to mark the stressed syllable in their answers.

Answers

- 1** capable **2** inspirational **3** charming **4** idealistic
5 dedicated **6** immature **7** compassionate **8** decent
9 defensive **10** sincere

- 2** (T-S, S-S, S-T) Exercise 2. Ask students to match the words from the box with the definitions. Go through the example with the class first. Students can do the task individually and then compare their answers with a partner. Check their answers as a class. As a further practice, ask students to close their books and say one of the adjectives. Then invite another student to give the definition.

Answers

- 2** pushy **3** passionate **4** modest **5** hypocritical
6 trustworthy **7** tough **8** bigoted

- 3** (T-S, S-S, S-T) Exercise 3. Ask students to use the words from Exercise 2 to complete the descriptions of the people. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

- 2** pushy **3** modest **4** bigoted **5** tough **6** conceited
7 trustworthy **8** passionate

- 4** (T-S, S-S, S-T) Exercise 4. Ask students to read all of the text first before they answer individually. Point out that the initial letter of each word is given to help them. Students can do the task individually and then compare their answers with a partner. Check their answers as a class. If they need further help, refer to them to the list of expressions in Exercise 8 of the Student's Book.

Answers

- 2** admire **3** influence **4** idolise **5** inspirational
6 pedestal **7** shining **8** to **9** hypocritical

- 5** (T-S, S-S, S-T) Exercise 5. Students could do the task for homework.

PRODUCTION (5 minutes)

(T-S, S-S, S-T) Ask students to think about the positive personal qualities they've learned about today. Get them to write a list of every positive personal quality they covered in the lesson today, and any others they can think of.

In small groups, students should think carefully about these qualities and write the names of each member of the group next to at least two qualities that everyone agrees describes them well. For each person, the group should agree a sentence which explains how that person shows they have that quality. For example, *Nawal is very kind, because she always says positive things about her classmates.*

Ask students to share some of these sentences with the rest of the class.

WRAP-UP (10 minutes)

(T-S, S-S, S-T) Write three phrases describing someone using positive adjectives on the board. Ask students to discuss someone they know who has these qualities and why:

*an inspirational teacher a compassionate relative
 a trustworthy friend*

Invite students to tell the class about one of the people they described.

HOMEWORK

Ask students to write the short news article task in Exercise 5. Tell them to use the vocabulary from the lesson and give the article an interesting title.

03 LESSON 4A READING AND VOCABULARY (SB)

OVERVIEW

Objectives:

- Guess the meaning of an unfamiliar word from context in a linguistically complex text (GSE 70 – B2+).
- Make inferences about the attitudes and feelings of characters based on evidence in the text (GSE 63 – B2).
- Make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines (GSE 60 – B2).
- Understand the plot of extended narratives written in standard, non-literary language (GSE 62 – B2).
- Get the gist of specialised articles and technical texts outside their field (GSE 74 – B2+).
- Identify specific information in a linguistically complex factual text (GSE 73 – B2+).
- Infer what will come next in an unstructured text by using contextual, grammatical and lexical cues (GSE 68 – B2+).
- Express opinions on topics, using linguistically complex language (GSE 74 – B2+).
- Speculate about causes, consequences or hypothetical situations (GSE 64 – B2).
- Make a verbal summary to confirm their understanding of a linguistically complex discourse (GSE 73 – B2+).
- Give a reasoned opinion of a work, showing awareness of the thematic, structural and formal features and referring to the opinions and arguments of others (GSE 66 – B2).

Resources:

- SB: pages 34–35
- TB: Culture Notes page 154

WARM-UP (5 minutes)

(T-S, S-S) Books closed. Put students in pairs or small groups and ask them to discuss the ideas they made notes about at home (See Homework in lesson 3A).

PRE-READING (10 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students to look at the book cover and to discuss the questions in pairs or small groups. Point out that there have also been films and plays made of the book which they might know. Open it up into a class discussion. Encourage those who have not read the book to make predictions based on the cover. Then ask those who have read the book (or seen a film/play) say if they are correct. They can also check in the next exercise.

Answers

Students' own answers



WHILE READING (15 minutes)

1 (T-S, S-S, S-T) Exercise 2. Explain that students are going to listen to and read a summary of *Oliver Twist*. Ask them to read the questions first so they know what information to look for. As they read, ask them to underline any unknown words to study the meaning after reading. Encourage them to work out the meaning from context. They can also refer to the Glossary or a dictionary. Then students ask and answer the questions as a whole class.

Answers

- 1** The poorest people at that time.
- 2** He was malnourished and life was cruel at the workhouse, so he wanted to go.
- 3** Suggested answer: People probably did not expect children to take things from them. Also, they were small and quick. Sikes and Fagin could make them take things from them, and give them food and a place to sleep as a reward.

- 2** (T-S, S-S, S-T) Exercise 3. Ask students to read the questions in the exercise before they read the text again. When they are ready, students read the text again silently and answer the questions individually and check their answers with their partners. Then elicit answers from the class.

Answers

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

- 3** (T-S, S-S, S-T) Exercise 4. Put students in different pairs this time and refer them to the rubric. They complete the matching activity in pairs then check as a class.

Answers

1 make ends meet, a subsistence, hand-to-mouth **2** living day-to-day **3** went hungry **4** huddled together, gathered together **5** beg **6** skinny, malnourished **7** feel at home, sense of belonging

POST-READING (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 5. Students discuss the reflection question in small groups. To extend Exercise 5, expand the discussion into a class debate. Write the following motion on the board:

There can never be a positive outcome to being poor. Split the class into two and ask pairs from each half to present one point for or against the motion to the class. At the end of the debate, have a class vote for or against the motion.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt.

Tell them to think about what they have found interesting, new, easy or challenging.

HOMEWORK

Ask students to do an Internet search for 1–2 phrases or idioms about technology or the Internet and their origins. They should make notes.

CONTINGENCY PLAN

Ask students to read the summary of *Oliver Twist* at home, before this lesson.

OVERVIEW

Objectives:

- Make inferences about the attitudes and feelings of characters based on evidence in the text (GSE 63 – B2).
- Make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines (GSE 60 – B2).
- Identify specific information in a linguistically complex factual text (GSE 73 – B2+).

Resources:

- SB: pages 34–35
- WB: pages 28–29

WRAP-UP (10 minutes)

(T-S, S-S, S-T) Ask students to discuss the following answers in pairs and make notes of all their ideas: *Do you think Charles Dickens helped people that were less fortunate? What can we do in our daily lives to help others who are less fortunate than ourselves? How can we show compassion to those around us?* Tell them to discuss the questions in groups and then feed back to the class.

HOMEWORK

Ask students to write a summary of the newspaper article.

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students a few discussion questions on the topic: What can you remember about the story of *Oliver Twist*? Can you remember the name of the person who wrote the novel? *What do you know about him?* Tell them to discuss the questions in groups and then feed back to the class.

PRACTICE (30 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Ask students to read the four newspaper section headings and check they understand them. Elicit that *Lifestyle* means the way that people live their lives. Elicit what types of articles they would find in each section. Tell students to read the article quickly and tick which section it belongs to. Check their answers as a class.

Answers

c

- 2 (T-S, S-S, S-T) Exercise 2. Ask students to read the question and options carefully before they read the article again. Ask them to choose the correct answers to complete the sentences. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

2 hand-to-mouth 3 compassionate 4 malnourished
5 beg 6 empathised 7 feel at home 8 making fun of

- 3 (T-S, S-S, S-T) Exercise 3. Ask students to read the text once more to find the correct answers. You can suggest that they underline the information in the text to help them answer the questions. Check their answers as a class. When checking, ask students to explain their answers, asking questions such as: *How do you know that? What line of the text tells you that? Can you explain why?*

Answers

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

OVERVIEW

Objectives:

- Identify key information in linguistically complex conversations at natural speed (GSE 71 – B2+).
- Compare and contrast situations in some detail and speculate about the reasons for the current situation (GSE 64 – B2).
- Paraphrase an idea using a range of linguistic devices (GSE 69 – B2+).
- Reformulate an idea in different words to emphasise or explain a point (GSE 61 – B2).
- Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives (GSE 61 – B2).
- Construct 'reduced' defining (restrictive) relative clauses with verb +-ing (GSE 56 – B1+).
- Correctly use defining (restrictive) and non-defining (non-restrictive) relative clauses (GSE 60 – B2).
- Omit the relative pronoun in defining (restrictive) relative clauses (GSE 59 – B2).
- Use non-defining (non-restrictive) relative clauses to make a comment (GSE 61 – B2).

Resources:

- SB: pages 36, 94, 96
- Grammar Reference and Practice, SB page 83
- Online resources: Photocopiable Resource 13
- Assessment: Grammar Quiz Unit 3 Lesson 5

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. As a pre-preparation, make a list of things or people and cut them up into little pieces and put them in an envelope. Put students in groups of four and the first person has to choose a piece of paper at random and keep what is written on it secret. Then, they give hints about the person or thing written on the piece of paper to the rest of their group, preferably using relative clauses or reduced relative clauses. The other people in the group guess who it is and whoever guesses it correctly keeps the piece of paper. They get 1 point and then are the next person to choose a random piece of paper and give hints. The winner is the person with the most points at the end of the allotted time. It's usually quite a tight race because the winner of each round has to be the next person to give hints, so they can't get a point. Monitor the activity, but do not correct students' mistakes during the activity.

PRESENTATION (15 minutes)

1 (T-S, S-S, S-T) Exercise 1. First, students can share their findings about the idioms/phrases they looked up at home in lesson 4A homework. Then ask them to look at the phrases given in Exercise 1 and in pairs, they discuss the origin of the phrases. Ask for volunteers to give feedback to the class. They can check their answers in the next exercise.

Answers

cc an email: Carbon paper was something which people used to make a copy of a note or letter with. You would put it underneath the paper while you wrote or typed and the letters would press through onto another piece of paper. The copy made by the carbon paper was called the 'carbon copy' (cc).

go online: If you wanted to connect to the Internet, you had to have a cable that connected your computer with the telephone line.

hang up the phone: we say 'hang up the phone' because phones used to be in two parts.

2 (T-S, S-S, S-T) Exercise 2. Refer students to the rubric. Play the audio only once and let them check their ideas from Exercise 1, and answer the question about the new expressions.

Answer

Heba teaches her grandfather *I've got to bounce* and *I'll ping you*.

Audioscript 3.13



H = Heba **G** = Grandfather

H: Have you seen this article? It explains how some expressions everyone uses originated. It's really interesting. I mean, I never knew that we say 'hang up the phone' because phones used to be in two parts.

G: No. It's much easier now phones are something that you can keep in your pocket. When I was your age and I wanted to make a phone call, I had to go into the hall, where the phone was kept, and everyone could hear every word I said. My best friend, who I was usually talking to, used to get fed up with me whispering all the time!

H: Why did you have to stay in the hall?

G: Because there was a wire attaching the phone to the wall ... and it was the same with using the Internet. That's why we talk about going 'online'. If you wanted to connect to the Internet, you had to have a cable that connected your computer with the telephone line. And it took ages to get a connection, which was really irritating.

H: I'm guessing you had to have a computer to go online. I mean you couldn't use your phone to look at websites?

G: No, you have no idea how much easier it is now.

H: And why do we talk about 'dialling' a number when we're actually just pressing buttons or touching numbers on a screen? Did telephones use to have dials?

G: Yes, exactly. There was a dial on the front of the phone, which had ten holes. You had to put your finger into the right hole for each number and turn the dial round to the stop position. It took a lot longer than with a modern phone, and if you didn't get through and had to redial, you had to start all over again.

H: That would drive me mad. It's so much easier just to hit 'redial'.

G: I'll tell you something I found out the other day. Do you know what 'cc' on an email actually stands for?

- H:** It means that you're copying someone in, so they see the email too, doesn't it?
- G:** Yes, but did you know that it stands for 'carbon copy'? Carbon paper was something which people used to make a copy of a note or letter with. You would put it underneath the paper while you wrote or typed and the letters would press through onto another piece of paper. The copy made by the carbon paper was called the 'carbon copy'.
- H:** That's really weird that we still use that term nowadays when we're communicating electronically. Well, it's been great chatting, but I've got to bounce now.
- G:** Huh?
- H:** I've got to bounce. It means I've got to leave. We can meet up at the weekend. I'll ping you.
- G:** You'll what me?
- H:** I'll ping you - I'll send you a message, text you, whatever ...
- G:** You're winding me up!

- 3** (T-S, S-S, S-T) Exercise 3. Write sentence a and b on the board and underline the clauses. Ask students which sentence gives essential information that cannot be omitted and which sentence gives extra information that can be omitted. Students in pairs discuss the questions for a minute. Then ask for a volunteer to explain his/her opinion in front of the class.

As an extension activity, write the following sentences and have students underline the relative clauses and discuss the sentences with their partners, deciding whether they are defining or non-defining:

- The house, which was built in 1883, has just been opened to the public. (non-defining)
- City Park, where we used to go, has been closed down. (non-defining)
- They are the people who want to buy our house. (defining)
- The award was given the young girl, whose short story impressed the judges. (defining)

Finally, students share their answers with different pairs.

Answers

1 a 2 b

- 4** (T-S, S-S, S-T) Exercise 4. Refer students to the rubric. They read some extracts from the conversation and find the relative clauses. Elicit answers from the class. Encourage them to justify their answers.

Answers

1 and 4 are defining

PRACTICE (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 5. Refer students to the rubric. They complete the activity with their peers. Check answers as a class. Refer them to the Grammar Reference and Practice section on page 83 for more information and practice exercises.

Answers

- 1 In defining relative clauses.
 - 2 The pronoun can be omitted in sentence 1. When the relative pronoun is the object of the clause in a defining relative clause, we can omit it.
 - 3 It refers to a place.
 - 4 Sentence 5.
- 2** (T-S, S-S, S-T) Exercise 6. Refer students to the rubric. They complete the activity individually. Ask them to check answers with their partners before checking with the whole class. If you have extra time, students in pairs make two defining and one non-defining sentence and ask other pairs to underline the clauses and name the clause.

Answers

- 1 Televisions used to have a dial which was used to change the channel.
- 2 Technology is always changing, which I find exciting./ Technology, which I find exciting, is always changing.
- 3 Husam, who is very absent-minded, has lost his phone.

TIP

- When we use a relative pronoun as a subject in the relative clause, we don't use a personal pronoun or noun.
- When a relative pronoun is the object of the relative clause, we need a subject (pronoun or noun) in the relative clause.
- When a relative pronoun is the object of the relative clause, we don't need another object (pronoun or noun) in the relative clause.
- In writing, we do not use commas in defining relative clauses.

- 3** (T-S, S-S, S-T) Exercise 7. Explain to students that they are going to study two participle clauses from the conversation in Exercise 2 and compare them with similar sentences using full relative clauses. Students complete the rules in the exercise with the correct word and then share with their partners. Refer them to the Grammar Reference and Practice section on page 83 for more information and practice exercises.

Answers

1 an active 2 a passive

03 LESSON 5A GRAMMAR (SB)

PRODUCTION (5 minutes)

- 1 (T-S, S-S, S-T) Exercise 8. Put students into new pairs. Students A go to page 94 and students B go to page 96 and tell each other about a piece of technology, using relative and participle clauses. Monitor the activity and give help if necessary.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to do an Internet search or ask parents/caregivers to find out the name of the generation they belong to and what characterises it (what their generation is like). They should make some notes.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 13 to use. You could also assign Grammar Check point Unit 3 Lesson 5.

OVERVIEW

Objectives:

- Construct 'reduced' defining (restrictive) relative clauses with verb +ing (GSE 56 – B1+).
- Correctly use defining (restrictive) and non-defining (non-restrictive) relative clauses (GSE 60 – B2).
- Omit the relative pronoun in defining (restrictive) relative clauses (GSE 59 – B2).
- Use non-defining (non-restrictive) relative clauses to make a comment (GSE 61 – B2).

Resources:

- SB: page 36
- WB: page 30

WARM-UP (5 minutes)

Write *Defining relative clause* and *Non-defining relative clause* on the board in two columns. Tell students to work in pairs and write one example of each type of relative clause. Put pairs in groups of four to compare their sentences. Invite students to say one sentence each in class feedback.

PRACTICE (30 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Ask students to read sentences 1–5 and the relative clauses a–e. They then complete the gaps with the correct relative clause. Go through the example and read out the complete sentence to the class. Check students understand the task. Students can do the task individually and then compare their answers with a partner. Check their answers as a class. Invite students to read out the complete sentences.

Answers

2 e 3 a 4 c 5 d

- 2** (T-S, S-T) Exercise 2. Ask students to read the sentences again and then circle D or ND for each sentence. Check students understand the task. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

1 ND 2 D 3 ND 4 ND 5 D

- 3** (T-S, S-S, S-T) Exercise 3. Ask students to tick the sentences from Exercise 1 where you can replace which with that. Students can do the task individually and then compare their answers with a partner. Check their answers as a class. Ask the class why which in the other sentences cannot be replaced by *that*. Point out we do not use *that* to introduce a non-defining relative clause.

Answers

Students tick sentences **2** and **5**

- 4** (T-S, S-S, S-T) Exercise 4. Ask students to look at the text and guess where they might see it in a newspaper or magazine. Tell them to complete the text with the correct relative pronoun. Students can do the task individually and then compare their answers with a partner. Check their answers as a class. As an extension, ask some questions about the text, e.g. *What is the I-talk? Where is it produced?*

What type of camera does it have? Students can ask and answer the questions in pairs or feed back to the class.

Answers

2 where 3 whose 4 which/that 5 who/that
6 that/which

The relative pronoun can be omitted in 6.

- 5** (T-S, S-S, S-T) Exercise 5. Ask students to rewrite each pair of sentences so they are one sentence with a relative clause. Students can do the task individually and then compare their answers with a partner. Point out there can be more than one way of rewriting the sentences. Invite students to share their sentences with the class and correct any errors.

Answers

2 Sami, who I play football with, lives round the corner./Sami, with whom I play football, lives round the corner.

3 These headphones, which I paid a fortune for, stopped working after two days./These headphones, for which I paid a fortune, stopped working after two days.

4 The shop where/from which I bought my computer has closed down./The shop (that/which) I bought my computer from has closed down.

- 6** (T-S, S-S, S-T) Exercise 6. Revise what a participle clause is by reading the example answer in the first sentence. Ask students to rewrite sentences 2–4 using participle clauses. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

2 The flip phone, designed in the 1990s, is rapidly becoming popular again.

3 There are very few people still using analogue televisions.

4 Users used to the old system may find the new one confusing.

- 7** (T-S, S-S, S-T) Exercise 7. Students could do the task for homework.

Answers

Students' own answers

WRAP-UP (10 minutes)

(T-S, S-T) Ask students to write any questions they have about the grammar from the unit on a card or slip of paper and put them all into a box. Invite students to play 'Doctor Grammar' and try and answer each other's grammar queries from the box.

HOMEWORK

Students can do Exercise 6 as homework. Alternatively, ask students to write a review of a gadget such as a phone using the text in Exercise 3 as a model. Tell them to use at least two relative clauses in the review.

03 LESSON 6A SPEAKING (SB)

OVERVIEW

Objectives:

- Understand most of a radio programme aimed at a general audience (GSE 65 – B2).
- Give clear presentations highlighting significant points with relevant supporting detail (GSE 70 – B2+).
- Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives (GSE 61 – B2).
- Consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise (GSE 61 – B2).
- Further develop other people's ideas and opinions (GSE 64 – B2).
- Take accurate notes in meetings and seminars on most matters likely to arise within his/her field of interest (GSE 66 – B2).
- Express their opinions in discussions on contemporary social issues and current affairs (GSE 61 – B2).

Resources:

- SB: page 37
- TB: Culture Notes page 155

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. Write 'Generation Z' on the board and ask students to jot down their ideas about it. Then they compare their notes with their partners. Get feedback from the class and write the common words you get from the students on the board.

Answers

Students' own answers

PRESENTATION (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Ask students to look at the memes in the exercise and share with their partners what they see in each photo. Encourage them to give as much detail as they can. Then put students in small groups and refer them to the memes about different generations again; this time groups discuss what characteristics they think are being joked about. Do they think the jokes are fair? Why/why not? Allow maximum two minutes for this and then get feedback from the class.

Suggested answers

- A** They are suggesting Baby boomers have an easy time.
B They are suggesting Gen X are old-fashioned.
C They are suggesting Millennials are indecisive.
D They are suggesting Gen Z are too sensitive.
 Students' own answers.

- 2** (T-S, S-S, S-T) Exercise 2. Write 'Baby boomers', 'Generation X' and 'Millennials' on the board. Put students in groups of four and have them discuss what they know about these generations. Groups put their ideas together and make a list, then swap two students from each group with different groups for more interaction. When they finish, tell them that they are going to listen to a radio phone-in programme about three different generations and make notes in the table. Students fill in the table individually and

then compare their notes with their partners. Finally check answers as a class. Refer them to the Culture Notes on page 155 for more reference where necessary.

Answers

	Baby boomers	Generation X	Millennials
Events which influenced them	Born not long after World War 2	Fall of the Berlin Wall	The health pandemic
Attitudes towards work	Work harder than any other generation	Work hard, but also want a good work-life balance	Work the hardest – less holiday, longer hours
Personality characteristics	Determined and resourceful	Value freedom, very independent	People say they are selfish and entitled

Audioscript 3.14



P = Presenter E = Eman J = Jameel M = Maher

- P:** So, today we're talking about different generations. For example, the Baby Boomers, Generation X, the Millennials ... First on the line we have Eman. Good morning. When were you born, Eman?
- E:** Ahem, I'm not telling you that on national radio! Let's just say that I come into the Baby boomer generation.
- P:** OK, great, so which world events would you say really influenced your generation?
- E:** Well, we were born not long after World War 2, and I think that had a big effect on my generation. We learnt to be determined and resourceful, because, on the whole, life when we were growing up just wasn't that easy.
- P:** OK ... And joining us now we have Jameel – born in 1971. Did any world events really shape your generation, Jameel?
- J:** I think for my generation, Generation X, it would probably be something like the fall of the Berlin Wall. It's often remarked that our generation values freedom – we're very independent and maybe this is connected to the way we saw that individuals really could change the world.
- P:** And ... let's bring Maher into the conversation. Maher, I believe you have something to say about that, as a representative of the Millennial generation?
- M:** Yes, to be honest, I'm a bit fed up with Baby boomers and Generation X thinking that they did so much to change the world. What did they actually achieve? By and large, it's Millennials who are trying to change the world. I mean, you saw the Berlin Wall fall, we saw the health pandemic. That really changed everything. Just saying.
- J:** But in general, Millennials don't get involved in campaigning. You tend to think that someone else can do that. You just want to get on with travelling and buying designer brands – that's why you're called Generation Me!
- M:** To say that Millennials are selfish and spoilt is just a lazy stereotype. We work as hard as anyone else, maybe harder.
- E:** Well, this is a bit of a sweeping statement, but ... I think my generation worked harder than any of the generations that followed.

- M:** Actually, Millennials are working longer hours and taking less holiday than the older generations ever did. Life's pretty tough now. And we'll probably never be able to afford to retire whereas nine times out of ten, you baby boomers have great pensions and can even retire early! There's no way ...
- P:** OK, OK ... Let's keep it friendly, folks. Jameel, what do you think is the Generation X approach to work?
- J:** Well, I guess we're somewhere in the middle. We work hard – not that I'm saying Millennials don't! But we're also interested in achieving a good work-life balance.
- P:** And what would you say were the big cultural influences on your generation?
- J:** Music was definitely a big influence ...

PRACTICE (10 minutes)

- 1** (T-S, S-S-S-T) Exercise 3. Refer students to the Speaking box and ask them to study it individually. They then listen to the audio 3.14 again and tick the phrases which are used in the phone-in programme. Have them check answers with their partners.

Answers

Students tick the following:

On the whole ...

By and large ...

Nine times out of ten ...

This is a bit of a sweeping statement, but ...

- 2** (T-S, S-S, S-T) Exercise 4. Refer students to the rubric. Model the first sentence as an example. They complete the activity individually then check their sentences with their partners.

Answers

1 In general, Generation Z spend a lot of time online.

2 On the whole, they know how to make the best of social media.

3 They tend to take offence very easily.

4 Nine times out of ten, they have an entrepreneurial spirit.

5 In some/many/most cases, they like getting a bargain.

6 To a great/some extent, they are into experiences rather than material possessions.

TIP

Explain to students that English speakers often prefer to make generalisations, rather than to say something is a fact. When you make generalisations, you will sound less sure of yourself and therefore more open to other people's opinions and ideas. Although you may find it strange to avoid saying exactly what you mean, being able to make generalisations is a speaking skill that will make you sound much more like a native English speaker.

PRODUCTION (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 5. Put students in pairs and tell them they will discuss questions about their generation then prepare a short presentation about their generation. Remind them to organise their ideas based on the questions given in the exercise first and then allow them four minutes to finalise their presentation preparation. Then students give their presentations in pairs. Remind them to use generalising language where appropriate. Students then give feedback on whether or not they agree with each other about what typifies their generation. After Exercise 6, pairs can join other pairs and share information about their parents/caregivers at home. They should pool their information to make some generalisations about their parents'/caregivers' generation(s) using the language in the Speaking box. Get feedback from the class and formulate two or three points which were true for all the groups.

Answers

Students' own answers

- 2** Exercise 6. Students discuss the reflection question in small groups and try to think of solutions to the generation gap problem. When they have finished discussing, get feedback from the whole class. You could ask students which solutions they think are best/worst, and why.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to interview a parent or caregiver and ask their opinion on time spent as a family. Do they feel they get enough? Does technology get in the way? When was the last time the whole family spent time together? Were families closer in the past? Students make notes for the next lesson.

03 LESSON 6B SPEAKING (WB)

OVERVIEW

Objectives:

- Express their opinions in discussions on contemporary social issues and current affairs (GSE 61 – B2).

Resources:

- SB: page 37
- WB: page 31

WARM-UP (5 minutes)

Ask students to write down three ways you can make a generalisation. Then ask them to read the expressions in the box in Exercise 1 and see how many of them they thought of.

PRACTICE (20 minutes)



- 1** (T-S, S-S, S-T) Exercise 1. Ask students to listen and repeat each phrase. They can then read the phrases without the audio. Encourage them to paraphrase each expression in their language. Invite students to share their ideas with the class.

Answers

Students' own answers

- 2** (T-S, S-S, S-T) Exercise 2. Ask students to read the sentences and replace the underlined phrase with a new expression that means the same. Read the example with the class and tell students to use the words in capital letters to make generalising expressions. Students can work individually and then check answers with the class. Invite students to read out the complete new sentences. As an extension, put students in pairs and ask them to give a different generalisation for each statement.

Answers

- 2** Ninety percent of the time, a person's outlook on life becomes similar to that of their parents.
3 More often than not, what seems shocking to one generation appears normal to the next.
4 On the whole, our generation is no better or worse behaved than the previous one.

- 3** (T-S, S-S, S-T) Exercise 3. Ask students to read the whole dialogue first before they complete the conversation with words from the Speaking Box. Students can do the task in pairs and then check their answers as a class. Ask students to practise reading the dialogue aloud in pairs.

Answers

2 Broadly **3** tendency **4** extent **5** by **6** general

- 4** (T-S, S-T) Exercise 4. Ask students to describe the photo in pairs and say what it shows, then compare it with life in the past in their country. Students can discuss the task before they write. Tell them to include several generalisations in their paragraph about the topics they discussed.

Answers

Students' own answers

PRODUCTION (15 minutes)

- 1** (T-S, S-S, S-T) Ask students to work in small groups to plan a short presentation about generalising using the following structure:
- Give some examples of generalisations.
 - Include the opening phrase and a statement of something they think is genuinely true, similar to the examples in Exercise 1, but based on their own opinions.
 - Explain why it is important to acknowledge that you are generalising.
- 2** (T-S, S-S, S-T) Ask students to think about the generalising phrases they have learned. Some of them use numbers, for example, '90 percent of the time' or 'Nine times out of 10'. Ask students: *How these phrases are different from the others? Can it cause problems? Give help if necessary.*

Answers

These students use statistics, which is a form of evidence to make a claim more believable. When we use phrases like this without first conducting research, it can be misleading, because it makes an opinion sound more like a fact. This confusion is another reason that we should acknowledge when we are generalising.

WRAP-UP (5 minutes)

(T-S, S-T) Discuss why people generalise and if students think generalisations are fair and based on some truth or whether they are usually unfair and not based on truth. Invite students to share their ideas with the class.

HOMEWORK

Ask students to write a paragraph comparing life for them and life for their grandparents' generation.

OVERVIEW

Objectives:

- Summarise, comment on and discuss a wide range of factual and imaginative texts (GSE 66 – B2).
- Identify key information in a linguistically complex text (GSE 69 – B2+).
- Identify the main line of argument in a linguistically complex academic text (GSE 75 – B2+).
- Write a strong topic sentence within a clear paragraph (GSE 59 – B2).
- Follow the development of a central theme to support a specific conclusion in an academic text (GSE 72 – B2+).
- Structure longer texts in clear, logical paragraphs (GSE 65 – B2).
- Support ideas with relevant examples (GSE 59 – B2).
- Write a simple discursive essay (GSE 59 – B2).
- Write a structured text clearly signalling main points and supporting details (GSE 62 – B2).
- Identify and correct errors in a piece of academic writing (GSE 74 – B2+).
- Use appropriate tone and register when writing academic texts (GSE 75 – B2+).
- Write effective and appropriate paragraphs in a range of genres (GSE 67 – B2+).
- Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives (GSE 61 – B2).
- Interpret and describe reliably detailed information contained in complex diagrams, charts and other visually organised information on topics in his/her fields of interest (GSE 66 – B2).
- Make accessible for others the main contents of a text on a subject of interest (e.g. an essay, a forum discussion, a presentation) by paraphrasing in simpler language (GSE 65 – B2).
- Interpret and present reliably in writing detailed information from diagrams and visually organised data in his/her fields of interest (GSE 66 – B2).

Resources:

- SB: pages 38–39
- TB: Culture Notes page 155
- Graphic Organiser for this unit

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. Ask students to discuss with their partners their relationship with their families. What kind of disagreements do they have? How do they solve them? How often do they come together and do something together? Ask for volunteers to share their answers, but be sensitive to any students who would rather not discuss this. They can talk in general about families instead.

PRESENTATION (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Students first look at the photo and tell their partners what they see. Who are they? What are they doing? Are they familiar with this sort of scene in their own families? Get feedback. Then refer them to the Fact Box with the statistics about Internet use in Jordan and ask them to answer the questions in pairs. Open it up into a class discussion.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 2. Tell students they are going to read an essay. Help them with the vocabulary. Then students read the essay and discuss with a partner if the ideas from exercise 1 and different from the ideas in the student's essay.

Answers

Students' own answers

- 3 (T-S, S-S, S-T) Exercise 3. Refer students to the rubric. They read the essay again to answer the questions then share their opinions with their partners. Elicit answers from the class.

Answers

Paragraph 4 is about mobile technology.

Paragraph 2 is about changes in working life.

Paragraph 3 includes the writer's own idea: how modern labour-saving technology allows family members to spend more time together.

- 4 (T-S, S-S, S-T) Exercise 4. Refer students to the Writing box and give them a few minutes to study it individually. Then they answer the questions in pairs. Pairs share their answers with the class.

Answers

1 Families remain as close as they ever were.

2 Greater work-life balance means parents are more available to their children and able to spend more quality time together. Greater automation of housework has had a similar effect. The Internet and social media give more opportunities for families to communicate with each other when at a distance.

3 The conclusion restates the thesis: ... *while society may have changed, families remain as close as they were, aided by technology and greater flexibility in working patterns.*

- 5 (T-S, S-S, S-T) Exercise 5. Refer students to the Writing box again. This time they individually complete the Writing box with the underlined phrases from the essay. Then in pairs, they check their answers. Explain to students that these phrases are crucial when writing an opinion essay. If you have time, ask them to look back at the opinions they gave in Exercise 1 and change them into impersonal views using the phrases from the Writing box.

Answers

1 I would argue that ...

2 I believe that ...

3 I would say that ...

4 Many people today feel that ...

5 It is commonly accepted that ...

6 ... can be seen as ...

03 LESSON 7A WRITING (SB)

PRACTICE (5 minutes)

(T-S, S-S, S-T) Exercise 6. Remind students that they learnt about topic sentences in Unit 1. Refer them to the *Active Writing* section to review how topic sentences are used. They study the notes on their own then in pairs underline the topic sentences in paragraphs 2, 3 and 4 of the model essay in Exercise 2. Encourage students to discuss what the main idea is in each case. Pairs share their answers with their partners first then with the class.

Answers

Paragraph 2: Topic sentence: *Increasingly, parents are seeking a greater work-life balance.*

The main idea is that parents have more availability for their family nowadays because of flexible working practices.

Paragraph 3: Topic sentence: *It is commonly accepted that the time needed to run a household has also decreased over the last few decades as more and more labour-saving devices have been invented.*

The main idea is that technology has made running a household less time-consuming than in the past, allowing more family time.

Paragraph 4: Topic sentence: *Going online can be seen as a way of bringing families together as well as a distraction.*

The main idea is that mobile technology and the Internet can connect families more, rather than pulling them apart.

PRODUCTION (10 minutes)

- (T-S, S-S) Exercise 7. Explain to students that they are going to write a paragraph with two supporting sentences for each topic sentence in pairs. Refer them to the Writing and *Active Writing* boxes. They use the statistics in the Fact box as examples. Give students about five minutes and then have them share their topic sentences with the class. In addition, you could use the photocopiable Graphic Organiser for this unit to help with planning.

Answers

Students' own answers

- (T-S, S-S, S-T) Exercise 8. Put students in small groups and refer them to the essay question. Groups discuss whether they agree or not, then make notes to support their opinion.

Students then individually write their essays using the Writing box, including topic sentences and examples. Make sure they include their personal opinion and some impersonal views. Ask students to swap essays with their partners, who have to check for any mistakes and assess the essay. They work together to improve the essays.

You can suggest students return to the topic sentences they wrote at the beginning of the lesson. Are they still happy with them? Would they change them in any way?

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt. Ask them what they enjoyed about the lesson.

HOMEWORK

Ask students to study the Word List and do the Remember More exercises on Student's Book page 74.

CONTINGENCY PLAN

Students can do the writing task in the Workbook (Exercise 4) for homework.

OVERVIEW

Objectives:

- Write a simple discursive essay (GSE 59 – B2).
- Write a structured text clearly signalling main points and supporting details (GSE 62 – B2).
- Use appropriate tone and register when writing academic texts (GSE 75 – B2+).
- Write effective and appropriate paragraphs in a range of genres (GSE 67 – B2+).

Resources:

- SB: pages 38–39
- WB: page 32

WARM-UP (5 minutes)

- 1 (T-S, S-S, S-T) Put students in pairs. Ask them to work in pairs and make notes about what goes into an opinion essay, how it should start and end and what expressions they might use. Ask them what a topic sentence is and where it goes in a paragraph. Students can share their ideas in a class discussion.
- 2 Explain that students are now going to read an opinion essay. Focus students' attention on the explanation boxes next to the essay. Read these out to the class and explain that these describe the different sections of an opinion essay. Review what each section has in it and the order they appear.

PRACTICE (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Read the essay title to the class and then ask them to read the list of topics 1–5. Tell students to work individually and tick three that they agree with and could include in an essay as their own ideas. Students can compare answers in pairs. Check their ideas with the class.

Suggested answers

1, 3, 5

- 2 (T-S, S-S, S-T) Exercise 2. Tell students to read the essay carefully. Ask them which topic from Exercise 1 the author included as her own idea. Students can do the task individually and then compare their answers with a partner. Check the answer as a class.

Answers

Topic 5

- 3 (T-S, S-S, S-T) Exercise 3. Ask students to read the underlined phrases in the essay. You can write them on the board so that students can focus on them clearly. Ask them to think about how they are used and choose *P*, *I* or *E* for each of the expressions. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

1 I 2 P 3 P 4 P 5 E 6 P

- 4 (T-S, S-S, S-T) Exercise 4. Read the opinion essay title to the class. Invite a few students to say how they might answer the question. Give them some time to make notes for each section of the essay. Tell them to write about 200 words. When they have finished, ask them to check their spelling and punctuation.

Answers

Students' own answers

PRODUCTION (15 minutes)

(T-S, S-S, S-T) Ask students to write a new opinion essay arguing the opposite of the essay they wrote in Exercise 4. If they agreed with the statement in your first essay, ask them to imagine they disagree with the statement in a new essay. If they disagreed with the statement in their first essay, they should imagine they agree with the statement and write a new essay. The new essay should be a similar length.

Ask students to think carefully about their opinions. They should respond to the points made in their first essay, but may want to include new arguments, facts and opinions in the new essay.

Students can swap essays and give each other constructive feedback and discuss whether their own opinions have changed.

WRAP-UP (5 minutes)

(T-S, S-T) Ask students to swap essays with a partner and give some constructive feedback.

HOMEWORK

Ask students to write a new essay on the topic in the example essay on page 32: *Do teenagers have anything to learn from grandparents?* Tell them to write about 250–300 words.

You can also ask students to complete the Self-assessment activities at home, before the next lesson.

OVERVIEW

The Revision lesson should be set as homework.

Objectives:

- All language-related objectives from Unit 3.

Resources:

- SB pages 40–41; Use of English page 92; Word List page 74
- WB: Self-assessment 3 page 33; Self-check 3 page 63
- Assessment: Unit 3 Language Test (Vocabulary, Grammar, Use of English); Unit 3 Skills Test (Dictation, Listening, Reading, Communication); Unit 3 Writing Test

VOCABULARY AND GRAMMAR

Exercise 1.

Answers

- 1 decent/compassionate
- 2 compassionate/decent
- 3 Modest
- 4 making a fuss
- 5 pushy
- 6 showing
- 7 influence
- 8 idolise

Exercise 2.

Answers

- 1 lost my temper
- 2 the peacemaker
- 3 talk about
- 4 make ends meet
- 5 sincere
- 6 loathe
- 7 trustworthy

Exercise 3.

Answers

- 1 is (forever) borrowing
- 2 used to live/lived
- 3 will post

Exercise 4.

Answers

(Pronouns which can be omitted are in brackets.)

- 1 That boy, whose mum is Japanese, is fluent in five languages.
- 2 My grandma's house has no wi-fi, which is very annoying.
- 3 The beach where they go in summer is their favourite place./
The beach (which) they go to in summer is their favourite place.

Exercise 5.

Answers

- 1 wanting to make
- 2 parked

USE OF ENGLISH

Exercise 6.

Answers

- 1 the
- 2 up
- 3 would
- 4 set

READING

Exercise 7.

Answers

- 1 a magic tool
- 2 keep in touch / stay connected
- 3 (shared) experiences / fun
- 4 (some) advice / someone to talk to / support
- 5 even stronger / more meaningful

WRITING

Exercise 8.

Answers

Students' own answers

04 UNIT 4 Mapping

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 4 Inside story	Theme 1: Society Theme 3: Science and technology	<p>Listening: determining speakers' intentions with evidence from the text; summarising main points; responding to critical-thinking questions before, during, and after listening and justifying answers; listening and responding to the ideas of others; identifying and correctly using patterns of word changes that indicate different meanings or parts of speech (e.g. conceive, conception, conceivable)</p> <p>Speaking: interacting in pairs and groups; retelling events and personal experiences using all tenses; using a variety of sentence patterns, new vocabulary, and high-frequency idioms in spontaneous conversation; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives</p> <p>Reading: determining the author's purpose or point of view and analysing how he/she distinguishes his/her position from that of others</p> <p>Writing: using prewriting strategies to generate ideas, develop voice, and plan their writing; examining modes of persuasion in a written piece</p> <p>Viewing and presenting: analysing visual texts and communicating understanding through oral, written, and visual media; responding to questions related to a variety of visual texts with examples and justification</p>	<p>Listening: recognise how objective both the information and speaker are and whether or not there is bias; determine speaker's intentions citing evidence; summarise main points in extended announcements, information texts, narratives, and short presentations; use social cues (body language, facial expressions), visual imagery and prior knowledge to help construct meaning and make inferences</p> <p>Speaking: interact in pair and group discussions; retell and compare events, situations, narratives, and personal experiences in the past using different tenses; link ideas within utterances and organise them at discourse level; debating regularly in a deliberative discussion as an innovative teaching strategy</p> <p>Reading: cite evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; determine two or more central ideas and analyse their development over the course of a text; trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient to support the claims</p> <p>Writing: use prewriting strategies to generate ideas, develop voice, and plan their writing</p> <p>Viewing and presenting: demonstrate the role of the media in informing, persuading, entertaining, or transmitting culture; orally present and develop ideas and opinions on a variety of topics</p>



OVERVIEW

Objectives: Grammar

- Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives (GSE 61 – B2).
- Understand most of a radio programme aimed at a general audience (GSE 65 – B2).
- Identify key information in linguistically complex conversations at natural speed (GSE 71 – B2+).
- Justify and sustain views clearly by providing relevant explanations and arguments (GSE 60 – B2).
- Tell a short story about something funny or interesting that has happened, including detail to maintain the listener's interest (GSE 59 – B2).
- Express opinions on topics, using linguistically complex language (GSE 74 – B2+).
- Use the past perfect in a range of common situations (GSE 54 – B1+).
- Use the past perfect continuous in a range of common situations (GSE 62 – B2).
- Use the past perfect with adverbial clauses of time (GSE 63 – B2).

Vocabulary:

- News reporting: *bizarre, claim, clues, dependable, drop, enigma, expose, fraud, go down, hints, hoax, maintain, puzzle, reveal, trustworthy, weird*

Resources:

- SB: pages 42–43; Grammar Reference and Practice page 83
- Online resources: Grammar Checkpoint Unit 4 Lesson 1; Photocopiable Resource 14
- Grammar Quiz Unit 4 Lesson 1

WARM-UP (5 minutes)

- 1 (T-S, S-S, S-T) Draw students' attention to the photos on page 42 and ask them what they can see. Elicit students' answers. Tell students that they are going to find out more about the objects in the photos later in the lesson.
- 2 (T-S, S-S, S-T) Exercise 1. Write the phrase 'fake news' on the board and check if they know the meaning. If they know what it is, ask for examples. Then ask them to discuss the questions in pairs or small groups. You can open it up into a class discussion. They can check their answers in the next exercise.

PRESENTATION (15 minutes)



- 1 (T-S, S-S, S-T) Exercise 2. Tell students that they are going to listen to a podcast about fake news. After listening, students check their ideas from Exercise 1. Get feedback from the class.

Answers

- 1 Fake news is news that is not true or from unreliable sources.
- 2 Students' own answers.
- 3 It started hundreds of years ago.

Audioscript 4.1

These days, students are taught to carefully look at sources when they read a news story online. Are the sources reliable? As we all know by now, you cannot – and should not – believe everything you read on a website. Fake news has become a well-known phrase, and there have been many examples. One news report stated that all social media accounts would be closed if the users made a spelling mistake. Many news organisations soon reported this news, but it was first published as a joke. It was completely fake news.

But although social media has made fake news more widely believed than ever, it is nothing new. In fact, fake news had been written hundreds of years before the first fake story appeared online.

One example took place in 1803, when Britain was at war with France. Newspapers were told not to publish news of a letter written to the Mayor of London which said the war with France was about to end. The Mayor was delighted to spread the news and Britain's economy immediately started to improve. Although experts quickly found signs that the letter was a fake, many large businesses had gained a lot of money from the news, raising suspicion that a businessperson was behind the fake letter in the first place.

A few years later, in 1835, a newspaper in New York published a series of amazing stories about the findings of the famous British astronomer John Herschel. The newspaper said that while he was studying the Moon, he had found lots of strange animals living there. They later admitted that the reports were not true, but by that time, sales of the newspaper had increased dramatically.

Another famous story took place in 1916. At this time, the price of eggs in the USA had risen so quickly that women agreed they would refuse to buy eggs until the prices went down. Sales of eggs dropped, which was not good news for the companies that sold them. Then a newspaper reported that the price of eggs had suddenly gone down. However, prices in the shops did not match the report. It was said that the newspapers had published this fake news because the egg companies asked them to, hoping that sales of eggs would increase.

But perhaps my favourite story of fake news happened in 1903, also in the USA. A city newspaper was sure that another city newspaper was copying its news stories, so decided to uncover the truth. They reported a fake news story about a man who was in hospital after he had been shot at a coal mine. The next day, the other newspaper reported the same story. They later had to admit that they had been copying the other newspaper for years.

Sometimes it is a mystery how people can believe that fake news is actually true, but as history shows, there have always been, and always will be, stories in the news that are just that: stories.

- 2 (T-S, S-S, S-T) Exercise 3. Write the words in the box given in the exercise. Put students in pairs and allocate two words from the box and have them write definitions and synonyms for them. Allow dictionaries. Then pairs join with other pairs to learn from each other. Finally go through the words and their synonyms as a class and complete the activity.

04 LESSON 1A VOCABULARY AND GRAMMAR (SB)

Answers

- 1 drop, go down 2 fraud, hoax 3 dependable, trustworthy
4 enigma, puzzle 5 clues, hints 6 claim, maintain
7 bizarre, weird 8 expose, reveal

- 3 (T-S, S-S, S-T) Exercise 4. Refer students to the rubric. In pairs, students complete the activity and then listen to the audio again to check their answers. Finally, elicit answers from the class.

Answers

- 1 It was published as a joke.
2 Probably to increase sales of the newspaper.
3 So that people would start buying eggs again.
4 The city newspaper published fake news, when the same fake news appeared in the other city newspaper it proved that it was copying the stories.
5 Students' own answers.

- 4 (T-S, S-S, S-T) Exercise 5. Put students in small groups and allow them two minutes to examine the extract from the podcast. Ask them to focus on the underlined words and discuss which form of past tense is used in each of them. They discuss the difference in meaning between them. Check answers as a class.

Answers

- 1 Past Simple, it happened once in the past
2 Past Continuous, an action that continued for a time in the past
3 Past Simple, it happened once in the past
4 Past Perfect, the earlier of two events in the past (they later admitted it was not true is the other event)

- 5 (T-S, S-S, S-T) Exercise 6. Refer students to the rubric. They match the underlined phrases in the extracts to the descriptions and then check with their partners.

Answers

- 1 b 2 a

PRACTICE (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 7. Refer students to the rubric. They complete the activity individually, and then check answers with their partners. Refer them to the Grammar Reference and Practice on page 85 for more support and examples.

Answers

- 1 both
2 the Past Perfect Simple
3 the Past Perfect Continuous

- 2 (T-S, S-S, S-T) Exercise 8. Refer students to the *Watch Out!* box. Students then complete the short text with Past Perfect Simple or Past Perfect Continuous forms of the verbs given in brackets. Students complete the activity individually, then check their answers with their partners. Monitor partners' work and help when necessary.

Answers

- 1 had explored 2 had been lying 3 had built
4 had been running 5 had made 6 had been working

As an extension, put students in pairs and ask them to write two sentences in the Past Simple on a piece of paper, then give the paper to another pair. They should then write a Past Perfect Continuous sentence about an event that took place before the Past Simple event they now have. Pairs can then swap sentences for checking.

PRODUCTION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 9. Write *had* and *been* on the board. Ask students to read each auxiliary verb aloud. Then play the audio and ask them what they noticed about the way the words *had* and *been* are pronounced. Elicit answers from the class. Explain to students that auxiliary verbs are often pronounced in their weak form, since they do not carry the main content, and are therefore not normally stressed.

Answer

They are pronounced using a weak form.

Audioscript 4.2



- 1 Before the EBAP visited the Black Desert of Jordan, nobody had explored the archaeology of this large area.
2 Animals that had been running away from the people could not escape from this point in the walls.
2 (T-S, S-S, S-T) Exercise 10. Students in pairs go to page 95 and read the notes to invent their own fake news stories. Pairs then tell the class their story. Other students decide if they think the story was real or fake.

WRAP-UP (5 minutes)

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

HOMEWORK

Give students Grammar Checkpoint Unit 4 Lesson 1 and/or Grammar Quiz Unit 4 Lesson 1 as homework.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 14 to use.

OVERVIEW

Objectives

- Use the past perfect in a range of common situations (GSE 54 – B1+).
- Use the past perfect continuous in a range of common situations (GSE 62 – B2).
- Use the past perfect with adverbial clauses of time (GSE 63 – B2).

Resources:

- SB: pages 42–43
- WB: pages 34–35

WARM-UP (5 minutes)

(T-S, S-T) Ask students to think about what different narrative tenses writers use to tell stories in newspapers and magazines and how they are used. Elicit ideas and write the tenses on the board. Then ask students to look at the grammar box of different past narrative tenses on page 34. Discuss with the class how many of them they thought of and are on the board.

PRACTICE (35 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Ask students to put the sentences in order to make a story. Invite students to read the complete story out in pairs. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

- 4** I stopped my car, got out and stood in the road to see what it was.
1 Last night, I was driving back home.
2 I felt tired as I had been driving all day.
6 By the time I got to the field, the object had disappeared.
3 Suddenly, I saw an object in the sky.
5 While I was watching the object, it fell into a field.

- 2** (T-S, S-S, S-T) Exercise 2. Ask students to match the sentences with the meanings a-f in the grammar box. Students can compare their answers with a partner and then check them as a class. Revise how to form each of the tenses and when to use them.

Answers

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

- 3** (T-S, S-S, S-T) Exercise 3. Ask students to read the situations and use the prompts to write sentences in the Past Perfect Continuous. Read the example answer with the class. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

- 2** He had/'d been chewing his pen during the exam.
3 It had/'d been raining for five days.
4 They had/'d been printing fake money.
5 He had/'d been speaking at a business meeting.

- 3** (T-S, S-S, S-T) Exercise 4. Ask students to read the text and complete the gaps with the correct past perfect forms from the box. Tell students to refer to the grammar box if they need to.

Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

- 1** had been studying **2** had been **3** had been worrying
4 had never failed **5** Had he been revising
6 had he forgotten **7** had fallen

- 4** (T-S, S-S, S-T) Exercise 5. Ask students to complete the sentences with the correct Past Perfect form of the verbs in bold. Read the example answer. Elicit that one verb is in the simple form and one is in the continuous form. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

- 1a** had been playing **1b** had played
2a had eliminated **2b** had been eliminating

- 5** (T-S, S-S, S-T) Exercise 6. Read the first sentence to the class and elicit that it is grammatically correct so it is ticked as an example. Ask them to read the rest of the sentences 2–7 and tick the correct ones. Students then correct the sentences with mistakes and write them out. Students can do the task in pairs. Check their answers as a class. Invite students to read out the corrected sentences.

Answers

- 2** By the time we opened the door, the noises had already stopped.
3 ✓
4 Suddenly, I heard a noise, so I went upstairs and opened the door to the attic.
5 ✓
6 While he was performing, the actor forgot what to say.
7 While I was rowing a boat across the sea, a large dolphin suddenly appeared in the water next to me!

- 6** (T-S, S-T) Exercise 7. Read the example with the class and then ask students to complete sentences 2–6 with the correct form of the verb in brackets. Students can do the task individually. Check answers as a class and invite students to name the tenses.

Answers

- 2** had been cooking/was cooking **3** was playing
4 had been waiting **5** were dancing **6** sat

04 LESSON 1B VOCABULARY AND GRAMMAR (WB)

- 7** (T-S, S-S, S-T) Exercise 8. Ask students to read the title and look at the photo and try and guess what the article is about. Invite ideas from the class. Tell students to then read the article and find out about the mystery of Abbas Akel. Ask them to complete the gaps with the correct form of the verbs from the box. Students can do the task individually. Check answers as a class.

Answers

2 disappeared **3** had been working **4** did
5 had organised **6** was waiting **7** switched **8** was leaving
9 had found **10** had taken

- 8** (T-S, S-T) Exercise 9. Students use the prompts to write questions about the story in Exercise 7. Students can do the task individually. Check answers as a class. Fast finishers can answer the questions (in brackets below) or put students in pairs to ask and answer the questions about the story.

Suggested answers

2 How had the staff been planning to celebrate?
3 What had happened to Abbas?
4 Had he gone to the Caribbean?
5 Had he got a job at a bigger hotel?

- 9** (T-S, S-T) Exercise 10. Tell students to read the rubric carefully. Ask them to work in groups to brainstorm ideas and make notes. They then work individual to write their paragraph. Encourage them to use at least two examples of the Past Perfect Simple and Past Perfect Continuous.

Answers

Students' own answers

WRAP-UP (5 minutes)

(S-T) Ask students to paragraphs they wrote about Abbas Akel in Exercise 10. You could have a vote for the best story.

HOMEWORK

Ask students to choose one of the completed sentences in Exercise 7 and use it to write a story. Tell them to use the sentence at the beginning or end of their story. Students can write a paragraph describing what happened.

OVERVIEW

Objectives:

- Follow a wide range of factual and creative texts and summarise themes and opinions (GSE 70 – B2+).
- Exchange complex information on a wide range of matters related to their work (GSE 74 – B2+).
- Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives (GSE 61 – B2).
- Form compound nouns from nouns plus other nouns and adjectives (GSE 43 – B1).

Vocabulary:

- Collocations: *attention span, clickbait headlines, expose corruption, generate revenue, go viral, hit the headlines, present both sides of the story, in the public interest, raise awareness, shed light, verify your sources*

Resources:

- SB: page 44; Word List page 75
- Online resources: Photocopiable Resource 15
- Assessment: Vocabulary Quiz 4

WARM-UP (5 minutes)

(T-S, S-S) Books closed. Make a list of five categories that might be created using the newspaper, such as World news, Weather, Sports, TV Guide, Reviews, Celebrities, Gossip, Entertainment News, Business. Ask students to use their mobile phones to search the newspaper for information related to each category and to write a question based on the information they find. (Remind students to make a note of the answers to their questions.) Arrange students into groups and use the question-and-answer combinations. Groups share their work with other groups.

PRESENTATION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Put students in pairs and refer them to the rubric. Pairs look at the headlines and discuss the questions, then discuss as a class. You might want to point out that these are genuine stories, not fake news.

Suggested answers

- 1 To attract people's attention.
- 2 Students' own answers

- 2 (T-S, S-S, S-T) Exercise 2. Ask students if they know what 'clickbait journalism' is. (*Clickbait is a strategy of viral journalism that seeks to lure users into clicking on a link to a page through tactics such as sensationalist stories and eye-catching headlines that work as bait.*)

Explain that they are going to listen to a clickbait journalist talking about his work. Students listen for the answer to why he thinks news sites write these kinds of headlines. Get feedback from the class.

Answers

Each page view is worth money in terms of advertising revenue.

Audioscript 4.3



I don't tell many people what I do for a living, but I write viral news stories. Yes, I'm responsible for creating all those clickbait headlines that attract attention and make visitors want to click on them. If the posts I write go viral, that could mean hundreds of thousands of page views, which generates more advertising revenue for the news site that employs me.

Articles published online need to be very brief because everyone has such a short attention span these days. We tend to avoid more serious in-depth accounts of current events and usually stick to human interest stories, or maybe quick fixes, such as 'five ways to get more sleep', or 'six celebrity fashion tips'. Everyone knows that viral news stories aren't usually as interesting as the headline makes them sound, but people click on them anyway. Why? Well, reading a heartwarming story makes you feel good, and sharing that story makes you look better to your friends. Stories that tell of injustice are also popular, because they make us feel like we're doing something to help just by sharing them.

I tell myself I'm helping to raise awareness of some important issues, but if I'm honest, I know that the articles I write rarely shed much light on the key issues that have hit the headlines. I'd love to cover more traditional news stories which are in the public interest, where I could expose corruption or write a piece that really made a difference to people's lives. I'd also prefer to have the time to verify my sources or the space to present both sides of the story but those things are a luxury I can't afford.

- 3 (T-S, S-T) Exercise 3. Refer students to the *Active Vocabulary* box to study the notes about collocations.

Then students individually find two more examples of collocations in the headlines in Exercise 1. They can check their answers with their partners. Check answers as a class.

Answers

devastating truth, melt your heart

PRACTICE (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 4. Explain to students that they should treat collocations as single blocks of language. Students work in pairs complete the sentences. Students then listen to the audio again to check their answers.

Answers

1 clickbait 2 go, generates 3 attention 4 light, hit
5 public, corruption 6 verify, present

- 2 (T-S, S-S, S-T) Exercise 5. Put students into groups of three or four and allocate each group two adjectives from the box and ask them to write definitions. Then refer groups to the rubric and get them to complete the matching activity. After checking answers, discuss the question in the exercise as a class.

Answers

1 hard-hitting 2 quirky 3 heartbreaking 4 newsworthy
5 balanced 6 topical 7 off the record 8 sensational
9 exclusive 10 heartwarming

They are related to clickbait viral news stories.

04 LESSON 2A VOCABULARY (SB)

PRODUCTION (5 minutes)

(T-S, S-S, S-T) Exercise 6. Write 'Journalist' in the middle of the board. Write 'bad things' on one side and 'good things' on the other side. Start the discussion and get students to tell you good and bad things about being a journalist. List their answers on the board. They then discuss in pairs whether they would like to become a journalist or not with reasons. Get feedback from pairs.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to bring examples of newspapers to class for the next lesson.

You could also assign Vocabulary Checkpoint 4 and Vocabulary Quiz 4 as homework.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 15 to use.

OVERVIEW

Objectives:

- Form compound nouns from nouns plus other nouns and adjectives (GSE 43 – B1).

Resources:

- SB: page 44
- WB: page 36

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students some questions to discuss the topic of news reporting: *Do you like reading the news? How often do you read the news? How do you get your news? Are you interested in news stories? Why or why not?* Students can discuss their ideas in pairs, then feed back to the class.

PRACTICE (20 minutes)

- (T-S, S-T) Exercise 1. Tell students to match the beginnings of sentences 1–10 with the second parts a–j. They can do the task in pairs. Check their answers as a class.

Answers

1 c 2 h 3 d 4 a 5 j 6 g 7 b 8 e 9 i 10 f

- (T-S, S-S, S-T) Exercise 2. Ask students to read the extract from a radio show and choose the correct adjectives to complete the sentences. Students can do the task individually and then compare their answers with a partner. Check their answers as a class. Practise pronunciation of the adjectives with the class.

Answers

1 balanced 2 sensational 3 heartbreaking
4 an exclusive 5 sensational

- (T-S, S-S, S-T) Exercise 3. Ask students to complete the text with the correct words. Before they start, check the meanings and syllable stress of the adjectives in the box. Students can do the task individually and then compare their answers with a partner. Check their answers as a class. Ask students to practise reading the article aloud.

Answers

2 newsworthy 3 sensational 4 awareness 5 verify
6 balanced 7 sides 8 light 9 corruption
10 revenue

- (T-S, S-T) Exercise 4. Ask students to write a paragraph saying whether they agree or disagree with the statement and why. Students can do the task individually.

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Ask students to use the Internet to research a news article from the last week using an English-language newspaper website published in Jordan. Ask students to write a summary of the article, explaining only the most important points that the reader would want to remember.

Students can then present the story to the rest of the class in the style of a TV newsreader.

WRAP-UP (10 minutes)

(T-S, S-S, S-T) Put students in groups. Ask them to do a survey of the class's news-reading habits and give a mini-presentation to the class.

HOMEWORK

Ask students to read a newspaper, a news website or a magazine and write a review of it saying what they liked about it.

OVERVIEW

Objectives: Grammar

- Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives (GSE 61 – B2).
- Identify different styles, genres, and registers in written discourse (GSE 67 – B2+).
- Tell a short story about something funny or interesting that has happened, including detail to maintain the listener's interest (GSE 59 – B2).
- Talk about personal experiences in detail using linguistically complex language (GSE 72 – B2+).
- Invert subject and verb after initial complex adverbials (GSE 74 – B2+).

Resources:

- SB: page 45; Grammar Reference and Practice page 86
- Online resources: Photocopiable Resource 16
- Assessment: Grammar Quiz Unit 4 Lesson 3

WARM-UP (10 minutes)

- 1 (T-S, S-S, S-T). Books closed. Ask students to take out the newspapers they were asked to bring for Lesson 2A homework. If they are allowed, they could also go to an online newspaper on their mobile phones.

Divide students into groups of three or four. Tell them that they have to identify 4 different types of texts in the newspaper. Then ask the following questions:

- *What different types of texts can you find in the newspaper?*
- *If you read newspapers, which part of the newspaper do you prefer to read? Why?*
- *Can you name those texts or parts?*

Explain what the words in the box are. Ask students if they know more types of text. Then get them to discuss in groups what text types they have found in their newspapers.

- 2 (T-S, S-S, S-T) Exercise 1. Ask students to read the headline. Get them to tell you what type of text they think it will be. How do they know? Get feedback from the class. Students read the article individually, then discuss with their partners what text type it is and explain to each other how they got to that conclusion. Get feedback from the class.

Answer

It is a human interest story (and also a news item).

PRESENTATION (5 minutes)

(T-S, S-S, S-T) Exercise 2. Write sentences a and b in the exercise on the board and read them aloud. Ask students to discuss the questions given in the exercise with their partners. Then refer them to the Grammar box and check their answers.

Answers

- 1 The subject and verb are inverted, so more like a question.
- 2 It makes the phrase stronger.

As an extension, you can write the following sentences on the board and get students to underline the negative inversion and discuss their meanings in pairs.

- *In no way am I as tall as my father.*
- *Little did we know about him when we hired him.*
- *Under no circumstances should we allow this to happen.*
- *Rarely did they speak to each other.*
- *Not once did she look at me at the party.*
- *Only when I sleep can I forget about the incident.*
- *No sooner had the shop opened its doors when it went bankrupt.*

If you have time, ask pairs to make two new sentences with negative inversions. Finally, ask students to find more examples of negative adverbials in the text. Elicit answers from students.

Answers

In no way could they imagine how strong the cyclone would be.

Under no circumstances should they come out.

For further information and examples, you can refer to Grammar Reference and Practice on page 86.

PRACTICE (12 minutes)

- 1 (T-S, S-S, S-T) Exercise 3. Put students into pairs and get them to rewrite the sentences given in the exercise without changing their meaning. Pairs join with other pairs and check their answers. Then check as a class.

Answers

- 1 Scarcely had they left when the house exploded.
- 2 Under no circumstances should you approach the animal, which is dangerous.
- 3 Not only did she win the race, but she also broke a world record.
- 4 Little did he imagine that his friend was a spy!

- 2 (T-S, S-S, S-T) Exercise 4. Students listen to the audio and write the sentences they hear. Then put them in small groups and get them to rewrite the sentences using a negative adverbial. Get feedback from the class.

Answers

- 1 Scarcely/Hardly/Barely had the film begun when people started to walk out. / No sooner had the film begun than people started to walk out.
- 2 Rarely/Seldom have I seen anything more shocking.
- 3 In no way had he intended / did he intend to offend anyone.
- 4 Not only is he tall, but he is also attractive.
- 5 Under no circumstances would he do it again.
- 6 Little did they know who he really was.



Audioscript 4.4

- 1 The film had only just begun when people started to walk out.
- 2 I have seldom seen anything more shocking.
- 3 He definitely didn't intend to offend anyone.
- 4 He is tall as well as attractive.
- 5 He had absolutely no intention of doing it again.
- 6 They had no idea who he really was.

PRODUCTION (13 minutes)

(T-S, S-S, S-T) Exercise 5. Put students into new pairs and ask them to look at the sentences they wrote in Exercise 3. Encourage them to imagine each one is part of a different news story. What could each news story be about? Give them two minutes to discuss the questions. Monitor for proper use of language and vocabulary. Correct where necessary. Ask groups to share their ideas with the class. As a follow-up to Exercise 6, ask students to choose one news story to write, in class or as homework.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Refer students to the *Can-do* statement at the bottom of the page and encourage them to reflect on what they have learnt.

Tell them to think about what they have found interesting, new, easy or challenging.

HOMEWORK

Ask students to look online for two news stories reported by different sources. They should screenshot or print the stories if possible, and make notes on any differences between the sources. You could also assign Grammar Quiz Unit 4 Lesson 3.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 16 to use. You could also do Grammar Checkpoint Unit 4 Lesson 3.

04 LESSON 3B GRAMMAR (WB)

OVERVIEW

Objectives: Reading

- Invert subject and verb after initial complex adverbials (GSE 74 – B2+).

Resources:

- SB: page 45
- WB: page 37

WARM-UP (10 minutes)

Give students time to review the grammar of negative inversion in the grammar box in the Student's Book on page 45. Tell them to make a note of any questions they have and go back to them at the end of the lesson to check what they have learnt.

PRACTICE (25 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Ask students to choose the correct forms to complete the sentences. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

- 1** is **2** did I feel **3** will I ever **4** had I seen
5 did they know **6** had the tickets gone

- 2** (T-S, S-T) Exercise 2. Ask students to choose the correct words to complete the text *A Lucky Escape*. Encourage students to read the whole text first before they answer. Students can do the task individually. Check their answers as a class.

Answers

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

- 3** (T-S, S-S, S-T) Exercise 3. Ask students to correct the sentences and rewrite them. Read the example so they understand the task. Elicit that the sentences have a word or words in the wrong order. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

- 2** Under no circumstances are students allowed to take exam papers out of the room.
3 In no way does this article represent my views.
4 Scarcely had the film started when members of the audience began to walk out of the cinema.

- 4** (T-S, S-S, S-T) Exercise 4. Ask students to complete the sentences with the words in brackets and an appropriate auxiliary verb. Elicit this could be either *to be*, *to have* or *to do* in the correct tense. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

- 2** No sooner had they left
3 Not only was it
4 In no way am I saying
5 Rarely have I felt
6 Little did Tareq imagine

- 5** (T-S, S-S, S-T) Exercise 5. Students could do the task for homework.

WRAP-UP (10 minutes)

(T-S, S-S, S-T) Invite students to work in pairs or small groups and retell the story they read in Exercise 2 without looking at it. Encourage them to include as much detail as possible. Then tell them to reread the story and see how much they could remember.

HOMEWORK

Ask students to write the short news report task in Exercise 5 or a news story called *A Lucky Escape*. Tell them to use a sentence with negative inversion at least once in their text.

OVERVIEW

Objectives: Reading

- Scan a long text or a set of related texts in order to find specific information (GSE 63 – B2).
- Guess the meaning of an unfamiliar word from context in a linguistically complex text (GSE 70 – B2+).
- Recognise the writer's point of view in a linguistically complex academic text (GSE 74 – B2+).
- Express their opinions in discussions on contemporary social issues and current affairs (GSE 61 – B2).
- Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives (GSE 61 – B2).
- Recognise the intended audience of a text on a topic of interest and explain the purpose, attitude and opinion of the author (GSE 62 – B2).

Vocabulary:

- Collocations: *come up with a solution, put in a request, refute the allegation, release a statement, report the incident to the police, reveal an operation, seize the opportunity*

Resources:

- SB: pages 46–47; Word List page 75
- Online resources: Photocopiable Resource 17

WARM-UP (10 minutes)

- 1 (T-S, S-S, S-T) Books closed. Refer students to the notes they made about news stories as lesson 3A homework. Put them in pairs or small groups to discuss their notes based on the stories that they printed out or saved on their phones to support their notes. Then invite a few students to share their findings with the class.
- 2 (T-S, S-S, S-T) Ask students what 'protest' means. What do people protest about and why?

PRE-READING (5 minutes)

(T-S, S-S, S-T) Exercise 1. Put students in pairs and ask them to look at the photos and the titles on page 46. In pairs, students discuss what they think the reports are about.

Allow pairs two to three minutes to discuss the questions above, then get feedback as a class.

Answers

Students' own answers



WHILE READING (10 minutes)

- 1 (T-S, S-T) Exercise 2. Have students listen to and read the reports individually, then answer the questions in Exercise 2 in pairs.

Encourage students to use dictionaries for unknown words. Alternatively, ask them to pick three words from the reports, excluding the words given in the Glossary, and find out their meanings. Pairs join with other pairs to check their answers. Then check answers as a class.

Answers

- 1 A new luxury hotel will bring work and other improvements to the area around the beach.
- 2 A new road and new restaurants.
- 3 Jobs won't go to local people. The new road will affect bird and animal life.
- 4 They want a suspension of the building work until they know how many jobs will go to local people.

- 2 (T-S, S-S, S-T) Exercise 3. Students read the reports again, but this time assign each paragraph to a different student and have them read the text out loud. If they struggle with the pronunciation, take notes of the words that they find difficult to pronounce when they read, then practise pronouncing them as a class. Then students complete the matching activity individually. Remind them that there are two extra sentences. Encourage them to use dictionaries for unknown words. They then compare answers with their partners. Check answers as a class.

Answers

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

POST-READING (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 4. Students study the *Active Reading* individually, then read the news reports again and find examples which demonstrate bias with their partners. Then they discuss why it is important to recognise bias. Get feedback from the class.

Suggested answers

- facts are exaggerated: there are sure to be other jobs in tourism
- stereotypes and overgeneralisations: everyone in the town was very excited, We have asked for such development for years
- little or no respect for different opinions: I was very surprised to hear that there are some protesters who are against the plan. I am not an activist and I refute the allegation that I tried to obstruct building work last week.
- language is dramatic or emotive: the sad old beach restaurants, These restaurants will be too expensive for most local people, Tension will also continue until the plans for new roads are moved away from the sensitive nature areas.
- quotation marks to indicate the writer does not agree: There has even been an accusation that I 'am working to promote the hotel company,' but this is not true.

Finally, explain the following to students as a conclusion:

We all have biases that reflect our opinions and our particular outlooks about life. That is perfectly normal and simply part of being human. Therefore, nearly every piece of writing exhibits some sort of bias. A reader's job is to recognise biases and think critically about them to determine how much they affect a writer's presentation of his or her subject.

04 LESSON 4A READING AND VOCABULARY (SB)

As an extension activity, put students in groups of three and ask them to look at the news stories they researched at home again. They should study the differences between them to try to locate any bias in either story, using the *Active Reading* box as a reference point. If students find any bias, they should consider the source of the story and try to determine why there might be bias. After 5 minutes, elicit any findings from the groups.

TIP

It is important to be able to recognise bias in the news. Here is how you do it:

- Read the whole article carefully.
- Look at the headline.
- Ask yourself if the article helps or hurts anyone.
- Figure out who is reading the article. Who is the audience?
- Look for exaggerated or colourful language.
- Identify the reporter's tone to see how they feel about the topic.
- Check out the images to look for bias.
- Make a list of the sources in the article.
- Examine the statistics and studies cited in the article.

- 2** (T-S, S-S, S-T) Exercise 5. Refer students to the rubric. They complete the activity individually. Ask them to check answers with their partners before checking as a class.

Answers

- ment**: improvement, pavement, replacement, development
- tion**: solution, accusation, addition, investigation, allegation, obstruction
- sion/-cion**: suspension
- ist**: activist
- er/-or**: developer, protester, contractor
- ity**: security
- hood**: neighbourhood
- dom**: freedom

- 3** (T-S, S-T) Exercise 6. Write the words given in the box on the board. Assign different students to come to the board to write the noun form of these words. Then students complete the activity individually. Check answers as a class.

Answers

1 solution 2 replacement 3 allegations 4 improvement

- 4** (T-S, S-T) Exercise 7. Students complete the collocations from the articles with the correct verbs from the box. Then check their answers in the text. Monitor the activity, give help when/if necessary.

Answers

1 report 2 refuted 3 come up with 4 released

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to find a famous photo that they know of and bring it to the next class, either as a print-out or saved on their phone. Ask them to consider what made the photo famous.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 17 to use.

OVERVIEW

Objectives: Reading

- Scan a long text or a set of related texts in order to find specific information (GSE 63 – B2).
- Guess the meaning of an unfamiliar word from context in a linguistically complex text (GSE 70 – B2+).

Resources:

- SB: pages 46–47
- WB: pages 38–39

WARM-UP (10 minutes)

(T-S, S-S, S-T) Ask students how often they listen to the radio, where they listen and what they listen to. Ask them to identify the devices in the photos A–D. You can write them on the board: A a smartphone, B a digital receiver, C a car radio, D a kitchen radio. Ask students if they have any of these at home and how they use them. Students can discuss the questions in pairs and then feed back to the class.

PRACTICE (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Tell students to read two web posts about the popularity of radio and match the photos with the texts in which they are mentioned. Read the example answer and ask students to scan the texts to see where it is mentioned.

Students can do the task individually and then compare their answers with a partner. Check their answers as a class. Invite students to say where in the text they found the references to what is shown in the photos.

Answers

'Against' post: A, D

'For' post: B, C

- 2** (T-S, S-S, S-T) Exercise 2. Ask students to read the questions carefully and then skim read the web posts to find the answers. Students can do the task individually and then compare their answers with a partner. Check their answers as a class. Ask students to look up the highlighted words in the article in a dictionary.

Answers

- 1** Because of the popularity of streaming services.
2 It's not always convenient to choose what music to listen to. It can introduce you to new music. It includes a wide range of programmes, not just music.

- 3** (T-S, S-S, S-T) Exercise 3. Ask students to read the texts again and complete the gaps 1–6 with six of the sentences A–H. Tell them to look carefully at the sentences before and after the gaps to help them. There are two extra sentences they do not need. Students can do the task in pairs then check their answers as a class.

Answers

1 H 2 E 3 A 4 B 5 C 6 F

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Ask students to pair up and write their own posts for a website like forandagainst.net. One student should be 'for' and the other should be 'against', and they should try to write a convincing post of around 200 words each, explaining their argument and following a similar structure to the two web posts they have looked at today.

Students can choose from the following subjects to write about:

- Outdoor activities or video games?
- Social media or face-to-face interaction?
- Spending money or saving money?
- Studying alone or studying in groups?
- Books or e-books?

Encourage students to focus on the quality of their argument, rather than their own personal opinions: being able to argue for or against a variety of viewpoints is an important skill that will help them to see issues from different points of view.

WRAP-UP (10 minutes)

(T-S, S-S, S-T) Ask students to read the web posts again and think of three more questions to ask about each point of view. Put students in pairs to ask and answer their questions. Invite students to say one thing they found interesting or surprising about the article in class feedback.

HOMEWORK

Ask students to write a web post with their own opinion called *Listening to the radio – for or against?*

04 LESSON 5A LISTENING AND VOCABULARY (SB)

OVERVIEW

Objectives:

- Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives (GSE 61 – B2).
- Understand most of a radio programme aimed at a general audience (GSE 65 – B2).
- Identify key information in linguistically complex conversations at natural speed (GSE 71 – B2+).
- Identify specific information in a linguistically complex presentation or lecture (GSE 72 – B2+).
- Guess the meaning of an unfamiliar word from context in a linguistically complex text (GSE 70 – B2+).
- Describe objects, possessions, and products in detail, including their characteristics and special features (GSE 59 – B2).

Vocabulary:

- Pictures and photography: *capture, composed, cropped, evoke, landscape photo, poignant, pose, subject matter*

Resources:

- SB: page 48; Word List page 75
- TB: Culture Notes 155
- Online resources: Photocopiable Resource 18

WARM-UP (5 minutes)

(T-S, S-S, S-T) Books closed. Write the saying *A picture is worth a thousand words.* on the board. Put students in small groups and give them a maximum of two minutes to discuss the meaning. Tell them that each group should make an example sentence to explain the meaning. Give the following as an example: *'It's easier to learn how a machine works from pictures rather than descriptions, since a picture is worth a thousand words.'* Have each group share their sentence with the class.

Answers

Students' own answers

PRE-LISTENING (10 minutes)

(T-S, S-S, S-T) Exercise 1. Put students in small groups. Assign two to three words to each group to write either a definition or a sentence which explain meanings of the words. Allow a maximum of three minutes for this work. More able students can use dictionaries for definitions and help the weaker students. Have a member from each group swap with another member to share/check their work. When all words are covered, have the same groups discuss photos A-D and what is happening in each of them. Then refer students to the rubric. Students in the same small groups match descriptions 1-4 with photos A-D. Check answers as a class.

Answers

1 B 2 C 3 A 4 D

Refer them to the Culture Notes on page 155 for more reference.

WHILE LISTENING (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Refer students to the rubric. Explain that they will listen to four people talking about famous photos. Play the audio and have them complete the matching activity. Students first check their answers with their partners, then check as a class.

Answers

1 c 2 b 3 d 4 a



Audioscript 4.6

- 1 To this day, no one knows who the photographer of this iconic photo was, though many people have claimed that one of their ancestors is sitting on the beam, 800 feet up above the city. The photo was taken in about 1932, in the middle of the Great Depression – perhaps the most difficult time in American history to date. Without doubt, many of these men had been struggling to feed their families before they got a job in constructing the skyscrapers that are now such a characteristic feature of the New York skyline. Little did they know how famous this image would become. The photo captures the hope and excitement that these building projects created. It was used to show the world that America was still making progress, and to build confidence that the economy would recover. According to one theory, the beam was actually only a few feet above a perfectly safe finished floor, but we'll probably never know for sure.
- 2 The man in the photo is William Walker Martin, who people called Plugger. In 1891, he was a World Champion cyclist and had just won a six-day cycling race in New York. In those days, the race was called the long-distance championship of the world, but it was very different to today's famous long-distance cycling races, such as the Tour de France. His bike, with its huge front wheel, was called a Bone Shaker because it was very uncomfortable to ride. The race, too, did not go up and down mountains but round and round a track in New York. But Martin was a great athlete. The year before the photo was taken, he had had a bad bike accident which left one leg shorter than the other, but this not only did not stop him, but seemed to make him more determined than ever to be the world's fastest cyclist.
- 3 In 1960, the naturalist Louis Leakey sent a young woman, Jane Goodall, to Tanzania to carry out research into the chimpanzees who lived there. Jane had never studied science; she didn't even have a degree, but Leakey had spotted her patience and dedication. This photo is composed so that Jane and the chimp she called David Greybeard are sitting opposite each other, their poses mirroring each other. It looks as if they are sharing a picnic and having a friendly chat. Her relationship with David Greybeard was particularly important because once this chimp had accepted her, all the other chimps in the tribe did the same, enabling her to carry out her ground-breaking research.
- In 1966 Jane was awarded a doctorate from Cambridge University for her work. At the time this shot was taken, Jane was only at the beginning of her career, but now her image is instantly recognisable around the world.
- 4 The photo was taken in 1969 and shows the pilot of *Apollo 11*, Buzz Aldrin, standing on the Moon's surface. It was taken by Neil Armstrong, who probably knew it would become one of the most famous photos in history. If you look carefully, you can see Armstrong reflected in the glass visor of Buzz Aldrin's helmet. But although you can also see part of the spacecraft that took them to the Moon, the photo is iconic because it shows a person in such an amazing landscape. The background is dark and looks quite frightening, and you can see that there is no life on the surface of the Moon. Nevertheless, there he is, Buzz Aldrin, the second person ever to walk on the Moon, following his photographer and captain Neil Armstrong.

- 2** (T-S, S-S, S-T) Exercise 3. Refer students to the rubric. They listen to the audio again and answer the questions with their partners. Then get them to change their partners and check their answers. Elicit answers from the class.

Answers

- 1** Because it was in the middle of the Great Depression.
- 2** He had just won a six-day cycling race.
- 3** He had one leg shorter than the other.
- 4** Because once he had accepted her, the rest of the tribe followed. This enabled her to carry out important research.
- 5** Neil Armstrong
- 6** You can see Neil Armstrong reflected in the glass visor of Buzz Aldrin's helmet.

POST-LISTENING (10 minutes)

(T-S, S-S, S-T) Exercise 4. Put students in pairs and ask them to discuss the questions in the exercise. Then pairs join with other pairs and discuss their opinions.

Finally, a representative from each group reports to the rest of the class what they have discussed. As an extension to Exercise 4, students comment on their partner's photo(s) using vocabulary from Exercise 1.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to think of something funny, embarrassing or scary that has happened to them and make notes.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 18 to use. Note: a *cosmonaut* is an astronaut from the former Soviet Union.

04 LESSON 5B LISTENING AND VOCABULARY (WB)

OVERVIEW

Objectives:

- Understand most of a radio programme aimed at a general audience (GSE 65 – B2).
- Identify key information in linguistically complex conversations at natural speed (GSE 71 – B2+).
- Identify specific information in a linguistically complex presentation or lecture (GSE 72 – B2+).
- Guess the meaning of an unfamiliar word from context in a linguistically complex text (GSE 70 – B2+).

Resources:

- SB: page 48
- WB: page 40

WARM-UP/PRE-LISTENING (5 minutes)

Focus attention on the photos at the top of the page and invite students to say what they show. Ask students to think about: when they were taken, the place they were taken, the relationships between the people, what's happening in the photo, how the photo makes them feel.

WHILE LISTENING (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Tell students they are going to listen to a phone-in radio show. Refer them to the rubric and make sure they realise that there is one extra photo. Play the audio all the way through. Tell students not to worry about trying to understand everything. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

1 B 2 A (C is the extra photo)



Audioscript 4.7

A = Amani **S** = Saleem

- A:** Hi. Well, my photo shows what we think is my great grandmother and her sister when they were little girls. So the photo is certainly more than 150 years old.
- P:** Really? So this is your grandmother's mother, is that right?
- A:** That's right. My great grandmother is about one or two years old. She is sitting on her father's knee and her sister is standing next to them. Their mother is standing up. They look very serious!
- P:** Yes, but of course, in those days, people had to stand very still for photographs. The photographer had probably told them not to smile or move because that would spoil the photo! Now, where do you think the photograph had been taken?
- A:** Well, I think it had been taken outside, because you can see grass on the ground. But it has been cropped so you cannot really see what is behind them. What you can see of the background looks like a painting. It's certainly not a poignant photo and captures a proud family.
- P:** I find it interesting, too, that the father is sitting with the children and the mother is standing up! Next up with have Saleem who has another beautiful photo! Hi Saleem, so what can you tell us about the subject matter of your photo?

- S:** Hi! Well my photo dates back to about the year 1900. My great grandfather was a teacher and the photo shows his school.
- P:** I've seen children posing for many school photos, but this one is very different to the usual ones, isn't it?
- S:** Yes. It's a landscape photo and the whole school are posing outside, next to a huge tree. The photographer had told some of the older boys to climb up the tree so you can see them posing on a branch. It looks pretty dangerous!
- P:** Yes, the photo evokes a very different feel to the last photo we looked at. The children all look quite relaxed. You can see children of all ages as well as some teachers. Is that your great grandfather in the middle, with the boy on his knee?
- S:** That's right. My great grandmother is sitting next to him. They look very proud of their students.
- P:** I can understand that. It looks a large, happy school. Well, that's all we've got time for today. Why not give us a call and share with us some of your family photos!
- 2** (T-S, S-S, S-T) Exercise 2. Ask students to work in pairs and see what they remember from the phone-in. Play the audio again and ask students to match the speakers with the statements. Students can do the task individually and then compare their answers with a partner. Check their answers as a class and note the extra sentences, d and f.

Answers

a 2 b 1 c 3 e 1 g 1 h 2

POST-LISTENING (25 minutes)

- 1** (T-S, S-S, S-T) Exercise 3. Ask students to match the words and phrases from the box with the definitions. Students can do the task individually and then compare their answers with a partner. Check their answers as a class. Model pronunciation and word stress for each word.

Answers

1 subject matter **2** poignant **3** capture **4** landscape
5 crop **6** pose **7** evoke

- 2** (T-S, S-T) Exercise 4. Refer students to the rubric. Give them around 5 minutes to write the paragraph. Tell them to think about the ideas they talked about when they first looked at the photos on page 40 (when and where it was taken, the relationships between the people, what's happening in the photo, how the photo makes them feel). They can then swap their paragraphs with a partner to correct any mistakes.
- 3** (T-S, S-T) Exercise 5. Ask students to read the sentences from the radio show in Exercise 1. Read the *Active Pronunciation* box with the class and remind them that the unstressed sound /ə/ can have many different spellings. Model the unstressed sound in the words in the box and students can practise chorally.



Ask students to find the stressed syllables in the underlined words and say what happens to the unstressed syllables. Play the audio. Students can do the task individually and then compare their answers with a partner. Check their answers as a class and ask the class to repeat the words.



- 4 (T-S, S-T) Exercise 6. Play the audio and ask students to find the unstressed syllable with the sound /ə/ in each adjective. Students listen and then repeat, then practise saying the words.

Answers and Audioscript 4.9

1 edible 2 beautiful 3 different 4 dangerous

- 5 (T-S, S-T) Exercise 7. Students practise saying the words from Exercise 6 either individually, in pairs or as a class. Play the audio 4.10 again for them to check if necessary.

Answers

Students' own answers

WRAP-UP (5 minutes)

Ask students to read the extra sentences, b, c, and d from Exercise 2. Put them in pairs to invent a new person for the phone-in show using the sentences and add more information. Invite students to share their ideas with the class.

HOMEWORK

Students can write a short paragraph about someone who became famous for fifteen minutes. Tell them to use one of the extra sentences in Exercise 2 to help them make up a story.

OVERVIEW

Objectives:

- Identify key information in linguistically complex conversations at natural speed (GSE 71 – B2+).
- Identify key information in a linguistically complex text (GSE 69 – B2+).
- Tell a short story about something funny or interesting that has happened, including detail to maintain the listener's interest (GSE 59 – B2).
- Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives (GSE 61 – B2).
- Express in some detail his/her reactions to the form of expression, style and content of a work, explaining what he/she appreciated and why (GSE 66 – B2).

Resources:

- SB: page 49

WARM-UP (5 minutes)

(T-S, S-T) Exercise 1. Ask students what an 'Urban Myth' is. Get feedback.

Then encourage students to come up with examples of urban myths. Ask for volunteers to share their answers with the class.

Answers

An urban myth is a story that is usually completely false, though it may be based on some truth. It often has some elements of humour and/or horror. / Students' own answers.

PRESENTATION (10 minutes)

(T-S, S-S, S-T) Exercise 2. Students listen to the audio and then discuss the question in the rubric, then check their answers on page 95 of the SB.

Answers

- 1 This story is probably false, but the writer Douglas Adams claims it happened to him in 1976. There are many similar legendary tales about people who accidentally become thieves in England and the US.
- 2 This story is definitely false. It was invented as a newspaper April Fool's story.
- 3 This story is probably false, though a robot camera did find a large alligator living in the sewers in Florida.



Audioscript 4.10

1 You'll never believe what happened to me the other day. It was so embarrassing! I was travelling on the train from Al Jizah to Amman.

My phone was dead so I bought a newspaper at the kiosk so I'd have something to read, and a packet of biscuits because I was a bit hungry. Anyway, I got on the train and put all my stuff on the table and made myself comfortable. Then this guy got on and sat down opposite me. He got out a book and started reading. I was just looking out of the window when I saw him reach across, open my packet of biscuits and take one! Not only did he not ask me if he could, he didn't even look at me! Obviously, I was a bit taken aback. I didn't say anything, but I just moved the biscuits a bit nearer me and took one myself.

Then he looked at me. He had a bit of a funny look on his face, and he took another biscuit! Presumably, he thought he'd got away with it before, so he might as well do it again. So, I took another one and when he looked at me again I stared right back. I was getting pretty exasperated by now.

Unbelievably, he took another one! And then, to top it all, he had the nerve to offer me the last one! I mean, would you believe it?! I was going to say something, but he got off the train then, so I didn't. Anyway, to cut a long story short, after he'd gone, I picked up my newspaper to start reading. Guess what? Yes, my packet of biscuits was underneath – he'd obviously had the same ones. It was probably the most embarrassing moment of my life!

- 2 Have I ever told you about the car park attendant at the zoo? It's a great story. Well, I'm not sure if you know the zoo – I've never been – but apparently, it has a car park for about 150 cars and 10 coaches.

The zoo is popular I believe so it's always really busy. There was this guy who'd been working there for 25 years, giving out tickets: 4 dinar for cars and 15 dinar for coaches.

Then, one day, he just didn't turn up for work. It turned out that no one actually knew how to make contact with him, so the zoo rang the local council to tell them that their worker hadn't come into work. 'Err,' said the woman at the council, 'We don't employ anyone to work there. That car park is your responsibility.' 'What?!' said the people at the zoo. 'We don't employ a car park attendant!'

Sitting in his luxury villa somewhere is a multi-millionaire. He's the man who had been taking the car park fees, around 800 JOD a day, at the zoo for the last 25 years. And no one even knows his name!

- 3 A friend of a friend told me this story about why there are alligators living in New York's sewer system. A few years ago, baby alligators were popular pets and many parents bought them for their children. But of course, the alligators grew and people did not want them anymore. So the people threw the alligators down the drains. There was plenty of water down there, so apparently, the alligators lived quite happily under the streets of New York!

PRACTICE (12 minutes)

- 1 (T-S, S-S-S-T) Exercise 3. Refer students to the Speaking box and ask them to study it individually. Then have them complete the activity with the phrases given in the box. Students check their answers with their partners.

Answers

- 1 You'll never believe what happened to me ...
- 2 I was travelling the bus, when ...
- 3 Guess what?
- 4 Obviously, I was a bit taken aback.
- 5 It was probably the most embarrassing moment of my life!

Ask students what other phrases they know to start an anecdote, set a context, tell a story, etc. They work in small groups to write more phrases.

Examples:

Did I ever tell you about the time I ...?

Have I ever mentioned the time when I ...?

I'll never forget the time I ...

Talking about/of ..., that reminds me of the time I ...

It's quite a few years ago now ...

Do you know (person or place)? Well, we were ...

I'm not sure if you know ..., but it's ...

I'm sure you all know about/I'm sure you've all been to ...

Anyway, to cut a long story short, ...

So, in the end, what happened was ...

Anyway, it turns out that ...

You're not going to believe this, but ...

You should have heard/seen ...!

- 2** (T-S, S-S, S-T) Exercise 4. Refer students to the rubric. They listen to the audio again and complete the activity individually, then check with their partners.

Answers

Students tick the following:

You'll never believe what happened to me the other day.

Have I ever told you about ...?

A friend of a friend told me this story.

There was a guy who had been working there ...

Anyway, to cut a long story short ...

It turned out that ...

Guess what?

Obviously/Presumably/Unbelievably/Apparently, etc.

And then, to top it all ...

Would you believe it?

It was probably the most embarrassing moment of my life.

Answers

1 Obviously **2** Foolishly **3** Apparently **4** Surely
5 Presumably **6** Personally **7** Clearly **8** Unbelievably

- 2** (T-S, S-S, S-T) Exercise 6. Refer students to the notes they made at home for homework. They plan an anecdote that could become an urban myth using their notes (if required, they can change some details) or the ideas given in the exercise. Encourage them to use the phrases from the Speaking box and the adverbs in Exercise 3.

Answers

Students' own answers

When they have finished, invite students to tell their anecdotes to their partners. Encourage them to look for some elements of truth in their partner's story while listening. During the speaking activity, monitor for proper use of language, vocabulary, and pronunciation.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to make notes on their favourite story or novel and say what makes it interesting: how does the author keep the reader interested?

CONTINGENCY PLAN

If you do not have enough time to do Exercise 6, they can write their anecdotes at home as homework and share with their partners in the next class.

TIP

Explain to students that learning to tell stories in a foreign language isn't as difficult as they might think. If they can tell a story in their own language, they should be able to use the same material and retell it in English.

PRODUCTION (13 minutes)

- 1** (T-S, S-S, S-T) Exercise 5. Refer students to the comment adverbs given in the exercise. Ask for their opinions about where comment adverbs are put in a sentence. (Comment adverbs are put at the beginning or end of sentences. They may also be put between commas, after the subject.) Students complete the activity individually and then check their answers with their partners and explain their choices. Elicit answers as a class. If you have time, assign each student a different comment adverb and get them to write a new sentence, then students read their sentences to the class.

OVERVIEW

Objectives:

- Tell a short story about something funny or interesting that has happened, including detail to maintain the listener's interest (GSE 59 – B2).

Resources:

- SB: page 49
- WB: page 41

WARM-UP (5 minutes)

Ask students if they like hearing or telling anecdotes and why. Ask them what makes a good anecdote, e.g. something that we can laugh about after it happens, even if the situation did not seem funny at the time.

PRACTICE (20 minutes)



1 (T-S, S-S, S-T) Exercise 1. Ask students to listen and repeat each phrase. They can then read the phrases without the audio.

2 (T-S, S-S, S-T) Exercise 2. Ask students to put the words in order to make sentences. Students can work individually and then check answers with the class. Invite students to read out the completed new sentences.

Answers

- 2 Have I ever told you about the time I saw a shooting star?
- 3 Before we knew what was happening, the bull was running towards us!
- 4 You'll never believe what happened to me the other day.

3 (T-S, S-S, S-T) Exercise 3. Ask students to read all the sentences a–g and put them in order to make an anecdote. Read the introduction and the first sentence aloud to help them start the task. When students are ready, play the audio and check their answers as a class. Ask students to practise reading the anecdote aloud in pairs.

Answers

- 1 There was this waiter who was the last person left in a restaurant at the end of the day.
- 2 He was just getting ready to go home late one evening when he saw that the door to the walk-in freezer was open and the light was on.
- 3 Apparently, he went inside to check the room when suddenly the door closed behind him.
- 4 Obviously, he was terrified. He knew that he would not be able to spend the night in such cold temperatures.
- 5 So he started to bang on the door and hoped someone could hear him.
- 6 He was just about to give up when suddenly the door opened.
- 7 Would you believe it? Another waiter had forgotten his bag and had gone back to the restaurant to find it. He was able to save his friend.

Audioscript 4.12



That reminds me of a story I heard not long ago ...

There was this waiter who was the last person left in a restaurant at the end of the day.

He was just getting ready to go home late one evening when he saw that the door to the walk-in freezer was open and the light was on.

Apparently, he went inside to check the room when suddenly the door closed behind him.

Obviously, he was terrified. He knew that he would not be able to spend the night in such cold temperatures.

So he started to bang on the door and hoped someone could hear him.

He was just about to give up when suddenly the door opened.

Would you believe it? Another waiter had forgotten his bag and had gone back to the restaurant to find it. He was able to save his friend.

4 (T-S, S-T) Exercise 4. Ask students to write a funny or scary anecdote. Tell them to include at least one phrase from each section of the Speaking box as they write their anecdote.

Answers

Students' own answers

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Ask students to think about the anecdote they wrote in Exercise 4. It might have been a funny anecdote or a scary anecdote. Ask students if they can change the anecdote from one to the other, changing details like the phrases in the Speaking box so that the tone of their anecdote changes.

Students should perform the new version of the anecdote for their partners and discuss whether the change has been successful.

WRAP-UP (10 minutes)

(T-S, S-S) Invite students to work in groups and tell their anecdotes to each other. They do not have to tell a story that is true, they can make it up or use an anecdote that have seen on TV or read in a story.

HOMEWORK

Ask students to write down the anecdote that one of the students in their group told them. Tell them to remember as much as they can.

OVERVIEW

Objectives:

- Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives (GSE 61 – B2).
- Give a clear presentation of his/her reactions to a work, developing his/her ideas and supporting them with examples and arguments (GSE 66 – B2).
- Guess the meaning of an unfamiliar word from context in a linguistically complex text (GSE 70 – B2+).
- Understand the plot of extended narratives written in standard, non-literary language (GSE 62 – B2).
- Infer what will come next in an unstructured text by using contextual, grammatical and lexical cues (GSE 68 – B2+).
- Use common connectors to tell a story or describe an event in writing (GSE 51 – B1+).
- Develop a clear written description or narrative with relevant supporting detail and examples (GSE 65 – B2).

Resources:

- SB: pages 50–51; Word List page 75
- Graphic Organiser for this unit

WARM-UP (4 minutes)

(T-S, S-S, S-T) Put students in pairs or small groups and refer them to the notes they made at home (see lesson 6A homework). Get them to tell their partner/group about their favourite story/novel, reminding them to say why it is particularly interesting to them. As feedback, invite a few students to share their answers with the class.

PRESENTATION (4 minutes)

(T-S, S-S) Ask students to look at the picture and tell their partner what they think is happening. Invite volunteers to give feedback.

PRACTICE (25 minutes)

- 1 (T-S, S-S) Exercise 1. Refer students to the rubric. They read the short story. Encourage them to use a dictionary for unknown words. Tell them the last paragraph of the story is missing and they will be expected to predict what is going to happen in the end. Pairs discuss their predictions and share their predictions with other pairs.

Answers

Students' own answers

- 2 (T-S, S-S-S-T) Exercise 2. Refer students to the last paragraph of the story given in the exercise. They read it and compare their predictions. Ask the class which pair was the closest to the original one. Get feedback.
- 3 (T-S, S-S, S-T) Exercise 3. Refer students to the Writing box and give them a few minutes to study it individually. Then students in pairs discuss the questions in the exercise. Elicit answers from the class.

Answers

Negative inversion: No sooner had the man pulled the woman away that the crane crashed to where she had been standing.

Speaking: yelled, muttering, bellowed

Looking: spotted, watched, peered, glanced

Moving: running, walking, raced, wandering

- 4 (T-S, S-S, S-T) Exercise 4. Ask students to look back and read the underlined sentences a-f. They first discuss the questions in the exercise in pairs, then get feedback from the class and make sure to elicit justification.

Answers

a Past Simple

b Past Continuous and Past Simple

c Past Perfect

d Past Perfect Continuous

e Past Continuous

f Past Simple and Past Continuous

- 5 (T-S, S-S, S-T) Exercise 5. Refer students to the rubric. They complete the matching activity individually, then check answers with their partners. Elicit answers.

Answers

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

- 6 (T-S, S-S, S-T) Exercise 6. Put students in pairs or small groups. Pairs/groups guess the meaning of the highlighted words from the context. Do not allow dictionaries at this stage. Then pairs/groups match the definitions with the highlighted words in the story. Pairs/groups share how many right guesses they had. If you have time, pair more-able students with weaker ones and get them to make new sentences with the same words.

Answers

1 peer 2 glance 3 spot 4 bellow 5 yell 6 mutter

7 race 8 wander

PRODUCTION (7 minutes)

- 1 (T-S, S-S, S-T) Exercise 7. Put students in pairs and refer them to the rubric. Pairs study the *Watch Out!* box and then complete the activity in Exercise 8. Make sure students are aware that more than one option is possible. When pairs complete the activity, swap pairs with other pairs to check their answers. Elicit answers as a class.

Answers

1 He yelled loudly in my ear.

2 She stared at him blankly for several seconds./For several seconds, she stared blankly at him.

3 They worked very hard in the factory all day./They worked very hard all day in the factory.

4 I sat patiently on the bench for over two hours./I patiently sat on the bench for over two hours.

- 2** (T-S, S-S, S-T) Exercise 8. Then, students open their notebooks to write a story for a magazine beginning or ending with the sentence given. Refer them to the Writing and *Watch Out!* boxes to help them while writing. You could use the photocopiable Graphic Organiser for this unit to help with planning. When they finish writing, put students in pairs for peer correction. They should check if their partner's story includes a title, structure, language, correct use of adverbs and that everything is clear. Get them to read each other's story and think about what their partner has done well and what could be improved. Students can then rewrite their stories at home, based on their partner's feedback.

WRAP-UP (5 minutes)

(T-S, S-T) Ask students what they enjoyed about the lesson and what they learnt from it.

HOMEWORK

Give students Exercise 8 on page 51 as homework. This homework will help students to enrich their story in the writing task in Exercise 4 in the next lesson.

OVERVIEW

Objectives:

- Use common connectors to tell a story or describe an event in writing (GSE 51 – B1+).
- Develop a clear written description or narrative with relevant supporting detail and examples (GSE 65 – B2).

Resources:

- SB: pages 50–51
- WB: page 42

WARM-UP (10 minutes)

- 1 (T-S, S-S, S-T) Ask students to work in pairs and make notes about what makes a good story, e.g. characters, location, plot, dialogue, description, a beginning, a middle and an end. Invite them to make a list and write these on the board. Students can share their ideas about what language to use for each of these elements in a class discussion.
- 2 Explain that students are now going to read a story. Focus students' attention on the explanation boxes next to the story. Read these out to the class and explain that these describe the different techniques a writer uses to make the story interesting. Review what each section has in it and the type of language that is used for different functions.

PRACTICE (25 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Ask students to read the story carefully and then read the statements and choose the one that is true. Check their ideas with the class. Put students in pairs and ask them to re-tell the story to each other.

Answers

b

- 2 (T-S, S-S, S-T) Exercise 2. Tell students to read the story again carefully and focus on the underlined phrases 1–5. Ask them to match the verbs in the phrases with functions a–e in the list and then write the name of the tense. Go through the example first. Elicit that the underlined phrase 5 'he found a group of young people chatting' is in the past simple tense because it is a single completed action in the past. Students can do the task individually and then compare their answers with a partner. Check the answers as a class.

Ask students why each tense is used in order to tell a story effectively. Invite students to share their ideas with the class. Remind students that the continuous tenses emphasise how long someone has been doing something and the simple past tenses refer to something that has finished. The past perfect is used when two different events happened in the past.

Answers

- a 5 Past Simple
- b 1 Past Perfect Simple
- c 3 Past Continuous and Past Simple
- d 2 Past Continuous
- e 4 Past Perfect Continuous

- 3 (T-S, S-S, S-T) Exercise 3. Ask students to find adverbs and adverbial phrases in the story and write them in the correct column in the table. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

Manner: utterly, unsuccessfully, desperately, brightly

Place: into thin air, to his left

Time: now, within minutes

- 4 (T-S, S-T) Exercise 4. Tell students they are going to write a story of their own. Elicit some ideas of types of stories they could write and put them on the board, e.g. adventure, history, drama, comedy, sci-fi. Ask them to spend a few minutes thinking about what type of story they are going to write. Tell them to get some ideas by thinking of a catchy title or answers to some key question words: Where? Who? What happens? How does it end?

Give them some time to make notes for their story. Tell them to write about 200 words. Read through the *Active writing* box and tell students to refer to it as they are writing. Remind them to set the scene with description and to use some direct speech to make the characters come alive. When they have finished, ask them to read their story through and check their spelling and punctuation.

TIP

Tell students it is useful to write on alternate lines to give themselves space on the page to make any changes.

Answers

Students' own answers

WRAP-UP (10 minutes)

(T-S, S-T) Ask students to swap stories with a partner and give some constructive feedback. Students can write out the final version of their stories neatly or type and print them out. Display stories in the classroom or make them into a book for the class to read.

HOMEWORK

Ask students to read *Missing in the desert* on page 42 of the Student's Book again and think about what happens next. Ask them to write the next chapter of the story. Tell them to write about 250–300 words.

You can also ask students to complete the Self-check activities at home, before the next lesson.

OVERVIEW

- The Revision lesson should be set as homework.

Objectives:

- All language-related objectives from Unit 4.

Resources:

- SB page 58–53; Use of English page 88; Word List page 75
- WB: Self-assessment 4 page 43; Self-check 4 page 65
- Assessment: Unit 4 Language Test (Vocabulary, Grammar, Use of English); Unit 4 Skills Test (Dictation, Listening, Reading, Communication); Unit 4 Writing Test; Units 3–4 Cumulative Review Test; Exam Speaking

VOCABULARY AND GRAMMAR

Exercise 1.

Answers

- 1 claimed 2 posing 3 fraud 4 an enigma 5 allegation
6 landscape 7 evokes

Exercise 2.

Answers

- 1 expose 2 public 3 sensational 4 headlines 5 newsworthy
6 balanced 7 sides 8 light 9 heartbreaking 10 heartwarming

Exercise 3.

Answers

- 1 race (the others relate to looking)
2 snap (the others relate to moving)
3 whisper (the others are loud)

Exercise 4.

Answers

- 1 had just solved
2 broke, fell, had been trying
3 was/were playing, went
4 had been standing, arrived
5 closed, had phoned, was, was

Exercise 5.

Answers

- 1 Never have I heard 2 Under no circumstances 3 Not only did
4 No sooner had 5 Little did 6 Scarcely had

USE OF ENGLISH

Exercise 6.

Answers

- 1 majority 2 improvement(s) 3 organisations 4 Clearly
5 unbelievably 6 replacement 7 freedom

LISTENING

Exercise 7.

Answers

- 1 c 2 b 3 a 4 c 5 b

Audioscript 4.13

I = Interviewer M = Mazen



- I:** This evening, our focus is the power of the media. The well-known journalist Mazen Wassef is here with us in the studio. Mazen, who, or what, influences our opinions and decisions the most? The media or our friends and family?
- M:** That's a very good question! In my opinion, newspapers, radio, television and the Internet are still probably arguably less influential than people's social environments. This is because we believe what people we know and admire tell us, whether they are family members, good friends or colleagues. However, I do think the media still has immense power. Although people these days are much better informed than they were in the past, human beings still tend to believe what is broadcast or what they see in print.

One fascinating example of this is Orson Welles' adaptation of the writer H.G. Wells' story about a supposed invasion, *The War of the Worlds*, which was broadcast by an American radio station in 1938. As many people tuned in after the introduction, they didn't realise the story wasn't real. Apparently, a lot of people packed their bags and left their homes in panic!

- I:** Fascinating!
- M:** However, some journalists and historians are now claiming that in fact there was no wide-scale panic at all! What's certain is that if this story had happened in the twenty-first century, it would have gone viral!
- I:** How does the media influence society today?
- M:** It has a tremendous impact on politics. Information we receive from all sources affects our political decisions and therefore the place we live in. The news media's role is to inform citizens about important issues and political figures. However, you only have to read two different news reports about the same topic to realise how difficult it is for two different journalists to present exactly the same picture about a topic, however neutral they try to be. This is because we all have our own opinions and our bias is reflected not only in what we write, but how we write it and, importantly, what we don't write!
- I:** How does social media come into all of this?
- M:** We are only just beginning to understand the impact that social media is having on the news media in particular, and politics. For instance, imagine I hear some news I consider is interesting on the radio or I read it on a news site. I might send it to all my friends, who send it to all of theirs and so on. But if the news I heard in the first place was very biased or fake, I'm passing round a story that could be a hoax without meaning to. Unfortunately, I think people often hear what they want to hear and don't analyse news stories critically, which I find concerning. But, the media in general, including social media, also has a lot of power for good.
- I:** Can you give us any examples?
- M:** Well, there are so many examples it's hard to choose! The first one that comes to mind is crowdfunding, which uses social networks and an Internet platform to reach millions of people to raise money for any number of charities. Although it's better known as a means of raising funds to combat disasters, it is also used to raise money for new business ventures, too. And of course, investigative journalism still has a very important role in society. It can expose corruption, reunite lost families and draw attention to important social issues we might not otherwise be aware of, such as bullying and the lives of homeless people.
- I:** Thank you, Mazen!

WRITING

Exercise 8.

Answers

Students' own answers

OVERVIEW

Objectives:

- Justify and sustain views clearly by providing relevant explanations and arguments (GSE 60 – B2).

Resources:

- SB: pages 54–55
- TB: Class Debates page 155

WARM-UP (5 minutes)

(T-S, S-S, S-T) Start with an activity that will help students to build the skill of thinking on their feet and giving a quick response. Invite two students to come to the front of the class and ask one of them to make a statement and ask the other one to respond starting with *I couldn't disagree more because...* and developing his/her reason. The statements can be light-hearted or serious, linked to the curriculum, current affairs, school issues or totally random, e.g. *We should brush our teeth every day, Cats are better than dogs, War is always wrong, We should get rid of our school uniform.* Repeat the activity with other students.

PRESENTATION (10 minutes)

(T-S, S-S, S-T) Exercise 1. Refer students to the rubric. In pairs, they discuss the questions and complete item 2. Check answers as a class.

Suggested answers

- 1 The exact format of a debate can vary, but it is much more formal than a conversation, with each 'side' in the debate having a set opportunity to put forward their arguments, or to argue against the other 'side's' arguments.

2 a 4 b 2 c 1 d 3

PRACTICE (20 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Explain the task. Students compare their ideas with a partner. Invite them to share their ideas with the class.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 3. Students individually study the Life Skills box and match tips 1–6 with texts A–C with their partners. Then get them to check their answers with other pairs.

Answers

1 B 2 B 3 C 4 A 5 C 6 B

- 3 (T-S, S-S, S-T) Exercise 4. Students read the statement and the counterargument to it given in the exercise. Ask students which they agree with most and why. Encourage students to justify their answers when they give feedback.

Answers

Students' own answers

- 4 (T-S, S-S, S-T) Exercise 5. Explain to students that they will listen to two students starting to debate on the topic from Exercise 4. Play the recording once. Students complete the activity, then elicit the answers and ask students to justify them by referring to things they heard in the audio.

Answers

Speaker 1: 1 c 2 a 3 e

Speaker 2: 1 b 2 f 3 d

Audioscript 4.14



- 1 Today I hope to persuade you that there is indeed too much footage of violence shown on television news and that this has a negative impact on both our own well-being, and on the population in general. To begin with, it is vital to realise that we have only recently been exposed to such detailed media coverage of violence around the world.

A few decades ago, people didn't watch anything like the amount of graphic footage we do today, simply because filming and broadcasting technology didn't allow for it. The change is clearly having a negative impact on our society. In support of this, I could point to some research carried out at a local university. Their study found that people who watched an entirely negative news bulletin reported feeling more anxious than those who watched a more positive or mixed bulletin. They also worried more about the future. Secondly, I think there is an argument that watching violence on TV creates more violence. There have been several cases where this has happened, for instance, when troubled young people have copied violence that they saw on the news.

Thirdly, I personally find violence on the news very disturbing. I like to know what's going on in the world, but I do not feel that it is necessary to see everything in detail. So, as we have seen, there are several strong arguments against showing footage of violence, and therefore we must conclude that this is both unnecessary and harmful.

- 2 I am going to speak against the statement that there is too much footage of violence on television news. Firstly, let us think about the belief that watching violence on TV makes people act more violently. It is clearly the case that many people believe this, but the crucial point is that there is actually very little research evidence to back this up. It is almost certainly something of a myth, if a very popular one.

In fact, to make my second point, there is some evidence that watching upsetting news items can actually make people care more about what is happening to others. A notable example of this is the way that donations to relevant charities have been shown to often rise as a result of such news bulletins.

Finally, we should take into consideration the fact that people have always been interested in hearing or seeing stories about violence. To give an example, the plays of William Shakespeare are full of crime, war and violence, and yet few people would say that they should not be watched. This clearly reinforces everything I have said up until this point. Watching violence is in no way actually harmful.



5 (T-S, S-T) Exercise 6. Students study the Speaking box individually. Then play the audio and have them complete the activity. Students check their answers with their partners. Finally, play the audio again for them to check their answers.

Answers

1 vital 2 point 3 case 4 support 5 evidence 6 several
7 conclude 8 reinforces

6 (T-S, S-S, S-T) Exercise 7. Students look at the statement in pairs and make a list of arguments for and against the statement.

Answers

Students' own answers

PRODUCTION (5 minutes)

(T-S, S-S, S-T) Exercise 8. Ask pairs to choose their best two arguments then present them to another pair of students. Pairs then think of counterarguments to the arguments they hear.

Monitor for correct use of language and vocabulary as they work. Correct where necessary.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to prepare the debate project. Set a date for when they will run it and set a time limit for the debate so that they do not prepare anything too long. Class debate notes would be useful when getting prepared for the debate project.

05 UNIT 5 Mapping

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
UNIT 5 Making sense of the senses	Theme 2: Culture Theme 5: Welfare Theme 6: Recreation	<p>Listening: determining speakers' intentions with evidence from the text; identifying culture-related concepts in audio-texts and presentations; listening critically in order to make informed decisions or formulate opinions</p> <p>Speaking: interacting in pairs and groups; elaborating on a topic using examples</p> <p>Reading: citing evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; determining two or more central ideas and analysing their development over the course of a text; determining the author's purpose or point of view and analysing how he/she distinguishes his/her position from that of others</p> <p>Writing: using prewriting strategies to generate ideas, develop voice, and plan their writing</p> <p>Viewing and presenting: responding to questions related to a variety of visual texts with examples and justification</p>	<p>Listening: determine speaker's intentions citing evidence; engage in conversations in which speakers are making offers, requests, or suggestions, expressing likes, dislikes and preferences, giving advice or directions, making assumptions, checking information with question tags, giving opinions, agreeing and disagreeing; anticipate the speaker's responses and questions while engaged in a conversation; identify cultural influences in audio-texts and performances; use morphology (suffixes, prefixes, roots) to help construct meaning;</p> <p>Speaking: interact in pair and group discussions; link ideas within utterances and organise them at discourse level</p> <p>Reading: make use of contextual clues and metalinguistic knowledge to infer meanings of unfamiliar words, phrases, or idiomatic expressions; make use of syntactic clues to better understand a text; cite evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>Writing: write analytical essays</p>



OVERVIEW

Objectives: Grammar

- Summarise, comment on and discuss a wide range of factual and imaginative texts (GSE 66 – B2).
- Guess the meaning of an unfamiliar word from context in a linguistically complex text (GSE 70 – B2+).
- Speculate about causes, consequences or hypothetical situations (GSE 64 – B2).
- Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives (GSE 61 – B2).
- Use verb + '-ing' forms as the subject of a sentence (GSE 43 – B1).
- Use infinitives after some common adjectives (GSE 46 – B1).
- Form and use phrases with prepositions + verbs (+'-ing') (GSE 47 – B1).
- Use 'after/before' as prepositions with the gerundive (-ing) form of verbs (GSE 47 – B1).
- Use a range of verbs taking 'to' + infinitive (GSE 47 – B1).
- Use a range of common verb + verb combinations using the '-ing' form (GSE 51 – B1+).
- Use '(in order) to' to express purpose and intention (GSE 52 – B1+).
- Use 'used to' to refer to past habits and routines (GSE 45 – B1).
- Construct defining (restrictive) relative clauses with 'to' + infinitive verb phrases (GSE 56 – B1+).

Vocabulary:

- Words and phrases related to the senses: *colour-blind, eyesight, hearing loss, keen sense of smell, make out, perceive, sensitive palate, short sighted, taste buds, tell apart*

Resources:

- SB: pages 56–57; Grammar Reference and Practice page 87; Word List page 76
- Online resources: Photocopiable Resource 19
- Assessment: Grammar Quiz Unit 5 Lesson 1

WARM-UP (5 minutes)

(T-S, S-S, S-T) Discuss the parts of the human eye and have students look at each other's eyes. Tell them that the pupil of their eyes gets larger to let light in when it is dark and becomes smaller when there is a lot of light. Assign them a partner and have them look at their partner's pupil. Darken the room by turning off lights and pulling shades. Have the students get in position to view each other's pupils. Turn on the lights and the students can watch their partner's pupils change size from large to small.

PRESENTATION (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Put students in pairs and ask them to discuss the questions in the exercise. Pairs then join with other pairs to talk about their strongest sense with justification. Then pairs join with different pairs to discuss Question 3 in the exercise and share their examples. Get feedback from groups.

Answers

- 1 sight/eyesight, smell, taste, touch, hearing
- 2 Student's own answers
- 3 Suggested: Some animals have stronger senses than ours, for example, eagles have very good eyesight. Other animals have weaker senses, for example, dogs do not have very good eyesight (but do have a very strong sense of smell).
- 2 (T-S, S-S, S-T) Exercise 2. Students individually read the fact sheet on page 56. Then, in pairs, they identify two facts which are not true.

Answers

Items 2 and 6 are not true.
Women have a keener sense of smell than men.
Contrary to popular myth, sitting too close to a TV will not damage your eyes, but it may cause eyestrain.

- 3 (T-S, S-S, S-T) Exercise 3. Refer students to the rubric. They complete the activity individually and then check answers with their partners. Finally, elicit answers from the class.

Answers

1 eyesight 2 colour-blind 3 make (something) out
4 Perceive 5 Taste buds 6 Hearing loss

- 4 (T-S, S-S, S-T) Exercise 4. Refer students to the rubric. Model the first one as an example. Students complete the activity individually, then check answers with their partners. Finally, elicit answers from the class. After checking the answers as a class, ask the same pairs to come up with their own example for each use. Pairs share their examples with the class.

Answers

1 tend to dislike 2 usual to ask 3 to communicate
4 first sense to develop 5 risk damaging 6 instead of asking
7 Standing 8 When greeting

PRACTICE (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 5. Refer students to the rubric. They complete the activity individually, and then check answers with their partners. Refer them to the Grammar Reference and Practice on page 87 for more support and examples.

Answers

+ **gerund**: risk, can't help, feel like, have difficulty
+ **infinitive**: tend, fail, happen
+ **object + infinitive with to**: encourage, force
+ **object + infinitive without to**: help, let, make

- 2 (T-S, S-T) Exercise 6. Students individually read and complete the text with the correct forms of the verbs in brackets, then listen to the audio to check their answers. As an extension, ask students to discuss in pairs whether they agree with Aristotle's theory. Get feedback from the class.

Answers

1 encouraging 2 to believe 3 knowing 4 to type
5 looking 6 to test 7 to touch 8 doing 9 to be

05 LESSON 1A VOCABULARY AND GRAMMAR (SB)



Audioscript 5.1

The myth of the five senses

It was Aristotle who was responsible for encouraging us to believe that we have five senses, but common sense suggests we possess more than that number. In fact, the current scientific consensus is that we have five more. One of these is 'proprioception' – the sense of knowing which parts of our body are where. This enables us to type without looking at the keyboard or walk around without having to watch our feet. Try this experiment to test your proprioception: close your eyes and slowly move your finger to touch your nose. If you have difficulty doing this, then your proprioception is unlikely to be as good as it could be.

- 3** (T-S, S-S, S-T) Exercise 7. Refer students to the *Watch Out!* box. Have them read through the information in the box, then complete the sentences with the correct forms of *used to*, *be used to* or *get used to*. They complete the activity individually, then check their answers with their partners. Monitor partners' work and help when necessary.

Answers

1 got used to wearing **2** didn't use to like **3** is used to sleeping **4** did (people) use to deal **5** am not used to eating

As an extension, put students in pairs and ask them to take turns to say one thing they used to do, one thing they are used to doing and one thing they are getting used to doing. When they have finished, invite different students to tell the class what they found out about their partner.

PRODUCTION (10 minutes)

- 1** Exercise 8. Ask students to discuss the question in pairs, then open it up into a class discussion. Remind students that there are many forms of disability and not all of them are visible. Get feedback from the class.
- 2** Exercise 9. Ask students to discuss the question in pairs, then open it up into a class discussion. Get feedback from the class.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to read the questions in Exercise 1 in Lesson 2 and make notes on them for the next lesson. You could also assign Grammar Checkpoint Unit 5 Lesson 1 and/or Grammar Quiz Unit 5 Lesson 1 as homework.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 19 to use.

OVERVIEW

Objectives

- Use infinitives after some common adjectives (GSE 46 – B1).
- Use verb + '-ing' forms as the subject of a sentence (GSE 43 – B1).
- Use a range of verbs taking 'to' + infinitive (GSE 47 – B1).
- Use 'used to' to refer to past habits and routines (GSE 45 – B1).

Resources:

- SB: pages 56–57
- WB: pages 44–45

WARM-UP (5 minutes)

(T-S, S-T) Ask students to try and remember as many facts as they can about the senses from the information on page 56 of the Student's Book. Discuss with the class and the refer to the fact file in the Student's Book and check.

PRACTICE (30 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Tell students to match the beginnings of sentences 1–6 with the second parts a–f. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

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

- 2** (T-S, S-S, S-T) Exercise 2. Ask students to choose the gerund or infinitive of the verbs to complete the sentences. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

1 to pay 2 to help 3 to ask 4 damaging 5 taking
6 Telling 7 working 8 to have

- 3** (T-S, S-S, S-T) Exercise 3. Ask students to read the text and complete the gaps with the correct forms of the verbs. Students can do the task individually and then compare their answers with a partner. Check their answers as a class. Fast finishers can ask questions about the story.

Answers

2 holding 3 to wrap 4 to do 5 to want 6 touch

- 4** (T-S, S-S, S-T) Exercise 4. Ask students to complete each of the three paragraphs with the correct forms of the verbs in bold and to add an object (*him/her*) where it is needed. Read the example answer. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

2 reading 3 him read 4 her do 5 her to do 6 doing
7 watching 8 to watch 9 Watching

- 5** (T-S, S-S, S-T) Exercise 5. Ask students to read the text about bears. Tell them to complete the gaps with the correct form of the words from the box. Students can do the task individually and then compare their answers with a partner. Check their answers as a class. Elicit three facts they have learnt about bears from reading the text.

Answers

2 to smell 3 to be 4 to know 5 approaching
6 Stealing 7 hunting 8 to attack 9 to take

- 6** (T-S, S-T) Exercise 6. Read the functions out to the class and ask students to write the correct letter next to each sentence. Read the example with the class and check they understand the task. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

2 N 3 N 4 B 5 P

- 7** (T-S, S-S, S-T) Exercise 7. Elicit the difference between *be used to* and *get used to*. Ask students to complete the sentences with the correct form of *used to* with the verbs in brackets. Read the example with the class first. Students can do the task individually. Check answers as a class.

Answers

2 am/'m used to listening 3 used to suck

- 8** (T-S, S-T) Exercise 8. Ask students to rewrite the sentences using the correct form of *used to* or *be/get used to*. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

2 The family is/are (slowly) getting used to life on the island.
3 Asma didn't use to like the smell of fish.
4 Malak was (slowly) getting used to waking up early.
5 Maher used to play guitar in a jazz band.
6 Dana was used to speaking to large groups of people.

- 9** (T-S, S-T) Exercise 9. Tell students to complete the second sentence using the word in bold so that it means the same as the first one. Tell them to use between two and five words, including the word in bold. Point out that they should not make any changes to the word in bold. Read through the example to make sure students understand the task. Remind them that this type of task is common in some Use of English exams. Students can do the task individually. Check answers as a class.

Answers

2 am/'m responsible for testing 3 fancy trying

- 10** (T-S, S-T) Exercise 10. Tell students to write a short paragraph about a situation when they had to adapt their habits or routine or adapt to new circumstances. Elicit a few ideas for this such as moving house, changing schools.

Answers

Students' own answers

WRAP-UP (10 minutes)

(T-S) Students can make a list in their notebooks of all the verbs in the exercises in the lesson and if they are followed by the gerund or infinitive. Encourage them to mark the verbs that take gerunds or infinitives in different coloured highlighter pens to help them learn them.

HOMEWORK

Ask students to choose one of the completed sentences in Exercise 6 and use it to write a story. Tell them to use the sentence at the beginning or end of their story. Students can write a paragraph describing what happened.

05 LESSON 2A VOCABULARY (SB)

OVERVIEW

Objectives:

- Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives (GSE 61 – B2).
- Explain a term in a text using synonyms, definitions or examples (GSE 65 – B2).

Vocabulary:

- Sounds: *buzzing, chirping, crunching, humming, popping, roar, rustling, screeching, sizzling, thud*
- Words related to sounds and smell: *aroma, mouth-watering, overpowering, scent, smelly, stench, stink, subtle*

Resources:

- SB: page 58; Word List page 76
- WB: page 46
- Online resources: Photocopiable Resource 20
- Assessment: Vocabulary Quiz 5

WARM-UP (10 minutes)

(T-S, S-S, S-T) Exercise 1. Books closed. Start the class by referring students to the notes they made at home and getting them to compare and discuss in pairs. Encourage them to elaborate and give reasons. If time allows, invite a few students to share their answers with the class.

Answers

Students' own answers

PRESENTATION (5 minutes)

(T-S, S-S, S-T) Exercise 2. Tell students to read the post, then in pairs discuss if any of the sounds or smells are the same as their ideas in Exercise 1. Then pairs join with other pairs to share their ideas. If time allows, invite pairs to share their answers with the class.

Answers

Students' own answers

PRACTICE (15 minutes)

- 1** (T-S, S-S, S-T) Exercise 3. Have students complete the activity individually and compare answers with their partners. Let them use dictionaries if necessary. Check answers as a class. Model and drill pronunciation of any problematic words (e.g. *scent, stench, subtle*.) Fast finishers can find more adjectives for different descriptions in the exercise.

Answers

1 aroma **2** subtle **3** overpowering **4** smelly
5 mouth-watering **6** scent

- 2** (T-S, S-S, S-T) Exercise 4. Students listen to the audio and number the sounds in the order that they hear them. Note that you will only hear the sound effects. Play the first sound and elicit the answer as an example. They check their answers with their partners. Then check answers as a class.

Answers

a 7 **b** 1 **c** 6 **d** 4 **e** 3 **f** 5 **g** 10 **h** 9 **i** 8 **j** 2

Audioscript 5.2



- 1 sfx of a balloon popping
 - 2 sfx of a bee buzzing
 - 3 sfx of birds chirping
 - 4 sfx of meat sizzling
 - 5 sfx of a washing machine humming
 - 6 sfx of the rustling of paper
 - 7 sfx of the crunching of snow
 - 8 sfx of the roar of an engine
 - 9 sfx of a parrot screeching
 - 10 sfx of the thud of something falling
- 3** (T-S, S-T) Exercise 5. Explain that many words for sounds are both verbs and nouns/gerunds. Give students a minute to study the *Watch Out!* box. They then choose two sounds from Exercise 4 and write their own sentences. Go around the class and help them if/when necessary. If you have more time, ask students to choose two more sounds and write their own sentences.

Answers

Students' own answers

- 4** (T-S, S-S, S-T) Exercise 6. Ask students to check the meaning of the words in the box and match them with the pictures. Allow dictionaries for this activity. They check their answers with their partners. Check answers as a class.

Answers

A spiky, prickly **B** sticky **C** squishy

As a follow-up to Exercise 6, get students to think of one more object for each of the adjectives in the box.

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 7. Put students into pairs and ask them to think of items to match the descriptions. Pairs then join other pairs to compare their answers. Go around the class during the activity and help them with the items if/when necessary. Ask pairs to share their answers with the class.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

You could assign Vocabulary Checkpoint 5 and Vocabulary Quiz 5 as homework.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 20 to use.

OVERVIEW

Objectives:

- Develop a clear written description or narrative with relevant supporting detail and examples (GSE 65 – B2).

Vocabulary:

- Sounds: *buzzing, chirping, crunching, humming, popping, roar, rustling, screeching, sizzling, thud*
- Words related to sounds and smell: *aroma, mouth-watering, overpowering, scent, smelly, stench, stink, subtle*

Resources:

- SB: page 58
- WB: page 46

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to write a list of five types of food they like and then choose some words to describe how the foods taste, smell and sound. Students can discuss their ideas in pairs, then feed back to the class.

PRACTICE (30 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Ask students to read the words in the list and choose a smiley face if it is a positive word or a sad face if it is a negative word. They can do the task in pairs. Check their answers as a class.

Answers

1 😊 2 😊 3 ☹️ 4 😊 5 ☹️ 6 ☹️ 7 ☹️ 8 😊

- 2** (T-S, S-S, S-T) Exercise 2. Ask students to read the whole text before they choose the correct words to complete it. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

1 aroma 2 mouth-watering 3 smooth 4 subtle 5 scent

- 3** (T-S, S-S, S-T) Exercise 3. Ask students match the words in the box with the descriptions of different sounds. Point out they can all be a verb or a noun. Students can do the task individually and then compare their answers with a partner. Check their answers as a class. Ask them to write new sentences using the words.

Answers

2 hum 3 crunch 4 pop 5 thud 6 screech 7 chirp
8 rustle

- 4** (T-S, S-T) Exercise 4. Ask students to complete the sentences with a suitable adjective in each gap. Point out that the first letter of each word is provided to help them. Students can do the task individually. Check answers as a class.

Answers

2 spiky 3 coarse 4 silky 5 fluffy 6 smooth

- 5** (T-S, S-T) Exercise 5. Ask students to read the two conversations and complete gaps 1–4 with the correct options a–c. Students can do the task individually. Play the audio and students check their answers as a class. Ask students to practise reading the conversations aloud.

Answers

1 c 2 a 3 a 4 c

Audioscript 5.3

S = Sami R = Rakan

S: What's that awful stench?

R: I don't know, but it really stinks.

S: We can't camp here. We'll have to move the tent.

R: But it's already dark, Sami!

N = Nada S = Samia

N: Samia! Wake up! Can you hear the sizzle of the meat I'm frying for our breakfast?

S: Yes, I can. Plus the whole campsite can probably smell that mouth-watering smell.

N: Ha! Am I a good friend, or what?

- 6** (T-S, S-T) Exercise 6. Ask students to write a description of sitting in a busy park on a sunny day using as many words as they can to describe what they can smell, hear and feel.

As an extension, students can read their paragraphs in pairs. Ask them to close their eyes and listen. Can they smell, hear and feel what their partner is describing?

WRAP-UP (10 minutes)

(T-S, S-S, S-T) Put students in pairs. Ask them to write down a list of the adjectives they have learnt to describe how things look, sound, feel, taste and smell. They should then write as many words as they can think of described by the adjective. Give an example, e.g. *crunchy – biscuit, apple, crisps*.

HOMEWORK

Students can do Exercise 6 for homework.

OVERVIEW

Objectives: Grammar

- Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives (GSE 61 – B2).
- Identify key information in linguistically complex conversations at natural speed (GSE 71 – B2+).
- Talk about personal experiences in detail using linguistically complex language (GSE 72 – B2+).
- Distinguish between 'to' + infinitive and '-ing' after certain verbs with a change of meaning (GSE 49 – B1).

Resources:

- SB: page 59; Grammar Reference and Practice page 87
- WB: page 47
- Online resources: Photocopiable Resource 21
- Assessment: Grammar Quiz Unit 5 Lesson 3

WARM-UP (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Put students in pairs and ask them to think of jobs which require a very good sense of smell, hearing, touch, taste or very good eyesight. Refer them to the examples in the exercise. Allow students to use the Internet to research. Then pairs join with other pairs and form a group to share their answers. Ask for a volunteer from each group to present their findings to the rest of the class.

Suggested answers

Sense of smell: *Perfumers use their sense of smell to create or refine perfumes and other scented consumer products.*

Good hearing: *Audiologists are medical professionals who are trained to evaluate hearing loss and its related disorders, such as balance disorders or tinnitus (that annoying mosquito whine in your ears!)*

Sense of touch: *Hairdressers need strong visual and creative skills, as well as intuition and empathy to help their client decide on the perfect style that suits them.*

Sense of taste: *Food technologists research, develop and oversee the production of food stuffs.*

Good eyesight: *Graphic designers are usually creative individuals who use their visual and spatial skills to create images that communicate.*

- 2** (T-S, S-S, S-T) Exercise 2. Draw students' attention to the photos on page 59 and ask them to guess what those people's professions are. Then they listen to the audio and match speakers 1–4 with photos A–D. Students check their answers with their partners.

Answers

4 A 3 B 1 C 2 D

Audioscript 5.4



- 1 A good sense of touch is key to this job. Erm ... so when a farmer brings an animal in – so, let's say, for example, someone suspects it has broken its leg – I'd try to diagnose the problem initially by feeling the area. I'd be able to feel heat and swelling, and by careful probing I'd be able to detect the rough ends of broken bone. Obviously, the animal would need to have an X-ray for confirmation, but you can diagnose a lot just by touch.
- 2 You have to have excellent eyesight for my job. When you're rescuing someone from a smoke-filled, burning building, you really need to be able to see clearly. You need good hearing too because if someone is trapped in a building, you need to be able to hear them shouting. And with all the other noises going on that can be difficult. This job requires you to be a quick-thinker, too. In an emergency, you can't stop to ask questions. You've just got to get straight in there and rescue them.
- 3 For my job, it goes without saying that you need a sensitive palate, because you have to check that the food that you're cooking tastes good and that the flavours are well balanced. Does it have enough salt? Does it need a little more sugar, or more of a certain spice? My customers are very fussy. There's a lot of pressure to get it right. If they don't like the food, they'll just send it back. Or worse – they'll stop coming here to eat!
- 4 My job requires me to have excellent hearing so that when I listen to my students sing, I can work out exactly what needs improving and think about what singing exercises to practise with them. Of course, a good voice is essential for my job too, so that I can demonstrate to my students what they need to do to improve their singing voices.

PRESENTATION (10 minutes)

- 1** (T-S, S-T) Exercise 3. Explain that the sentences given in the exercise are extracts from the previous exercise. First students individually complete the blanks with the correct forms of the verbs in brackets, then they listen to the audio to check their answers.

Answers

1 to have 2 shouting 3 to ask 4 coming

Audioscript 5.5



- 1 Obviously, the animal would need to have an X-ray for confirmation, but you can diagnose a lot just by touch.
- 2 You need good hearing too because if someone is trapped in a building, you need to be able to hear them shouting.
- 3 In an emergency, you can't stop to ask questions.
- 4 Or worse – they'll stop coming here to eat!
- 2 (T-S, S-S, S-T) Exercise 4. Put students in pairs and ask them to look at the sentences in Exercise 3. They study the structure of the sentences, then complete the activity in the exercise. Refer them to the Grammar Reference and Practice on page 87 for more support and examples. Elicit answers from the class.

Answers

1 infinitive 2 gerund 3 infinitive 4 gerund 5 a passive

As an extension, have students write their own sentences. Provide a few verbs and tell the students to use each one as an infinitive or gerund in different ways (e.g. a gerund as an action in progress, an infinitive to talk about a completed action). Go around the class and check the work to see where there may be problems or confusion. After they have completed the exercise, ask for volunteers to write sentences on the board for the class to review and, in some cases, correct. Depending on time constraints, collect the exercise to check their progress.

PRACTICE (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 5. Refer students to the rubric. They complete the activity individually, and then check answers with their partners. Then check answers as a class. Make sure students give reasons for their answers while checking as a class.

Answers

- 1 a** to take (*remember* + infinitive = you remember first, then you do it)
b bringing (*remember* + gerund = you do something and then you remember this)
2 a giving (*mean* + gerund = involve, result in)
b to put = (*mean* + infinitive = intend)
3 a tasting (*forget* + gerund = do something first, then forget you did it)
b to put (*forget* + infinitive = not do something because you didn't remember)
4 a to inform (*regret* + infinitive = a way of offering an apology)
b not studying (*regret* + gerund = regret a past action)

As an extension activity, write the following on the board:

- What/you/look forward to/do/this weekend?
- What/you/regret/do?
- What/miss/eating/from/your/home country?
- What/you/detest/see?
- What/you/can't wait/do?
- What/you/would/like/avoid/do/this weekend?

Students in pairs look at the questions, put them in the correct form (gerund or infinitive) and then ask the questions to each other.

- 2** (T-S, S-S, S-T) Exercise 6. Put students in pairs and have them complete the activity. Then pairs join with other pairs to check answers. Elicit answers from the class.

Answers

- 1** practising **2** land/landing **3** score **4** washing
5 signing

As an extension activity, ask pairs to prepare sixteen small pieces of paper. On each piece they should write a verb from Exercises 3, 4, 5 or 6. Students put the cards face down on the table and take turns turning them over and making a sentence using either a gerund or an infinitive. Their partner then has to make a sentence with the same word using the form their classmate did not use (gerund or infinitive).

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 7. Put students in different pairs this time and refer them to the rubric. Note that you will only hear sound effects on this track. Model the activity using the example. Pairs say what they hear to each other. Tell them to pay attention to the use of gerunds and infinitives. Correct where necessary. Then ask students to share their ideas with the class.



Answers and Audioscript 5.6

I heard ...

- 1** a person whistling. **2** a door slam. **3** some children singing. **4** a man cough. **5** a woman laughing. **6** a dog barking. **7** people clapping. **8** people cheering.

WRAP-UP (5 minutes)

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

HOMEWORK

You could assign Grammar Checkpoint Unit 5 Lesson 3 and/or Grammar Quiz Unit 5 Lesson 3 as homework.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 21 to use.

05 LESSON 3B GRAMMAR (WB)

OVERVIEW

Objectives:

- Distinguish between 'to' + infinitive and '-ing' after certain verbs with a change of meaning (GSE 49 – B1).

Resources:

- SB: page 59
- WB: page 47

WARM-UP (5 minutes)

Give students time to review the grammar of gerunds and infinitives in the Grammar Reference on page of 84 of the Student's Book. Tell them to make a note of any questions they have and go back to them at the end of the lesson to check what they have learnt.

PRACTICE (30 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Ask students to complete the sentences with the correct structures from the box. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

2 see Jamal fall **3** needs paying **4** remember dreaming
5 heard the bottle smash **6** watched the children
7 deserved discussing **8** stop looking

- 2** (T-S, S-T) Exercise 2. Ask students match each pair of sentences with their meanings a or b. Students can do the task in pairs. Check their answers as a class. Go over the difference between 'remember to do' and 'remember doing' with the class. Give them another example to make sure they understand the difference, e.g. *I remember posting the letter yesterday. Will you please remember to post the letter?*

Answers

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

- 3** (T-S, S-S, S-T) Exercise 3. Ask students to complete the sentences with the correct form of the verbs in brackets. Go through the example first. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

2 studying **3** watching **4** to use **5** going

- 4** (T-S, S-S, S-T) Exercise 4. Ask students to choose the correct forms to complete the sentences. They then write C for a complete action or I for an incomplete action. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

1 sing, C **2** falling, I **3** touch, C **4** crying, I

- 5** (T-S, S-S, S-T) Exercise 5. Encourage students to read the whole text before they complete the text with the correct form of the verbs from the box. Students can do the task individually and then compare their answers with a partner. Check their answers as a class. Ask them to discuss the text in pairs and say one thing they found interesting.

Answers

2 needs cleaning **3** would like to improve
4 Try paying/Try to pay **5** stop to breathe in
6 remember to smell **7** Go on developing/to develop
8 Try repeating/to repeat

- 6** (T-S, S-S, S-T) Exercise 6. Ask students to write a paragraph about something they believe deserves doing. Read the questions to the class and give them time to discuss their ideas in pairs. Students could do the writing task for homework.

WRAP-UP (10 minutes)

(T-S, S-S, S-T) Ask students to think of one thing they forgot to do yesterday and one thing they need to remember to do tomorrow. Students compare their ideas in pairs.

HOMEWORK

Ask students to write a paragraph explaining the ideas they discussed in Exercise 6.

OVERVIEW

Objectives: Reading

- Identify the main topic and related ideas in a structured text (GSE 49 – B1).
- Infer meaning based on information in a text (GSE 55 – B1+).
- Extract key information from a linguistically complex academic text, if guided by questions (GSE 70 – B2+).
- Quickly scan long, complex texts for key information (GSE 69 – B2+).
- Summarise, comment on and discuss a wide range of factual and imaginative texts (GSE 66 – B2).
- Guess the meaning of an unfamiliar word from context in a linguistically complex text (GSE 70 – B2+).
- Express attitudes using linguistically complex language (GSE 75 – B2+).
- Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives (GSE 61 – B2).

Vocabulary:

- Verbs with prepositions: *adjust to, capable of, come to terms with, desperate to, spread the word about*

Resources:

- SB: pages 60–61; Word List page 76
- TB: Culture Notes page 155
- Online resources: Photocopiable Resource 22

WARM-UP/PRE-READING (5 minutes)

(T-S, S-S) Books closed. Ask students if they know anyone who has overcome a disability to achieve something great. Invite volunteers to share their answers with the class. If there is time and if students have Internet access, you could ask them to do a quick Internet search.

WHILE READING (25 minutes)



1 (T-S, S-S, S-T) Exercise 1. Ask students to scan the article and then tell their partners how the photos are related to the text. Elicit answers from the class. Play the audio.

Answers

Photo 1: This photo shows Sabriye riding her horse. This is how she was travelling in Tibet.

Photo 2: These are children from the school that Sabriye and Paul set up in Tibet.

2 (T-S, S-S, S-T) Exercise 2. Explain to students that they are going to read the article again, but aloud this time. Allocate each paragraph to a different student. Each assigned student reads his/her paragraph aloud to the class. Make notes of any pronunciation issues while they are reading, to address later. Tell them to underline the unknown words to study the meaning after reading. It is ideal to have them guess the meaning from the context while reading. Check the vocabulary as a class after reading the text. Then students ask and answer the questions as a whole class. Refer them to the Culture Notes on page 155 of this book for detailed information if necessary.

Answers

- 1 They were cruel to her.
- 2 Because there was no Braille for the Tibetan language.
- 3 The damaging sun at high altitude.
- 4 They believed they would hurt themselves if they went out.
- 5 Children learn many of the same skills that Sabriye had learnt as a child.

3 (T-S, S-S, S-T) Exercise 3. Refer students to the *Active Reading* box. Then put them in pairs to complete the activity. When eliciting answers, make sure each pair mentions why they think the information is implied.

Answers

- 2 True – It's implied that she felt better because 'The school taught her to come to terms with being blind,' which means she accepted it.
- 3 True – It's implied because there was no Braille writing system in Tibet, although it doesn't mention a reading system.
- 4 False – Paul Kronberg set up Braille Without Borders with Sabriye.
- 5 False – She was nominated for the Nobel Peace Prize but it does not say if she won this.

4 (S-S, S-T) Exercise 4. Students work in pairs to discuss the question. Encourage them to decide whether they agree or disagree with the statement, and justify their opinions. Open up into a class discussion.

Answers

Students' own answers

5 (T-S, S-S, S-S) Exercise 5. Put students in different pairs this time and refer them to the rubric. Allow dictionaries if necessary. They complete the activity in pairs. Then check answers as a class.

Answers

- 1 blind, blind
- 2 pursue, pursue
- 3 vision, vision
- 4 put ... off, put off
- 5 realised, realised
- 6 tough, tough

As an extension, put students in pairs and ask them to try to think of at least two more homonyms to add to Exercise 5 and put them into sentences. You could let them use their dictionaries if they need help.

POST-READING (10 minutes)

1 (T-S, S-S, S-S) Exercise 6. Students complete the activity individually, then check answers with their partners. If you have time, ask pairs to write new sentences with the same phrases; alternatively, you can assign this as homework.

Answers

- 1 with
- 2 about
- 3 of
- 5 to
- 6 to

2 (T-S, S-S, S-T) Exercise 7. Students discuss the reflection question in small groups. To extend Exercise 7, expand the discussion into a class debate. Write the following motion on the board:

More can be done for disabled people in our country.

Split the class into two and ask pairs from each half to present one point for or against the motion to the class. At the end of the debate, have a class vote for or against the motion.

05 LESSON 4A READING AND VOCABULARY (SB)

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to search what 'synesthesia' means and note down the types of it to bring to class next lesson.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 22 to use.

OVERVIEW

Objectives:

- Identify the main topic and related ideas in a structured text (GSE 49 – B1).
- Infer meaning based on information in a text (GSE 55 – B1+).
- Extract key information from a linguistically complex academic text, if guided by questions (GSE 70 – B2+).
- Quickly scan long, complex texts for key information (GSE 69 – B2+).
- Guess the meaning of an unfamiliar word from context in a linguistically complex text (GSE 70 – B2+).

Resources:

- SB: pages 60–61
- WB: pages 48–49

WRAP-UP (10 minutes)

(T-S, S-S, S-T) Put students in pairs and ask them to talk about the article they have just read. Invite students to say what they found interesting or surprising about the article in class feedback.

HOMEWORK

Ask students to write a summary of the article.

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students about the five senses and which they think is the most important or useful and why. Students can discuss in pairs and then feed back to the class.

PRACTICE (20 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Students read the text quickly to choose the best title from a–c. Check their answers as a class. Invite students to give reasons for their answer.

Answers

a

- 2** (T-S, S-S, S-T) Exercise 2. Ask students to read the questions first and then read the article carefully to answer them. Students can do the task individually and then compare their answers with a partner. Check their answers as a class. Ask students to look up the highlighted words in the article in a dictionary.

Answers

- 2** they are different colours
3 wear contact lenses
4 a variation in a gene
5 She's the only known tetrachromat artist.
6 Colourful places can be overwhelming.
7 a mixing of the senses
8 artistic (skill)
9 It makes music more enjoyable.
10 (at a festival) in London

- 3** (T-S, S-S, S-T) Exercise 3. Ask students to read the article again and decide if the statements are true or false. Students can do the task in pairs then check their answers as a class. Fast finishers can correct the false statements.

Answers

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

05 LESSON 5A LISTENING AND VOCABULARY (SB)

OVERVIEW

Objectives:

- Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives (GSE 61 – B2).
- Guess the meaning of an unfamiliar word from context in a linguistically complex text (GSE 70 – B2+).
- Extract key information from a linguistically complex academic text, if guided by questions (GSE 70 – B2+).

Vocabulary:

- Food words: *bland, crunchy, mild, runny, savoury, smooth, spicy, sweet, tasty, thick, watery*

Resources:

- SB: page 62; Word List page 76
- Online resources: Photocopiable Resource 23

WARM-UP (5 minutes)

(T-S, S-S, S-T) Write 'tomato ketchup' on the board and give students 30 seconds to jot down which food it goes well with. Students share their answers with their partners. In the same pairs, they discuss whether or not they like ketchup, and if not, why. What other sauces do they prefer to eat? Get feedback from the class.

Answers

Students' own answers

PRE-LISTENING (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students if they know how to make tomato ketchup. Ask for volunteers to give the recipe for it. Then refer them to the rubric and have them complete the activity in pairs. Elicit answers from the class.

Answers

1 slice 2 peel 3 pan 4 stir 5 boil 6 simmer
7 food processor 8 whizz 9 puree 10 Chill

WHILE LISTENING (15 minutes)

1 (T-S, S-S, S-T) Exercise 2. Tell students they are going to listen to a podcast about ketchup and complete the activity. Students check answers with their partners first, then check as a class.

Answers

Students tick sentences 1, 3, 4, 5 and 6



Audioscript 5.8

J = Jawad A = Amer

J: Hi, and welcome to *The Taste Podcast*. I'm Jawad ...

A: ... and I'm Amer.

J: In each episode we look into the surprising facts behind everyday foods. This week, it's that sweet, tangy sauce found in most people's refrigerators ... yes, that's right – ketchup. Are you a ketchup fan, Amer?

- A: Mmm ... not so much. I'm more of a mayonnaise guy myself. Ketchup's a bit sweet for my liking. I don't like adding sweet sauce to savoury food. Everyone else in my family loves it though. What about you?
- J: Me? I'm a big fan of all condiments: ketchup, mayonnaise, mustard. I love them all. So, on with the podcast. Ketchup ... ninety-seven percent of US households have a bottle in their kitchen. People think of it as the ultimate American condiment, but it started life in Asia, in the sixth century, as a runny fish sauce!
- A: Yuk!
- J: Not keen on fish sauce?
- A: Er ... no, can't say I am.
- J: It's thought that in the seventeenth century, British traders brought the fish sauce home from Asia and thought, 'Hey, we love this stuff! Let's recreate it.' So they did, and they came up with recipes that were similar to the original Asian ketchup, using savoury ingredients like fish, nuts and mushrooms, but no tomatoes.
- A: That's right, the first British ketchup recipes had no tomatoes and one of the reasons for that is that tomatoes were unpopular in Europe in the seventeenth and eighteenth centuries because people were scared of them.
- J: Scared of them?
- A: Yep. Europeans wouldn't eat them because they thought they were poisonous. They were suspicious of them because they were bright and shiny, like poisonous berries.
- J: Weird ... but true! So the first tomato-based ketchup recipe appeared in 1812, in the US, but it didn't really take off until the 1870s. The first tomato-based ketchups didn't taste great. Over time, the recipe was developed further, riper tomatoes were used, more vinegar was added and it finally became very popular.
- A: So this was more like the ketchup we know today, and the Americans soon grew to love it. But there was one major problem. It didn't flow easily out of the bottle. People had to try various tricks to make it come out. Thumping the bottom of the bottle was one way but often the ketchup would come shooting out all over the place. Inserting a knife into the top of the bottle to help ease it out was another option, but that wasn't very satisfactory either. The problem was finally resolved in 1983 with the invention of the plastic squeeze bottle.
- J: You mean the ones that go when you squeeze them?
- A: Uhuh. That's the one! But there's still one problem with ketchup bottles. You can't squeeze all the sauce out of the bottle. But scientists have recently invented a gel which makes a surface slippery. If manufacturers coat the insides of the bottles with this gel, then it will stop ketchup getting stuck at the bottom. So no more wasted ketchup!
- J: So that's the history of ketchup. Another fascinating thing we found out about ketchup was how the product varies around the world according to local taste buds. So for example, ketchup-lovers in Britain and Venezuela are sold a sweeter ketchup than the Americans, who prefer their ketchup spicier and more tangy.

- A:** That's right. And in the Philippines they like ketchup made from a banana base. Although apparently it doesn't actually taste like bananas and they dye it red so it still looks like ketchup.
- J:** Red banana ketchup. Sounds kind of weird. But interestingly, ketchup sales have declined over the last few years, while other sauces have seen a big rise in sales. Market research shows that the younger generation are keener on using sauces with more healthy, fresh ingredients such as in Galayet Bandora.
- A:** So who knows, maybe that will become the new ketchup?
- J:** Well, there's a thought. Maybe tomato ketchup will soon become a thing of the past, just like smelly fish ketchup!
- 2** (T-S, S-S, S-T) Exercise 3. Put students in pairs and refer them to the rubric. Explain that they should read the statements and decide what kind of words might fit in each gap. Make sure they are aware that they can use up to three words in each gap. After they have finished, play the audio and have students check their answers.

Answers

- 1 Asia 2 nuts 3 poisonous 4 the 1870s
5 plastic squeeze bottle 6 getting stuck 7 sweeter
8 bananas/a banana base 9 healthy, fresh

POST-LISTENING (15 minutes)

- 1** (T-S, S-T) Exercise 4. Refer students to the rubric. They complete the matching activity individually. Check answers as a class.

Answers

- 1 b 2 e 3 a 4 c 5 d

- 2** (T-S, S-S, S-T) Exercise 5. Put students in pairs and have them use the words/phrases from the previous exercise to describe the condiments in the pictures. Pairs join with other pairs to check their answers. Check answers as a class.

Suggested answers

- mayonnaise:** smooth, mild, runny/watery
chilli sauce: spicy, tasty
pickled gherkins: crunchy, tasty

As an extension, put students in pairs and have them tell each other about their favourite food, using the vocabulary in Exercise 4.

- 3** (T-S, S-S, S-T) Exercise 6. Put students in pairs and refer them to the rubric. Remind them to give reasons for their opinions. Monitor for proper use of language and vocabulary. Correct where necessary. Ask groups to share their ideas with the class.

Answers

Students' own answers



- 4** (T-S, S-S, S-T) Exercise 7. Students listen to the audio and underline the stressed syllable in the words. Have them check their answers with their partners first, then play the audio again and check.

Answers and Audioscript 5.9

croissant, falafel, gnocchi, guacamole, lasagne, mayonnaise, meringue, mustard, pretzel, quiche, schnitzel

- 5** (T-S, S-S, S-T) Exercise 8. Start a class discussion referring to the question in the exercise. Encourage students to justify their answers when they share their ideas.

Answers

Students' own answers

WRAP-UP (5 minutes)

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

HOMEWORK

Students can describe their favourite food.

CONTINGENCY PLAN

There is a downloadable photocopiable resource number 23 to use.

OVERVIEW

Objectives:

- Guess the meaning of an unfamiliar word from context in a linguistically complex text (GSE 70 – B2+).
- Extract key information from a linguistically complex academic text, if guided by questions (GSE 70 – B2+).

Resources:

- SB: page 62
- WB: page 50

WARM-UP/PRE-LISTENING (5 minutes)

Ask students what international type of food they like such as sushi. If they have not eaten it, invite another student to describe it. Ask them what they know about where it is from, what it is made of and how it is served. Students can share their ideas with the class.

WHILE LISTENING (20 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Tell students they are going to listen to a podcast called *Tasty Bites*. Ask them what they think it will be about. Play the audio all the way through. Tell students not to worry about trying to understand everything. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

oranges, sugar, water, butter



Audioscript 5.10

H = Heba S = Samar

H: Welcome to this week's *Tasty Bites* podcast. I'm Heba ...

- S:** ... and I'm Samar.
- H:** In our programme, we look at some of the popular food dishes around the world, why they are popular and of course, how you can make them yourself. Today, we turn our attention to something that British people have been putting on their bread and toast for hundreds of years.
- S:** What's that Heba? Honey? Cheese? Jam?
- H:** No, it's marmalade. Now for those of you who do not know what marmalade is, it's a kind of thick puree made with lots of oranges and lots of sugar to make it sweet.
- S:** But Heba, oranges don't grow in Britain, so why is it so popular there?
- H:** Well, in the fifteenth century, Britain had a lot of trade with Portugal, which as you know, is in the south of Europe. The British imported a popular paste that the Portuguese made from a fruit called quince, which in Portuguese is marmelo. The British called these marmalades.

- S:** But isn't marmalade made from oranges, not quince?
- H:** Yes, it is now. Orange marmalade is believed to have started in the eighteenth century, when a Scottish trader bought some oranges from a Spanish boat that had stopped in the town of Dundee. The oranges were from Seville. The Scottish trader's wife found that the Seville oranges were not good to eat like usual oranges. They were tough and not sweet at all, so she decided to try cooking with them. Perhaps that would be nicer to eat! So she peeled the fruit, sliced it and boiled it with sugar. The result was orange marmalade, and it was very good! It soon became very popular and they started to sell their marmalade around the world. The British Navy even began to give it to their sailors, as they believed that marmalade contained vitamins which stopped the sailors from getting ill when they were away on long journeys.

- S:** So is marmalade made in the same way today?
- H:** Yes, it is still traditional to make marmalade with oranges from Seville, although you can also make it from other oranges and even lemons. When you peel the fruit, you keep some of the peel when you boil it with sugar. This helps to stop it being too runny so you can be put it on toast. But essentially, all you need is about a kilo of oranges, some water, some sugar and a little butter.
- S:** That sounds easy. And if you fancy trying to make marmalade yourself, look at our website where you can find all the ingredients and a recipe for making the tastiest marmalade!
- 2** (T-S, S-S, S-T) Exercise 2. Ask students to work in pairs and see what they remember from the podcast. Play the audio again and ask students to decide if the sentences are true or false. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

- 1** F, It is traditionally made from Seville oranges.
2 F, Seville oranges are tough and not sweet.
3 T
4 T

- 3** (T-S, S-S, S-T) Exercise 3. Ask students to listen to the audio again and complete them with the words from the box. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.



Answers

- 1** puree, sugar
2 tough, sweet
3 sliced, boiled
4 ill, journeys
5 runny, toast

POST-LISTENING (15 minutes)



- 1** (T-S, S-T) Exercise 4. Ask students to read the pairs of words and mark the stressed syllable in the second word. Play the audio and ask students to listen and check. Students listen again and then practise saying the words with the correct stress.

Answers and Audioscript 5.11

- 1 generous – generosity
- 2 photograph – photographic
- 3 speculate – speculation
- 4 judgement – judgemental
- 5 access – accessible



- 2** (T-S, S-T) Exercise 5. Ask students to listen to the pairs of words and tick when there is a different stress on the word. Check their answers as a class. Students listen again and then practise saying the words with the correct stress.

Answers and Audioscript 5.12

- 1 physical – physically
- 2 ✓ motivate – motivation
- 3 ✓ medicine – medicinal
- 4 punish – punishment
- 5 ✓ evolve – evolution

WRAP-UP (5 minutes)

Ask students to discuss what they learnt from the podcast and then work in pairs to write a short summary of the history of sushi.

HOMEWORK

Students can write a short paragraph about a type of street food they like. Ask them to describe where it comes from and research something about its history.

OVERVIEW

Objectives:

- Identify key information in linguistically complex conversations at natural speed (GSE 71 – B2+).
- Discuss options and possible actions (GSE 59 – B2).
- Give detailed answers to questions in a face-to-face survey (GSE 61 – B2).
- Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives (GSE 61 – B2).
- Contribute to collaborative decision making and problem-solving, expressing and co-developing ideas, explaining details and making suggestions for future action (GSE 73 – B2+).
- Express in some detail his/her reactions to the form of expression, style and content of a work, explaining what he/she appreciated and why (GSE 66 – B2).

Resources:

- SB: page 63; Grammar Reference and Practice page 87; Word List page 76
- WB: page 51

WARM-UP (10 minutes)

(T-S, S-S, S-T) In teams and with books closed, students list as many cooking verbs and adjectives from Lesson 5 as they can in a given time limit. When the time is up, the team with the most words writes them on the board in two lists (*Verbs* and *Adjectives*). The other teams take turns adding more words to each list. They all get one point for each correct word on their list and the team with the most points are the winners.

PRESENTATION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Refer students to the photo. Put them into pairs and have them answer the questions. Get feedback as a class.

Answers

Students' own answers

- 2 (T-S, S-T) Exercise 2. Students listen to the audio and answer the question. Elicit the answer from the class.

Answers

Mexican food



Audioscript 5.13

E = Eman **G** = Ghada **M** = Miriam

- E:** We need to start thinking about what we're going to do for dinner tonight. We could stay in and have a takeaway or we could go out somewhere.
- G:** I'm easy. You guys decide.
- E:** What about you, Miriam? What would you like to do?
- M:** I'd prefer to go out rather than stay in. Mmm ... No, actually, let's stay in and get a takeaway. I haven't had a takeaway for ages.

- E:** OK. That suits me. I'm definitely up for getting a takeaway, too. I'm not really in the mood for going out. It's been a busy week and I'm pretty tired.
- G:** All right then. Cool. So let's think ... what shall we get? There's the Mexican place, Los Amigos. They do amazing food there – tacos and stuff – or ... what else? There's the Burger Shack? You know, the one that's just opened.
- E:** Yes, or there's that Italian place. I've heard the pizzas there are pretty awesome.
- G:** OK. Well, given the choice, I'd rather go for the Mexican or the Burger Shack than the Italian because I went there the other day so I wouldn't mind trying somewhere different.
- E:** So it's between the Mexican and the Burger Shack. Miriam, it's your call. Which do you prefer?
- M:** Erm ... Tricky one. Erm ... Er ... Erm ...
- G:** OK. Let me help you. Close your eyes. So, do you fancy a nice burger with smoky barbecue sauce, with a crunchy salad and some lovely salty chips dipped in mayonnaise?
- M:** Mmm! That sounds VERY tempting!
- E:** Or ... do you fancy Mexican tacos with juicy chicken, topped with creamy guacamole, some fiery salsa and a squeeze of tangy lime?
- M:** I like the sound of that, too! So, Burger or Mexican. I like them both equally. Erm ... Hmm ... Er ...
- G:** A decision some time this year would be good.
- M:** OK, OK. I'd rather you didn't pressurise me.
- G:** Sorry ...
- M:** OK. So ... What's it to be? Tacos or burgers? I think I have a slight preference for ... a burger! No, I mean, Mexican, yes!
- E:** Come on – quick! Let's order, before she changes her mind!

PRACTICE (10 minutes)

- 1 (T-S, S-S-S-T) Exercise 3. Refer students to the Speaking box and ask them to study it individually. Then have them complete the activity. They check their answers with their partners.

Answers

Students tick the following:

Which do/would you prefer?

I like them both equally.

I'd prefer to ... rather than ...

I'd rather ...

Given the choice ...

I have a (slight) preference for

It's your call.

I'm easy.

- 2 (T-S, S-S, S-T) Exercise 4. Refer students to the Speaking and *Watch Out!* boxes. They study the boxes again and then complete the activity in pairs. Refer them to the Grammar Reference and Practice on page 85 if they need assistance. Then check answers as a class.

Answers

- 1 not eat too late 2 home-cooked meals to takeaways
 3 would you rather do, eat inside or outside 4 easy
 5 the choice, I'd prefer to go somewhere quiet
 6 them both equally 7 wherever you prefer / like / want

PRODUCTION (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 5. In pairs, students ask and answer questions about the topics given in the exercise. They should give examples and reasons for their preferences. Get feedback from the class.

Answers

Students' own answers

- 2 (T-S, S-S, S-T) Exercise 6. Put students in groups of three and refer them to the rubric. Groups perform the role-play in front of the class and then decide which restaurant they would like to go to. Groups discuss the options.

Answers

Students' own answers

As an extension, students write 3–4 true sentences using phrases from the Speaking and *Watch Out!* boxes – they can be about any topic they like. They then work in pairs or groups to share their sentences and find out if their partner/group agrees with them.

WRAP-UP (5 minutes)

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

HOMEWORK

Ask students to think about a café, a computer game, a music album, a restaurant or an exhibition they feel strongly about, and make notes on what they particularly liked/didn't like about it.

OVERVIEW

Objectives:

- Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives (GSE 61 – B2).

Resources:

- SB: page 63
- WB: page 51

WARM-UP (10 minutes)

Ask students to talk about which types of food and drink they like and dislike. Tell them to think about what they like to eat for breakfast, lunch and dinner and which drinks they like and dislike.

PRACTICE (25 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Ask students to read through the phrases and discuss with a partner which ones they agree with. They can then listen and repeat each phrase. Ask them to translate them into their language. They can then read the phrases without the audio.

Answers

Students' own answers



- 2** (T-S, S-S, S-T) Exercise 2. Ask students to put the words in order to make phrases that are useful for asking and answering about preferences. Students can work individually and then check answers with the class. Invite students to read out the complete new sentences.

Answers

- 2** I like them both equally.
3 Given the choice, I'd prefer the fish./I'd prefer the fish given the choice.
4 I'd go for a takeaway any day.

- 3** (T-S, S-T) Exercise 3. Ask students to rewrite the sentences so that they mean the same using the word in brackets. Students can work individually and then check answers with the class.

Answers

- 2** I'd sooner order Chinese food.
3 I'd prefer to sit here rather than there.
4 I'd rather you didn't talk with your mouth full.

- 4** (T-S, S-T) Exercise 4. Ask students to read the conversation and complete it with one word in each gap. Read the example aloud to help them start the task. Point out that the first letter of each word is provided to help them. When students have finished, play the audio and check their answers as a class. Ask students to practise reading the conversation aloud in pairs.

Answers

- 2** Whatever **3** equally **4** call

Audioscript 5.15

S = Suha N = Nour

S: Which do you prefer, Nour? Tea or coffee?

N: Both, please!

S: Oh, that's hilarious. Make a decision or make it yourself, funny girl.

N: Whatever you prefer. I like them both equally.

S: OK ... Here you go.

N: Thanks. Urgh! What's this? It tastes awful.

S: I call it 'cof-tea' – half coffee, half tea. You did say it was my call.

N: I suppose I deserved that.

- 5** (T-S) Exercise 5. Ask students to write a short conversation between two friends at the market trying to decide what to buy for lunch. Students can do this as homework.



Answers

Students' own answers

WRAP-UP (10 minutes)

(T-S, S-S) Ask students to work in groups and conduct a survey around the class to find out the most popular type of food and drink. They can then present their results to the class.

HOMEWORK

Students do Exercise 5 as homework.

OVERVIEW

Objectives:

- Guess the meaning of an unfamiliar word from context in a linguistically complex text (GSE 70 – B2+).
- Get the gist of specialised articles and technical texts outside their field (GSE 74 – B2+).
- Write a structured review of a film, book or play with some references and examples (GSE 69 – B2+).

Vocabulary:

- Intensifiers: *absolutely gross, completely silly, extremely impressive, incredibly loud, pretty ridiculous, really bad, really deafening, really scared, totally mind-blowing, totally petrified, utterly fascinating, very interesting*

Resources:

- SB: pages 64–65; Word List page 75
- Graphic Organiser for this unit

WARM-UP (5 minutes)

(T-S, S-S, S-T) Exercise 1. Students first look at the photos and discuss what they see in them with their partners. Get feedback. Ask the class what they would expect to see in such a museum. Discuss as a class. Students can check their answers in the next exercise.

PRESENTATION (10 minutes)

(T-S, S-S, S-T) Exercise 2. Tell students they are going to read the review of the museum. Help them with the vocabulary. Then put students into pairs and allow them time to answer the questions.

Answers

1 positive (gem, enjoyable, mind-blowing, definitely recommend absolutely fascinating, impressed, informative, educational, fun) **2** informal; use of: vocabulary; phrasal verbs (check it out); exclamation marks and abbreviations; informal intensifiers (pretty) **3** the Dead Sea scrolls **4** He felt the experience went too fast.

PRACTICE (15 minutes)

1 (T-S, S-S, S-T) Exercise 3. Refer students to the Writing box and give them a few minutes to study it individually. Then they complete the activity in the same pairs. Elicit answers from the class.

Answers

1 particularly **2** highlight **3** impressed **4** criticism **5** definitely

2 (T-S, S-S-S-T) Exercise 4. Students first study the *Watch Out!* box, then ask them to find six more examples of intensifiers in the review. Students check their answers with their partners. Check answers as a class.

Answers

hugely enjoyable, very beautiful, really liked/enjoyed, totally mind-blowing, extremely varied, absolutely fascinating, definitely recommend, pretty amazing

TIP

- *very* and *really* mean the same thing. They make an adjective or adverb stronger.
She did very well on the test.
She did really well on the test.
- *quite* is not as strong as *very* or *really*.
- *fairly*, *pretty* and *rather* mean the same thing. We use these words when something is better than average but not great.

Below are more examples of intensifier expressions that students may need when they write a review:

deeply regret (sorry), *sincerely hope* (wish), *strongly recommend* (means advice or suggestion), *fully recognise* (know), *honestly believe* (think), *highly encourage* (recommend), *truly appreciate*

Even if it's good to use these expressions, don't use them all the time in the same piece of writing. Since these are formal expressions, they come across a little too heavy. You can use one or two collocations, but don't use too many of them at one time because they are strong. You may use these words when you speak but be careful not to use them too much!

3 (T-S, S-S, S-T) Exercise 5. Refer students to the rubric. Model the first exercise to the class. They complete the activity individually, then they check their answers in pairs.

Answers

1 a scared b petrified **2** a loud b deafening
3 a ridiculous b silly **4** a fascinating b interesting
5 a impressive b mind-blowing

PRODUCTION (10 minutes)

(T-S, S-S, S-T) Exercise 6. You could use the photocopiable Graphic Organiser for this unit to help with planning.

Students open their notebooks to write a review about one of the items given in the exercise. Refer them to the Writing and *Watch Out!* boxes to help them while writing. When they have written their review, they can swap answers with a partner for peer correction. While reading their partner's review, they should pay special attention to any errors in content and organisation, style and register and use of intensifiers. They can use the Writing and *Watch out!* boxes as guides. They can then rewrite their reviews at home, based on their partner's feedback.

WRAP-UP (5 minutes)

(T-S, S-T) Ask students what they enjoyed about the lesson and what they learnt from it.

HOMEWORK

Ask students to study the Word List on page 76 of the SB.

05 LESSON 7B WRITING (WB)

OVERVIEW

Objectives:

- Write a structured review of a film, book or play with some references and examples (GSE 69 – B2+).

Resources:

- SB: pages 64–65
- WB: page 52

WARM-UP (5 minutes)

(T-S, S-S, S-T) Ask students to work in pairs and discuss the most recent film they have watched and say if they liked it and why. Students can give feedback on their discussion to the class. Explain that students are now going to read a review. Focus students' attention on the explanation boxes next to the review. Read these out to the class and explain that these describe the different parts of a review that a writer includes. Discuss what each section has in it and the type of language that is used for different parts of the review.

PRACTICE (10 minutes)

- 1 (T-S, S-S, S-T) Exercise 1. Ask students to read the review by Jameela carefully and then choose the best words to complete the sentences. Students can do the task individually and then compare their answers with a partner. Check the answers as a class.

Answers

1 positive 2 an informal

- 2 (T-S, S-S, S-T) Exercise 2. Tell students to read through the phrases a–f and then match them with the gaps 1–6 in the review. Tell them to look at the sentences that come before and after the gaps to help them. Point out that some gaps could have more than one answer. Students can do the task individually and then compare their answers with a partner. Check the answer as a class.

Answers

1 c 2 d/b 3 b/d 4 a 5 e

- 3 (T-S, S-S, S-T) Exercise 3. Ask students to find and underline five intensifiers in the review. Read the example *extremely impressive* and ask them to look for other similar expressions. Point out that we use these adverbs to emphasise the adjective in a positive or negative way. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.

Answers

pretty, seriously, unexpectedly, thoroughly, definitely

PRODUCTION (20 minutes)

(T-S, S-T) Exercise 4. Tell students they are going to write a review of their own. Ask students to make notes about an event they have been to recently such as an exhibition, a museum, a show or a concert. Tell them to follow the structure of the review on page 52. Their review can be positive or negative.

Answers

Students' own answers

WRAP-UP (10 minutes)

(T-S, S-T) Ask students to swap their reviews with a partner and give some constructive feedback. Students can write out the final version of their reviews neatly or type and print them out. Display reviews in the classroom for the class to read. Ask them if the review makes them want to go to the place or show it talks about.

HOMEWORK

Ask students to write the final version of their review for homework or write another review about a different event they have been to.

You can also ask students to complete the Self-assessment activities at home, before the next lesson.

OVERVIEW

Objectives:

- The Revision lesson should be set as homework.
- All language-related objectives from Unit 5.

Resources:

- SB: page 66–67; Use of English page 89; Word List pages 76
- WB: Self-assessment 5 page 53; Self-check 5 page 67
- Assessment: Unit 5 Language Test (Vocabulary, Grammar, Use of English), Unit 5 Skills Test (Dictation, Listening, Reading, Communication); Unit 5 Writing Test

VOCABULARY AND GRAMMAR

Exercise 1.

Answers

1 smell 2 stench 3 overpowering 4 colour-blind
5 tell 6 off 7 spicy 8 tasty 9 bland

Exercise 2.

Answers

1 prickly 2 sticky 3 aroma 4 tough 5 rustling

Exercise 3.

Answers

1 making, to buy 2 leaving, buying 3 sorting, to do
4 to bring, putting

Exercise 4.

Answers

1 c 2 c 3 b

READING

Exercise 5.

Answers

1 c 2 b 3 c 4 b

WRITING

Exercise 6.

Answers

Students' own answers

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
CULTURE SPOT 1: The influence of Shakespeare	Theme 2: Culture Theme 6: Recreation	Speaking: interacting in pairs and groups Reading: revising predictions based on prior knowledge and evidence from a text and confirming them with teacher or classmates	Listening: recognise the implications of figurative language; identify cultural influences in audio-texts and performances Speaking: interact in pair and group discussions Reading: revise predictions based on prior knowledge and evidence from a text

OVERVIEW

Objectives:

- Identify specific information in a linguistically complex factual text (GSE 73 – B2+).
- Express and comment on ideas and suggestions in informal discussions (GSE 56 – B1+).

Resources:

- SB: pages 68–69
- TB: Culture Notes page 155

WARM-UP (5 minutes)

(T-S, S-T) Before students open their books, ask them if they have been to the theatre or seen a play. What do they think of them? Ask them how they compare to films.

PRE-READING (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 1. Ask students what they know about Shakespeare. If they do not know anything about him, ask them to research quickly online any interesting facts. Students can do the second task in pairs, then discuss what they know about the plays as a class. If students do not know these plays, you could give them the following information to help them:

Hamlet: A play about a man who wants to find out who killed his father, the King of Denmark, and starts to think about death.

Macbeth: A play about a man whose wife believes he should be King of Scotland, even if it means doing terrible things.

A Midsummer Night's Dream: A comedy about love and animals, including a donkey!

Answers

- 1** Students' own answers
2 A 3 B 1 C 2



- 2** (S-S, T-S, S-T) Exercise 2. Students can discuss the task in pairs or small groups. If students need help, they can quickly research possible answers online. They can check in the next exercise.

Answers

Students' own answers

WHILE READING (10 minutes)

- 1** (T-S, S-S, S-T) Exercise 3. Read the question as a class. Play the audio as students read the article. Go round and offer help and support. Then have a class discussion to see if their ideas from Exercise 2 are mentioned.

Answers

Students' own answers

- 2** (S-S, T-S, S-T) Exercise 4. Ask students to read the questions carefully so they know what information to read for. They can then read again and discuss their answers in pairs. Check their answers as a class.

Answers

- The Beatles are one of the great musicians that featured themes and quotes from Shakespeare's plays.
- Because his plays talk about what it means to be human.
- It can help them with critical thinking.
- He made theatre accessible to the general public and not just the upper classes.
- They give us extra information about history and historical figures.

POST-READING (15 minutes)

- 1** (S-S, T-S, S-T) Exercise 5. Students can do the task individually, using a dictionary if necessary. Fast finishers can compare answers. Check their answers as class.

Answers

- familiarity
- assumptions
- interpretation

- 2** (T-S, S-S, S-T) Exercise 6. Read the gapped sentences as a class so they know what information to listen for. Play the audio more than once if necessary, pausing after each relevant answer. Check answers as a class.

Answers

- 2,000 and 3,000
- printing press
- 1,700
- coining
- bedroom
- shout about something to get it off our chest



Audioscript CS1.2

A: I've just been on the Shakespeare website that you recommended – it's incredible. Apparently, he invented between two and three thousand words!

B: I know, but it is likely that he didn't actually 'invent' all the words we think he did. With many of the ones we think were new, it was just that he was the first to put them in a play. Luckily, the printing press had just been invented and so Shakespeare's works could be circulated and we can enjoy them now. But whatever the truth is, he brought a lot of new words into the recorded language, and it's said that about 1,700 of them are commonly used today.

A: So, with the really 'new' words, how on earth did he invent them? I don't understand.

B: He used a technique which we call 'coining' words. He made up new words by combining different words, or just changing the form of words from nouns to verbs and adjectives with suffixes. He sometimes 'borrowed' words from different languages. I read an article which described him as 'linguistically playful' – I like that! He played around with words to make them do what he wanted!
He made 'lonely' from 'lone' which adds a sense of sadness to being alone. What a vivid imagination!

A: Right – and 'bloodstained' comes from blood and stain. So clever! I'd always thought that the words Shakespeare created were quite literary – like 'disheartened', you know – disappointed ... What I didn't realise was that he created a lot of very simple and important basic words too – like for example 'bedroom'.

B: Yeah – and in addition to that he made up some words that we think are very modern, like 'zany' – you know, a bit eccentric or strange, and 'rant' – to shout about something, get something off your chest.

A: Well, I didn't know about those!

3 (T-S, S-S, S-T) Exercise 7. Give students time to discuss possible meanings in pairs or small groups, then open it up into a class discussion. Praise all good efforts! They can check their answers in the next exercise.

4 (T-S, S-S, S-T) Exercise 8. Play the audio more than once if necessary so they can check their answers to Exercise 7.

Answers

- 1 If you have a heart of gold, you are really kind.
- 2 It means you have got a bit of a problem.
- 3 It means something has returned to the beginning.
- 4 It means trying to find something that is impossible.
- 5 It means you just managed to do something: just in time.



Audioscript CS1.3

B: What's that?

A: A puzzle to guess some of the most common phrases coined by Shakespeare. We use them without ever thinking that we're quoting him. Kind of amazing, no?

B: I haven't seen it. Let's give it a go!

A: All right then ... Look at the first clue: a yellow heart.

B: Easy – that's 'heart of gold', meaning that someone is really kind.

A: Yes! And what about this one?

B: It's a jar of something – is it pickled onions or something?

A: You're right – the phrase is 'in a pickle'!

B: Of course – meaning 'I've got a bit of a problem'. The next one has got to be 'full circle' as in – 'we've come full circle', returned to the beginning. But what's the one with the teeth?

A: This morning, you nearly missed the train, didn't you? But you caught it by ...

B: 'the skin of my teeth!' OK! This next one is tricky – are those ducks?

A: No – they're geese!

B: Well, go on ... I'm waiting with bated breath...

A: Oh, ha ha! It's a 'wild goose chase.' You know – trying to find something that's impossible – like catching wild geese.

B: Hmm ... Never heard of it.

5 (T-S, S-S, S-T) Exercise 9. Refer students to the situations. Tell them to work in pairs to discuss each one in turn and try to come up with an example from real life. If they can't think of anything, they can invent an example. When they have finished, take feedback from the whole class.

Answers

Students' own answers

6 (T-S, S-S, S-T) Exercise 10. Give students time to discuss possible meanings in pairs or small groups, then open it up into a class discussion.

Answers

1 All's well that ends well: As long as things end OK, it doesn't matter what happened before.

All that glistens is not gold: When you look closely, not everything is as good or valuable as it seems on the surface. Brevity is the soul of wit: Short good jokes are better than long complicated stories.

The robb'd that smiles, steals something from the thief: Stealing or doing bad things to people isn't as satisfying when the victim doesn't react.

2/3 Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Ask students to say what they have learnt from the lesson. Ask them if they would like to see or read more of Shakespeare now.

HOMEWORK

Students can find out more about the playwright or novelist from Exercise 10 question 3.

CONTINGENCY PLAN

Find a more detailed summary of the plays *Hamlet*, *Macbeth* and *A Midsummer Night's Dream* and give them to students to refer to for the opening exercise.

UNIT NUMBER/ TOPIC	TOPICS	SCOPE AND SEQUENCE MATRIX	LEARNING OUTCOMES AND PERFORMANCE INDICATORS
LITERATURE SPOT 1: Wuthering Heights	Theme 1: Society Theme 2: Culture	Listening: responding to critical-thinking questions before, during, and after listening and justifying answers Speaking: interacting in pairs and groups Reading: determining two or more central ideas and analysing their development over the course of a text; determining the author's purpose or point of view and analysing how he/she distinguishes his/her position from that of others	Listening: recognise the implications of figurative language; identify cultural influences in audio-texts and performances; guess the meaning of unknown vocabulary words and phrases from context Speaking: interact in pair and group discussions Reading: make use of contextual clues and metalinguistic knowledge to infer meanings of unfamiliar words, phrases, or idiomatic expressions; confirm predictions with a teacher or classmate Writing: write and present a summary of literary texts of level appropriate; write reflective and literary texts

OVERVIEW

Objectives:

- Summarise, comment on and discuss a wide range of factual and imaginative texts (GSE 66 – B2).
- Express and comment on ideas and suggestions in informal discussions (GSE 56 – B1+).

Resources:

- SB: pages 70–71
- TB: Culture Notes page 156

WARM-UP (5 minutes)

(T-S, S-T) Before students open their books, ask them if they like love stories. Ask them to think about what usually happens in them.

PRE-READING (5 minutes)

(T-S, S-S, S-T) Exercise 1. Ask students what they know about Emily Brontë. If they do not know anything about her, refer them to the Culture Notes on page 156. You can also refer them to the From page to life box.

Answers

Students' own answers

WHILE READING (15 minutes)

- 1 (T-S, S-S, S-T) Exercise 2. Give students time to read the first extract and to describe the characters. They can do this in pairs.

Suggested answers

Edgar is unkind and rude to Heathcliff.
Catherine seems friendly.

- 2 (T-S, S-S, S-T) Exercise 3. Before students read the question, ask them what they have learnt about Heathcliff from the first extract. Put their ideas on the board. Then read the question as a class. Play the audio. Students read to find how he has changed. Discuss their answers as a class.



Answers

In Extract 1, we hear that Heathcliff has improved his speech and manners. In Extract 2, he is rude and unfriendly to the visitor.

- 3 (S-S, T-S, S-T) Exercise 4. Ask students to read the questions carefully so they know what information to read for. They can then read again and discuss their answers in pairs. Check their answers as a class.

Answers

- 1 Heathcliff
- 2 The boy does not look at the visitor, who says he is rude. Heathcliff is also impatient with the visitor and speaks angrily. The visitor does not feel welcome.
- 3 Because the weather is bad. There is snow.

POST-READING (15 minutes)

- 1 (S-S, T-S, S-T) Exercise 5. Students discuss the questions in pairs. Help them if necessary. Check their answers as a class.

Answers

- 1 Do not say unkind things about him.
- 2 She was extremely sad when he left.

- 2 (T-S, S-S, S-T) Exercise 6. Read the questions as a class. Play the audio more than once if necessary.

Answers

- 1 He has just read Extract 1.
- 2 Catherine loves a man who is not rich or handsome. He is cruel and unkind.
- 3 Suggested: He loves the book which he says is different to most romantic books because Catherine loves Heathcliff, who is cruel and not kind. Heathcliff feels he has been badly treated and wants revenge.



Audioscript LS1.2

M = Maher **F** = Farid

- M:** You've always got your head in a book, Farid. What is it this time? I'm guessing it's something classic as usual!
- F:** Well, you're right – it's a novel from 1847 – it's a classic love story, in my opinion at least.
- M:** You mean, a beautiful girl meets a handsome man, and after a few difficulties, they live happily ever after?
- F:** Not at all. It's *Wuthering Heights* by Emily Brontë. I've read it before but I love it, so I'm rereading it.
- M:** Emily Brontë? But she wrote that romantic book about the poor girl who meets a rich man. It's a typical romantic book.
- F:** You are SO wrong, Maher. You're thinking of *Jane Eyre* by her sister, Charlotte Brontë. No, *Wuthering Heights* is very different. It's about the love between Catherine and Heathcliff. But it's ironic that Heathcliff is neither rich nor kind.
- M:** What do you mean by ironic?
- F:** Well, usually the men in romantic books are rich and kind. In fact, Heathcliff is cruel and a bit mad! You don't expect that, so it's ironic.
- M:** OK, I'm with you. So, why does Catherine love him?
- F:** Well, Heathcliff was an orphan and is adopted by Catherine's father. Catherine's brother Hindley does not like Heathcliff and bullies him, but when Hindley goes away to college, Catherine and Heathcliff become best friends. Then when their parents die, Hindley becomes the master of the house and soon marries a woman called Frances. But Hindley and Frances are cruel to Heathcliff and do not want him in their home.
- M:** But Catherine still loves Heathcliff, I suppose?
- F:** Yes. Catherine and Heathcliff spend all their time together on the moors until Catherine meets a rich family called the Lintons, who have a son called Edgar.
- M:** OK. So I assume Edgar wants to marry Catherine?
- F:** Exactly – and you must remember that in those days, women did not always marry for love. They married a man who had money and could look after them. Not many women worked or had jobs. Edgar is rich, and Heathcliff isn't.
- M:** So where are you up to now?
- F:** Well, Catherine has just married Edgar and after his

parents die, Edgar becomes the master of the house called Thrushcross Grange. Meanwhile, Heathcliff has disappeared. Nobody knows where he has gone. Then one day, he suddenly appears and visits Catherine.

- M:** So I suppose he still loves Catherine?
- F:** Yes, Heathcliff and Catherine love each other very much, but they know they cannot be married. The book becomes very dark. I won't tell you what happens at the end, but many people die and Heathcliff becomes very cruel. He feels he has been very badly treated, and he wants his revenge.
- M:** OK, it sounds good! Do let me have it when you're finished, Farid.
- F:** Will do – you'll love it.
- 3** (T-S, S-S, S-T) Exercise 7. Read the questions and encourage students to try to answer. Then play the recording again for them to check their answers. You can play it again if needed, pausing after each relevant piece of information. Check their answers as a class. Encourage them to correct the false sentences.

Answers

- 1 False, it is different.
- 2 False, she falls in love with a man who is cruel and unkind.
- 3 False, his son Hindley bullies him.
- 4 False, they do not want him in their home.
- 5 True
- 6 False, she marries him because he is rich.
- 7 False, he does not tell him.
- 8 True

- 4** (T-S, S-S, S-T) Exercise 8. Read the questions as a class. Students can discuss them in pairs, then open it up into a class discussion.

Answers

Students' own answers

- 5** (T-S, S-S, S-T) Exercise 9. Students can research a summary online. Leave time in the next lesson for students to present their summaries to their partners.

Answers

Students' own answers

WRAP-UP (5 minutes)

(T-S, S-T) Ask students to say what they have learnt from the lesson. Ask them if they would like to read the rest of the book.

HOMEWORK

Students can do the writing task in Exercise 9 as homework.

CONTINGENCY PLAN

Find a summary of *Wuthering Heights* online and give it to students to refer to. Encourage them to summarise the plot in their own words.

CULTURE NOTES

Unit 1

LESSON 1A VOCABULARY AND GRAMMAR

Titanic, or *Royal Mail Ship (RMS) Titanic*, was a British luxury passenger liner, the biggest of its kind at the time of its launch in 1912. It cost £1.5 million to make, the equivalent of around £170 million in today's money. It was said to be unsinkable as it had sixteen watertight compartments and could withstand four of those being flooded without affecting the ship's buoyancy. The *Titanic* sank on its maiden voyage from Southampton, UK, to New York, USA, with 2,200 people on board. On 14 April 1912, at approximately 11.40 p.m., about 740 km south of Newfoundland, Canada, an iceberg was sighted and the bridge was notified. First Officer William Murdoch gave orders for the ship to turn hard starboard and also to put the engines in reverse, to try to stop the ship. The ship was unable to avoid a collision and at least five of the watertight compartments were flooded. At 2.20 a.m. the *Titanic* sank, killing 1,500 people.

John Tawell (1784–1845) was seen leaving a murder scene and then tried to escape on a train to London. However, he was identified by a police officer, who sent ahead a telegraph to London, where Tawell was apprehended by railway police. The telegraph was only eight years old at the time and essentially used in the first ever arrest made using technology. Tawell was sentenced to death.

LESSON 3A VOCABULARY

Jane Goodall (1934–) is a British naturalist and campaigner. She founded the Jane Goodall Institute of Wildlife Research, Education and Conservation, a non-profit organisation which aims to promote the protection of chimpanzees and strong environmental practices as well as to help Africans in poverty. In July 1960, Goodall arrived in Tanzania, Africa, with the goal of studying chimpanzees. During her research, she discovered that the chimps shared a language, made tools and used stones as weapons. Goodall has published numerous articles and books in the field of study of chimpanzees, bridging the gap between science and entertainment. She has received numerous honours and awards, most notably Messenger of Peace by the United Nations in 2002 and Dame of the British Empire in 2003.

Unit 2

LESSON 1A VOCABULARY AND GRAMMAR

The United Nations (UN) is an international organisation established in 1945, following the end of World War II, with the prime objective to maintain worldwide peace and security. Other important objectives include developing friendly relations among countries based on equal rights and self-determination of peoples; achieving international cooperation to solve economic, social, cultural and humanitarian problems; respecting and promoting human rights; and serving as a centre where countries can coordinate their actions and activities toward these various ends.

The UN's headquarters are in New York City, but it also has offices in Geneva, Vienna and Nairobi. Its official languages are Arabic, Chinese, English, French, Russian and Spanish.

LESSON 4A READING AND VOCABULARY

The World Wide Fund for Nature (WWF) is an international environmental organisation committed to conservation, internationally recognisable by its distinctive panda logo. It was founded in 1960 by a group of British naturalist scientists, with the aim to protect endangered species and their habitats. The WWF has expanded in line with the growing global threat to species and the environment. The WWF strives to achieve its current goals, which are: to protect the diversity of life, promote renewable natural resources and fight pollution and excessive consumption. Its headquarters are Switzerland but it has more than 90 offices around the world.

Unit 3

LESSON 3A VOCABULARY

Abdullah Shelbayh (2003–) is one of Jordan's best tennis players, the first player from the country to receive an ATP world ranking. He represents Jordan in the Davis Cup.

Mondher Rayahneh (1979–) is a famous Jordanian actor who was born in Irbid. He has appeared in many television dramas and has won awards for his acting.

Mohamed Salah (1992–) is a very successful Egyptian footballer who has played for many top European teams including Chelsea and Roma. He has won many trophies with Liverpool and is one of Egypt's most popular figures.

Ziyad Qasim (1945–2007) was a famous novelist and writer. Born in Amman, he was the author of several popular books including *Sons of the Castle* and *The Losers*.

LESSON 4A READING AND VOCABULARY

Charles Dickens (1812–1870) is one of the most famous novelists in the world. He was born in the south of England and had to work in a factory when aged 12 because his father was put in prison for debts. He later went to school and trained as a journalist. He used his experience of poverty as a child to expose the problems of Victorian society in his 15 novels and various short stories. He also campaigned for children's rights. His books are still studied at schools and colleges today.

LESSON 6A SPEAKING

Baby boom (1946–1964) refers to a period of time in the USA after World War II when there was a significant increase in the birth rate. The term 'baby boomers' refers to the generation born in the USA during that period. Following the end of the Second World War and a period of economic stability, the population grew by some 75 million people. This had a significant impact on society: the growth of families led to a migration from cities to suburbs, prompting increased building and infrastructure. The 'boomers' themselves had a significant impact on culture in their musical tastes and political activism, particularly concerning the Vietnam War.

Gen X (Generation X) is a term used to refer to the generation born after that of the baby boomers (early 1960s to early 1980s). Gen X grew up with parents who were increasingly out working and were often referred to in the UK as the 'latch-key' generation who had to let themselves into the house after school as both parents were absent. As a result, they typically grew up to be independent and have a strong work ethic but conversely a better work-life balance than their parents. Gen X is typically entrepreneurial and is also the first generation to have grown up with IT and the advent of the Internet.

Millennials, or Generation Y, comprise those individuals born between Generation X and Generation Z. While there is debate as to the exact years, the birth date of millennials is placed between the early 1980s and mid-late 1990s. Millennials are characterised by the ease with which they navigate the web and social media.

Gen Z (Generation Z) refers to the generation after millennials, typically those born just before the turn of the twenty-first century. This generation has grown up with political and economic uncertainty as well as inheriting significant environmental issues such as climate change. As a result, Gen Z is socially conscious and socially connected, determined to make the world a better place. They are more mature than previous generations and are the first generation to have completely grown up in a digital world.

LESSON 7A WRITING

Hans Rosling (1948–2017) was a Swedish physician and statistician. He used statistics in interesting ways to appeal to a wide audience, which led to him becoming a YouTube star. In 2005 he cofounded Gapminder, an organisation providing facts and statistics to aid sustainable global development. Rosling gave talks at several TED conferences and created the TV documentaries *The Joy of Stats* (2010) and *Don't Panic: The Truth about Population* (2013).

Unit 4

LESSON 5A LISTENING AND VOCABULARY

The Great Depression (1929–1939) was a period of economic depression in the United States. It began with the stock market crash of October 1929, which wiped out millions of investors. Over the next several years, consumer spending and investment dropped, causing steep declines in industrial output and employment as failing companies laid off workers. By 1933, 15 million Americans were unemployed, nearly half the country's banks had closed business and production had dropped by half. In 1933, however, America elected a new president, Franklin D. Roosevelt, who immediately passed legislation to help protect banks, investments and allow industries to recover, eventually leading to the end of the depression.

Unit 5

LESSON 4A READING AND VOCABULARY

Braille without Borders was founded in Tibet by Sabriye Tenberken and Paul Kronenberg in 1998. It originally started as the first school for the blind in Tibet but the project was handed over to the Tibet Disabled Persons Federation in 2017. BWB now also run an international Leadership Training Institute for individuals who come from the margins of society, who have overcome adversity and because of that have a plan for social change. The institute in India offers a leadership programme of practical workshops conducted by experts and fostering participants from all over the world.

The Nobel Peace Prize is one of six categories of prizes awarded annually from a fund left by the Swedish inventor and industrialist Alfred Nobel. In his will of 1895, Nobel instructed that most of his fortune be set aside for annual prizes to be given 'to those who, during the preceding year, shall have conferred the greatest benefit on mankind' in the categories of Physics, Chemistry, Medicine, Literature, Economic Sciences and Peace. Each prize consists of a gold medal, a diploma bearing a citation and a sum of money. The Peace Prize has been awarded to 104 individuals and twenty-three organisations, including Mother Teresa, Barak Obama and the United Nations.

Braille is a code by which all languages may be written and read by people who are blind, partially blind or deafblind. It uses raised dots to represent the letters of the print alphabet. It also includes symbols to represent punctuation, mathematical and scientific characters, music, computer notation and foreign languages.

CULTURE SPOT

William Shakespeare (1564–1616) was an English poet and playwright, often called the English national poet and considered by many to be the greatest dramatist of all time. He was born and educated in Stratford-Upon-Avon, a market town in Warwickshire, UK, before moving to London to become an actor. From here he went on to write 37 plays over the course of two decades, from about 1590 to 1613. His early plays were primarily comedies and histories. Later he wrote mainly tragedies, among them *Hamlet*, *Macbeth* and *Othello*. In his final period, he wrote several tragicomedies, such as *The Winter's Tale*, *The Tempest* and *A Midsummer Night's Dream*.

LITERATURE SPOT

Emily Brontë (1818–1848) has become one of the most famous novelists in English literature, although she only wrote one novel, *Wuthering Heights* (1847). She grew up in a remote part of England called the Yorkshire Moors with her sisters Charlotte and Anne and brother Branwell. The siblings were educated at home and wrote poetry together and all went on to become writers. Sadly, Emily died when aged just 30, and never knew how successful her novel was to become.

CLASS DEBATES

TEACHER'S NOTES

There are five simple steps to take in order to run a successful class debate:

1 Propose a motion or controversial statement.

Write the topic of the debate on the board. Ask students to work in pairs or groups of three and to discuss it for 2–3 minutes. They should think of some arguments for or against the statement and decide which side of the argument they want to take. Alternatively, you can assign this task as homework and allow students to research the topic and think of their arguments at home.

2 Make teams: proposers and opposers.

Divide the class into groups of no more than six. Half the groups should be 'the proposers', arguing for the statement. The other half should be 'the opposers', arguing against it. If most students hold similar views, you may assign them to teams randomly. For variety or an extra challenge, you may also ask them to argue for the view opposite to their own.

3 Prepare for the debate.

Give groups five minutes to prepare. They should make a list of arguments in support of their view. They may also try to anticipate the counterarguments the opposing team may present and think of how to refute them. Finally, they should plan a strategy for their team, i.e. decide who is going to present which argument and in what order. Tell students that during the debate, each member of the team needs to speak at least once.

4 Hold the debate.

The debate structure has five simple steps:

Step	Instructions
1	Each team has a turn to present their arguments.
2	Both teams have 2 minutes to prepare the rebuttal of their opponents' arguments.
3	Each team presents their rebuttal for 2 minutes.
4	Both teams have 2 minutes to prepare a summary of their position.
5	Each team summarises their view and makes final comments for 1 minute.

- Ask students to remain silent while their opponents are speaking and take notes of the points they make.
- If you have more than two teams, tell students which teams are going to argue against each other.
- For the sake of fairness, you may want to alternate the order in which the teams make their presentations, with the team arguing for the statement speaking close up in step 1 and second in step 3.
- If pressed for time, you may combine steps 3 and 5 so that students present both the rebuttal and summary in one stage.

5 Provide feedback.

- After the debate, ask students whether they have been convinced by the opposing team's arguments and who, in their opinion, won the debate and why.
- You could ask students to raise their hands to vote on which side they really stand in the debate. Count the show of hands for each side and declare the winning argument.
- Provide feedback on how well the teams argued their case and suggest things they could improve in the future.
- As a follow-up activity, you could ask groups to switch sides so that students get to argue both sides of the same discussion. You could also ask students to write a 'for and against' essay using the arguments from the debate.

USEFUL LANGUAGE

Photocopy and provide students the useful language for debating on the next page, for them to refer to during the school year.

DEBATE TOPICS

Unit 1 Social media does more harm than good.

Unit 2 Contributing to climate change should be made illegal.

Unit 3 Community service should be a mandatory part of the school curriculum.

Unit 4 Fake news is just as important as real news.

Unit 5 Sensory intelligence is more important than academic achievement.

Presenting the motion

We are going to speak in favour of/against the statement/motion that ...
 I am going to try to explain why we think/don't think that ...
 Today I hope to persuade you to agree that ...
 This morning we have the easy task of convincing you that ...
 First, I will talk about ... I shall also argue that ...
 Consider this ...
 I would like to put forward the idea/motion that ...

Introducing the speakers

I, as the first speaker, will talk/will be talking about ...
 The next speakers will then explain why/discuss ...
 [Maha] will then talk about ...
 The next speakers will explain why ...
 [Ghada] will conclude by ...

Presenting the most important point

The main thing/point is ...
 The (single) most important thing/point is ...
 Most importantly, ...

Presenting a list of arguments

First of all, ...
 Firstly, ...
 To begin with, ...
 Secondly, ...
 My first/second argument is ...
 Let me come to my first/second/next argument.
 Perhaps I should also mention that ...
 In addition, ...
 What's more, ...
 Also, ...
 We also need to think about ...
 Something else to think about is ...
 Another important point is ...
 Furthermore, ...
 In addition to that, ...

Giving your opinion

In my view/opinion, ...	It seems to me that ...
My view is that ...	I close up believe that ...
The way I see it, ...	(Personally,) I feel/believe that ...
If you ask me, ...	that ...
As far as I'm concerned, ...	We are convinced that ...
It goes without saying that ...	It is our belief that ...

Expressing certainty

Clearly/Obviously, ...
 There is no doubt that ...
 Let the facts speak for themselves.
 In fact, ...
 Without a shadow of a doubt, ...
 Frankly, I think it's obvious that ...

Clarifying/Reiterating

I'm talking about ...
 What I'm trying to say is ...
 What I mean (by that) is ...
 I'm saying that ...
 To clarify, ...
 To reiterate, ...
 To elaborate, ...

Supporting your view with examples/evidence

For example, ...
 For instance, ...
 Let me give you an example: ...
 Take, for example, ...
 An example of this is ...
 To illustrate ...
 Recent research has shown that ...
 New studies confirm that ...

Discussing advantages and disadvantages

On the one hand, ... On the other hand, ...
 Some people believe that ... while others say that ...
 While ... , we should not forget that ...
 An argument for/in favour of/against ...

Concluding/Summarising

So, finally, ...
 So, in short, ...
 To sum up, ...
 All in all, ...
 To conclude, let me stress that ...
 So, as we have seen ... Therefore, we must conclude that ...
 This clearly reinforces everything I have said up until this point.
 In light of what was said earlier, we can see that ...

Jordan

**High
Note**

Grade 9

PHOTOCOPIABLE RESOURCES



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2 It's not what you say, it's how you say it	Reading: identifying the author's opinion	After 1B READING AND VOCABULARY	15
3 Nice to meet you	Vocabulary: phrases for breaking the ice; idioms related to communication	After 1C VOCABULARY	10
4 Let's play tag!	Grammar: question tags	After 1D GRAMMAR	15
5 What's your EQ?	Vocabulary: useful language from the unit	After 1E LISTENING AND VOCABULARY	15
02 LOOKING AHEAD			
6 2050	Grammar: future forms for predictions; <i>be bound/certain/sure/likely/unlikely to</i>	After 2A GRAMMAR AND VOCABULARY	15
7 It's a match	Vocabulary: threats to the environment	After 2B VOCABULARY	15
8 Climate change myths and facts	Vocabulary: useful language from the unit	After 2C LISTENING AND VOCABULARY	15
9 Cover it!	Grammar: future forms for plans and hopes; <i>be to/be about to/be due to</i>	After 2F GRAMMAR	15
03 INFLUENCES			
10 Would I lie to you?	Grammar: past and present habits	After 3A GRAMMAR AND VOCABULARY	10
11 Life events	Vocabulary: useful language from the unit	After 3B LISTENING AND VOCABULARY	15
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15 Newsflash!	Vocabulary: news reporting	After 4B VOCABULARY	15
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17 Your word against mine	Reading: recognising bias	After 4D READING AND VOCABULARY	15
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19 Pelmanism	Grammar: verb patterns after infinitives and gerunds	After 5A GRAMMAR AND VOCABULARY	15
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21 Fifteen-second rule!	Grammar: verbs with gerunds and infinitives (change in meaning)	After 5C GRAMMAR	10
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PHOTOCOPIABLE RESOURCES

TEACHER'S NOTES

Unit 1

1 Snap is a tense game!

(1A Grammar and Vocabulary)

Aim: to practise present and past tenses and their functions

Interaction: pairs or groups of three

Type of activity: matching game

Time: 10 minutes

Materials: one set of sentence cards and one set of function cards per pair/group

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Put students in pairs or groups of three and give each pair/group one set of sentence cards and one set of function cards. They should shuffle them and put them in two piles face down on the table. **(3)** Explain the activity: students have to work together to match the sentences on the sentence cards with the correct tenses and functions on the function cards, pairing off all the cards. You can either set a time limit for this stage or let students match until one or more pairs/groups have finished, depending on the time available. **(4)** You could suggest that students find and underline the verbs in the sentences before they begin. They could do this in their pairs/groups and then check that they have identified the verbs correctly as a class. **(5)** Start the activity. Students play until all the cards have been matched or for as long as time allows. **(6)** Ask students to count up their pairs, then check answers with the class. Elicit further example sentences to check understanding. Congratulate the pairs/groups with the highest number of pairs.

Optional follow-up: Students play in pairs using only the function cards, which are placed face down on the table. One student turns over and reads a card, and challenges their partner to make a sentence. If the student makes a correct sentence, they get to keep the card. If they can't, the first student can have a go. Students take it in turns until all the cards have been claimed. The student with the most cards is the winner.

Answers:

Present Simple for routines and habits/things that happen repeatedly: *I upload around fifty photos a day to Instagram.*

Present Simple for facts and things that are generally true: *People usually stay in touch using message apps or text messages.*

Present Continuous for things happening now or around now: *I'm looking for a new laptop – a touch screen.*

Present Continuous for situations which are changing during the present time: *Instant messaging is getting more and more popular with older people.*

Past Simple for actions that started and finished at a specific time in the past: *Before the invention of the Internet and telephone, people communicated by letter.*

Past Continuous for actions in progress at a specific time in the past: *The research team were working with families in an Indian village last month.*

Past Continuous for a long activity interrupted by a short one: *The video call meeting was going really well until the Internet went down.*

Present Perfect Simple for actions and states which began in the past and continue until now: *I have been a blogger for about a year.*

Present Perfect Simple for finished actions in the past when we don't say exactly when they happened: *Social media has changed the way we communicate forever.*

Present Perfect Continuous for an action in progress or repeated over a period of time up until now: *I have been using Facebook for ten years but Snapchat is better.*

Past Perfect for an action in the past that was completed before another action or time in the past: *I had lost my phone and couldn't call my parents to say I was OK.*

2 It's not what you say, it's how you say it

(1B Reading and vocabulary)

Aim: to practise the skill of identifying the author's opinion

Interaction: individual and pairs

Type of activity: reading text and activities

Time: 15 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs for Exercise 1. Read through the instructions as a class and give students one minute to discuss, then elicit ideas. Encourage them to give reasons for their answers (see answer key below). **(2)** Students could do Exercise 2 in the same pairs or individually. Encourage them to go through each option in detail and formulate reasons why the incorrect options are incorrect. **(3)** Check answers with the class. **(4)** Get students to do Exercise 3 individually first, and then to discuss their answers in pairs. Give them a few minutes to read the whole text, then set a time limit for them to discuss each question. Check answers with the class.

Optional follow-up: Put students in pairs and give them 3–4 minutes to formulate the opposite opinion to the one given in the text. When they have finished, elicit some ideas from different pairs.

Answers:

- 1** Suggested answer: The article could be about communication as the heading talks about what we say. How is probably in italics for emphasis, because the way we say something can convey what we mean as much as the words themselves.
- 2**
 - a:** The author doesn't say that the Internet or social media are to blame; they say that we ourselves are to blame: we have become so intent on reaching as many people as possible using as little effort as possible, that we may be forgetting the very art of communication itself.
 - b:** The author implies that this is the case but does not directly state that we have become obsessed – they just say we've become 'intent'.
 - c:** The writer says we are forgetting the very art of communication itself.
- 3**
 - 1** In the last paragraph. (I think it's possible that we are slowly losing our ability to talk to one another. ... In my opinion, this was not just the dawn of the age of the digital world; it also possibly brought about the beginning of the end of thousands of years of communicative evolution.)
 - 2** it's possible ...; maybe ...; I think ...; I feel ...; In my opinion, ...; possibly ...
 - 3** positive opinion: remarkable; sophisticated negative opinion: poor

3 Nice to meet you

(1C Vocabulary)

Aim: to practise phrases for breaking the ice and idioms related to communication

Interaction: pairs

Type of activity: mingling activity

Time: 10 minutes

Materials: one set of cards per pair

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Put students in A and B pairs and hand out one set of cards to each pair. They should shuffle them and put them in a pile face down on the table. **(3)** Explain that Student A should stay at their desk for the duration of the activity and Student B will move around the room to a new partner every thirty seconds. Alternatively, if your classroom set-up does not permit mingling activities, students can remain with the same partner throughout the activity. **(4)** Ask students to turn over a card each and talk to their partner, following the instructions on the card. Explain to students they will each have thirty seconds to talk, then when the time is up, they have to guess the phrase they each had on their cards. Student B should then move around the class to the next Student A. Time students and let them know when it is time to change partners. If students use up all their cards, they can shuffle them and use them again but return to the pile any cards they have previously selected themselves. **(5)** Weaker students might find it difficult to strike up a conversation abruptly. For these students, you might like to write a few small talk topics on the board, which they can use as prompts. You might also like to go over the vocabulary items on the cards before the activity starts, to check students' understanding. **(6)** Start the activity. Monitor students and note any good examples of language. Direct students to change partners after every 30 seconds. Continue the activity until students have had a chance to talk to all the students in the class or for as long as time permits. Invite any pairs using good examples of language to role-play their exchange for the class.

Optional follow-up: Have a class discussion about which instructions the students found difficult to carry out and why.

4 Let's play tag!

(1D Grammar)

Aim: to practise question tags

Interaction: groups of three or four

Type of activity: board game

Time: 15 minutes

Materials: one worksheet per group. A spinner and counters are needed or students can use their own coins for counters. Alternatively, prepare small pieces of paper labelled 1–6 in small boxes/bags as substitutes for a spinner.

In class: (1) Put students in groups of three or four and give each group a copy of the board game, a spinner and a counter for each student. (See Materials above for an alternative to counters.) **(2)** Explain to students that they are going to play a board game using question tags. They take turns to spin the spinner and move their counter to the correct square on the board. The student then reads the tag on that square and thinks of a sentence that fits the tag. If a student lands on a 'Choose your own sentence' square, then they can think of

their own question and tag. **(3)** The other student(s) in the group must decide if the sentence is correct. If they agree the sentence is correct, the next student has a turn. If the student's sentence is incorrect, they must move their counter back to the 'Start' square and start again (or miss a turn, depending on which you prefer). For weaker classes, you may need to go over the other instructions more than once. **(4)** The first student to reach the 'Finish' square wins the game.

Alternative approach: For a longer activity, do not use the spinner. Instead, have students move their counter one square at a time. If you prefer not to use a board game, you can cut out the tag squares and use them in a simple card activity: cards are placed face down on the table, one student turns over a card and tries to make a sentence. If the other students in the group agree it is correct, then the student keeps the card and the next player has a go. The winner is the student with the most cards at the end of the game.

5 What's your EQ?

(1E Listening and vocabulary)

Aim: to practise the skill of identifying the author's opinion

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 1.8 for them to check/complete their answers. Alternatively, check answers by going through the interview extract with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

- 1** 1 emotionally 2 psychologist 3 success 4 ability
5 stressed 6 traditional 7 angry 8 annoyed
9 uneasy 10 exasperated 11 consciously
12 responsibility 13 actively 14 Communication

Unit 2

6 2050

(2A Grammar and vocabulary)

Aim: to practise future forms for predictions and *be bound/certain/sure/likely/unlikely* to

Interaction: pairs

Type of activity: discussion

Time: 15 minutes

Materials: one set of cards per pair

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Put students in pairs and hand out one set of cards to each pair. They should shuffle them and put them in a pile face down on the table. **(3)** Explain to students that they are going to read some headlines from the year 2050. They should take it in turns to pick up a card and read the headline.

They should then discuss the headline and say if they agree that this will happen using future forms for predictions. Demonstrate with a strong pair. For weaker classes, you might like to elicit and write the target language on the board. **(3)** Allow students 10 minutes to discuss the headlines, then elicit some opinions around the class.

Optional follow-up: Allow the class to vote to choose one of the headlines for a class discussion. Encourage polite disagreement, making sure students use the target language.

7 It's a match

(2B Vocabulary)

Aim: to practise vocabulary related to threats to the environment

Interaction: pairs

Type of activity: card game

Time: 15 minutes

Materials: one set of Student A cards and one set of Student B cards per pair

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Put students in A and B pairs and hand out one set of white cards, one set of grey cards and one answer key to each student. Tell them that they should not look at their own or their partner's cards. Explain that the grey and white cards need to be matched to form compound nouns related to threats to the environment. The answer key card shows the correct compound nouns for their partner's cards. Note that the last two rows of cards in each student's set are distractors – they do not match to make compound nouns. You could use them for a more demanding activity or you may choose to leave them out so that all the cards have a match. If you do use them, point out to students that four of their cards are distractors and do not have a match. **(3)** Ask students to spread their word cards out face down on the table in two sets. **(4)** Explain the activity: in their pairs, students take it in turns to turn over one card from each set. If the two words make a compound noun, the student scores a point and keeps the cards. Their partner checks that the compound noun is correct by looking at their answer key card. The student then tries to make a sentence using the compound noun. If they do, they score an extra point and have another turn. If they cannot form a sentence or if their sentence is incorrect, play passes to the other student. If the cards do not match, the student has to turn them back over, keeping them in the same place, and play then passes to the other student. **(5)** The game continues until all the cards have been matched or for as long as long as time permits. The winner is the student with the most cards at the end of the activity.

8 Climate change myths and facts

(2C Listening and vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 2.4 for them to check/complete their answers. Alternatively, check answers by going through the lecture with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

1 1 to **2** be **3** going **4** with **5** of **6** who **7** as **8** in
9 have **10** and **11** there **12** than **13** as **14** such
15 been **16** have

9 Cover it!

(2F Grammar)

Aim: to practise future forms for plans and hopes and *be to/be about to/be due to*

Interaction: pairs

Type of activity: collaboration and presentation

Time: 15 minutes

Materials: one worksheet per pair

In class: (1) Put students in pairs and hand out the worksheet. **(2)** Explain Exercise 1: tell students that they are news reporters and they are going to choose an event to report to the class. It can be one of the events listed or their own idea. **(3)** Give pairs a minute to choose their event, then move on to Exercise 2. **(4)** Students prepare their report. They should try to include as many of the future forms in the table as possible. If necessary, review the future forms on page 25 of the Student's Book, asking for examples of each use. Set a time limit of 3–4 minutes for this stage and tell students that they should make notes in the table but not write the report in full. Encourage them to use their imagination. Monitor and help them with future forms and if necessary, prompt them with a few ideas. **(5)** Pairs now report their events to the class. To turn this into a game, you could ask the class to count the number of correctly used future forms; the pair with the most wins. If you are short on time, pairs can report to another pair. During the activity, monitor and note down any points to highlight during feedback but do not interrupt students. Go over them in a brief feedback session afterwards.

Optional follow-up: Students can write up their report in class or for homework and peer-check each other's work for the correct future forms and their uses.

Unit 3

10 Would I lie to you?

(3A Grammar and vocabulary)

Aim: to practise talking about past and present habits

Interaction: pairs

Type of activity: a guessing game

Time: 10 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Tell them that they should not show their worksheet to their partner. **(2)** Explain that students should use the prompt cards to write three sentences about their past habits. One of the sentences should be true and two should be false. Point out that they should do this individually and remind them to use the target language from page 35 of the Student's Book. In weaker classes, you could briefly revise the language and write the forms on the board. **(3)** Give students time to write their sentences. **(4)** Move on to Exercise 2 and get students to do the same, but this time for present habits. **(5)** In their pairs, students now share their sentences, for their partner to guess which are true and which are false. Remind them to peercheck each other's sentences for accuracy. **(6)** If there is time, students can repeat the activity with a new partner.

Optional follow-up: Students can write single sentences for their partner to guess if they are true or false.

11 Life events

(3B Listening and vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 3.3 for them to check/complete their answers. Alternatively, check answers by going through the extract with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

1 1 out **2** on **3** from **4** into **5** of **6** in **7** up **8** to
9 on **10** out **11** in **12** down **13** at **14** to **15** at
16 up **17** into **18** about **19** up **20** on

12 Say it how you mean it

(3C Vocabulary)

Aim: to practise vocabulary related to role models

Interaction: groups of three

Type of activity: card/guessing game

Time: 10 minutes

Materials: one set of cards per group

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Put students in groups of three and hand out one set of cards to each group. They should shuffle them and put them in a pile face down on the table. **(3)** Tell students that they are going to play a game. Groups nominate one student to keep score and one student to time-keep. In their groups, they take it in turns to turn over a card without

showing it to anyone and talk about anything they like for 30 seconds, in the manner mentioned on the card. (In weaker classes, you might like to read through the cards first and check that students understand each of the characteristics on the cards.) The other students in the group then try to guess what is written on the card. If a student guesses, they get to keep the card and play passes to the next student. If no one guesses, the card goes face up on the table and play passes to the next person. **(4)** Start the activity and monitor groups, helping out where necessary. **(5)** Continue until all the cards have been used up or for as long as long as time permits. The winner at the end of the activity is the student with the most cards.

Optional follow-up: In their groups, students take it in turns to choose a card and talk about someone they know who is like that.

13 It's a word you need to guess

(3E Grammar)

Aim: to practise relative and participle clauses

Interaction: individual, groups of four

Type of activity: guessing game

Time: 15 minutes

Materials: one worksheet per two students, cut in half

In class: (1) Give each student one half of the worksheet and ask them to write their name at the top. **(2)** Start Exercise 1, with students working individually. They should think of two words relating to each relative pronoun and write them in the 'My words' column. They can be any words which they can describe using the relative pronoun, and they can be singular or plural (e.g. for who: vet, band; for which: dictionary, mobile phone; for where: swimming pool, square; for when: birthday, anniversary). **(3)** Move on to Exercise 2. Again, students should work individually and not show their worksheet to anyone. Explain that they should write one sentence describing/explaining each of the words they wrote in the table in Exercise 1. For each relative pronoun, they should write one sentence with a defining relative clause, and one with a non-defining relative clause (e.g. For vet: This person, who has a medical degree, treats sick or injured animals. For band: It's a group of people who play music together.). **(4)** Put students in groups of four and tell them not to show their worksheet to anyone. They should take it in turns to read out each sentence for the other students in the group to guess the word the sentence describes. You could allow students to give more clues if no one guesses the word after each sentence is read out. The first student to guess the word wins a point. The student describing the word then writes the name of the person who guessed correctly in the 'Name' column of the table in Exercise 1, next to the word. The game continues until all the words have been guessed. Students then count up their score by checking how many times each person's name appears in the 'Name' column. The student who guessed the most words is the winner.

Unit 4

14 We never went to the moon?

(4A Grammar and vocabulary)

Aim: to practise narrative tenses, and the Past Perfect Simple and Continuous

Interaction: pairs

Type of activity: writing

Time: 10 minutes

Materials: one worksheet per pair

In class: (1) Put students in pairs and hand out the worksheet.

(2) Do Exercise 1 with the class. Go through the instructions with students and ask them what they know about Neil Armstrong. Elicit answers around the class, then ask students to look at the timeline and answer the question. **(2)** Students should do Exercise 2 in their pairs. Explain that they have to write six sentences using information from the timeline and any other information they discussed in Exercise 1. Point out that they should use narrative tenses. With weaker classes, you might like to go over the target language on the board before students begin. During the activity, monitor and offer help as necessary, checking that students are using narrative tenses correctly. **(3)** As feedback, invite students from different pairs to share their sentences with the class.

Optional follow-up: Students swap sentences with another pair and peer-check their work. Can they think of any more sentences to add?

Answers:

- 1 The conspiracy theory was that Apollo 11 never went to the moon and that its landing was filmed in a studio. (Neil Armstrong was an American astronaut, the first person to set foot on the moon.)

15 Newsflash!

(4B Vocabulary)

Aim: to practise vocabulary related to news reporting

Interaction: pairs

Type of activity: collaborative writing, presentation

Time: 15 minutes

Materials: one worksheet per pair

In class: (1) Put students in pairs and hand out the worksheet.

Tell students that they are journalists and they are going to write a news report about a subject of their choosing. Explain that the object of the activity is to try to include as many of the words on the worksheet in their report as they can – they will receive one point for each word they have used correctly. They should circle the words after they use them, to keep track of how many they have used. **(2)** Give students 10 minutes to choose an event and then plan and write their reports in the space provided. Depending on the time available and the level of your class, you might like to set a word limit. **(3)** When the time is up, ask them to count up how many words from Exercise 1 they have used and invite the pairs with the highest number of examples to read their articles to the class. The class should count the number of correctly used vocabulary items and the pair with the most wins.

16 Little did I know ...

(4C Grammar)

Aim: to practise negative inversion

Interaction: pairs

Type of activity: a card activity

Time: 15 minutes

Materials: one worksheet per pair

In class: (1) Put students in pairs and hand out the worksheet. Explain that they are going to read some sentences and rewrite them including the negative inversion phrases on their worksheet. Point out that there are more phrases than sentences. **(2)** With weaker classes, you might like to review the target language from page 51 of the Student's Book first. **(3)** Allow students 5–6 minutes to complete the activity, then elicit sentences around the class. **(4)** Pairs now write two sentences for another pair to invert. They should be sentences which can be rewritten using two of the remaining phrases from Exercise 1.

Possible answers:

- 1 Scarcely had we left the train when another train crashed into it.
- 2 Rarely/Seldom has there been a situation this serious.
- 3 No sooner had I got home than I heard a noise upstairs.
- 4 Not only did the car thief crash the stolen car but he also made off with the police car!
- 5 Under no circumstances should you try to stop the getaway vehicle yourself.
- 6 Never have there been so many crimes as there are now.
- 7 At no time did I see the suspect.
- 8 Seldom/Rarely have we seen organised crime on this scale.

17 Your word against mine

(4D Reading and Vocabulary)

Aim: to practise the skill of recognising bias

Interaction: individual, pairs

Type of activity: reading text and activities

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Put students in pairs and go through the instructions to Exercise 1 with them. Give them a minute to discuss the headings, then elicit ideas around the class, encouraging students to give reasons (see answer key below). **(2)** Students should do Exercise 2 individually and then, if time allows, compare and discuss their answers in pairs. **(3)** Check answers with the class. **(4)** Get students to do Exercise 3 individually first, then get them to discuss their answers in pairs. **(5)** Check answers with the class.

Optional follow-up: In the same or new pairs, students formulate a factual unbiased account of what they think happened at the conference and the protests outside.

Answers:

- 1** Suggested answers: The news report is probably more biased because it doesn't really contain any facts and uses language indicating it doesn't think the protesters have any legitimate claims. In this respect it shows little respect for any different opinions.

The news report might be biased because it was written for a newspaper which approached all news from a particular viewpoint; the protester's account might be biased because he /she wants to appear as 'a voice of reason'.

- 2** **1** a, b, e **2** c, d, f
- 3** **1** e 'Delegates' are people who attend conferences. This sentence introduces what happened at the conference without going into any details.
- 2** a This is the first sentence about the protests that took place outside. It is followed by another sentence about the protests.
- 3** b After talking about the protests, the writer goes back to talk about the conference and this sentence links with the last one in the newspaper report.
- 4** d This sentence links back to the phrase 'Progress is being made' which the writer clearly doesn't accept. It also links to the following sentence where he/she says this is the third conference they have been to.
- 5** c The writer repeats the claim made in the newspaper report that the protesters are a distraction and states it is something they refute.
- 6** f This line is a justification and gives a concluding remark for why people are protesting.

18 Famous photos

(4E Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 4.7 for them to check/complete their answers. Alternatively, check answers by going through the extracts with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

- 1** had been struggling **2** created **3** was still making
4 was **5** had just won **6** was called **7** had had
8 made **9** sent **10** had never studied **11** had accepted
12 did **13** was taken **14** knew **15** reflected
16 took **17** had already been **18** had planned

Unit 5

19 Pelmanism

(5A Grammar and Vocabulary)

Aim: to practise verb patterns after infinitives and gerunds

Interaction: pairs or groups of three

Type of activity: pelmanism

Time: 10 minutes

Materials: one set of verb cards and one set of verb pattern cards per pair or group

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Put students in pairs or groups of three and hand out the two sets of cards to each pair/group. They should spread out the cards face down on the table keeping them in their sets. **(3)** Explain the activity: students will take it in turns to turn over one card from each set and decide if the verb on the grey card matches the verb pattern on the white card. If it does, they keep the pair of cards. If not, they turn the cards back over, remembering their position, and play passes to the next player. **(4)** Start the activity. Students take turns until all of the cards have been matched. The winner is the student with the most matched pairs at the end of the activity.

Optional follow-up: Students make a sentence for each verb/phrase. They can do this orally in their pairs/groups or write the sentences in class or for homework.

Answers:

+ **gerund:** have difficulty, can't help, feel like, be used to, involve, don't mind

+ **infinitive with to:** refuse, attempt, agree, seem

+ **object + infinitive with to:** persuade, force, encourage, allow

+ **object + infinitive without to:** let, make

20 You name it

(5B Vocabulary)

Aim: to practise vocabulary related to the senses

Interaction: whole class

Type of activity: card game

Time: 10 minutes

Materials: one set of cards for the whole class

In class: (1) Divide the class into two teams down the middle of the room. Explain to students that they are going to play a game. You are going to call out a word or phrase and teams have to shout out an example for a point (or, if you prefer, they can put their hand up to answer). Do a practice run with the class. Say: Give me an example of a scent and wait for students to answer. Tell them that for each correct answer, they get to keep the card with the phrase, and score one point for their team. If a student answers incorrectly, the card goes to the other team. **(2)** Start the game. Call out the phrases in turn and after each answer, award points and give the card to the winning team. Continue until all the cards have been used up. **(3)** At end of the game, teams count up their cards. The team with the most cards are the winners.

Snap is a tense game!

1A GRAMMAR AND VOCABULARY (Present and past tenses)

Sentence cards



I upload around fifty photos a day to Instapost.	People usually stay in touch using message apps or text messages.	I'm looking for a new laptop - a touch screen.	Instant messaging is getting more and more popular with older people.
Before the invention of the Internet and telephone, people communicated by letter.	The research team were working with families in an Indian village last month.	The video call meeting was going really well until the Internet went down.	I have been a blogger for about a year.
Social media has changed the way we communicate forever.	I have been using Teenbook for ten years but Swapchat is better.	I had lost my phone and couldn't call my parents to say I was OK.	

Function cards



Present Simple for routines and habits/ things that happen repeatedly	Present Simple for facts and things that are generally true	Present Continuous for things happening now or around now	Present Continuous for situations which are changing during the present time
Past Simple for actions that started and finished at a specific time in the past	Past Continuous for actions in progress at a specific time in the past	Past Continuous for a long activity interrupted by a short one	Present Perfect Simple for actions and states which began in the past and continue until now
Present Perfect Simple for finished actions in the past when we don't say exactly when they happened	Present Perfect Continuous for an action in progress or repeated over a period of time up until now	Past Perfect for an action in the past that was completed before another action or time in the past	

1 Read the title of the article. Why do you think the word 'how' is in larger font and in bold? What do you think the article might be about? In pairs, discuss your ideas. Then read the article quickly to check them.

2 Read the first paragraph of the article again and choose the correct answer.

The writer thinks that

- a the Internet and social media is to blame for us losing the ability to communicate.
- b we have become too obsessed with communication.
- c our use of the Internet is making us forget how to communicate properly.

3 Read the text and answer the questions.

- 1 In which paragraph does the writer give their main message? What is this message?
- 2 Which words/phrases does the writer use to give their opinion?
- 3 Find adjectives in the article which show the writer's:
 - a positive opinion of traditional language (two adjectives).
 - b negative opinion of emojis (one adjective).

It's not what you say, it's **how** you say it

As a species, we have had remarkable success in evolving our ability to communicate. Over thousands of years we have developed not only thousands of sophisticated languages and over twenty different alphabets, but also the skill to interpret the non-verbal messages behind them, using them all to build anything from personal relationships to empires. But in less than twenty years of the dawn of the Internet and social media, we have become so intent on reaching as many people as possible using as little effort as possible, that we may be forgetting the very art of communication itself.

Have you ever read a social media message from a friend and not been sure what they meant? Was it sarcasm? Were they being critical? How do you get across your emotions in a short message? How do you avoid offending someone when it's hard for them to pick up the signals without seeing you? It is said that over eighty percent of our communication is non-verbal – that is, we use body language and gestures to convey how we are feeling and what we really mean. Instead, we now use emojis to add artificial emotion to what we write. For example, if we make fun of our friend in a face-to-face conversation, then a look or grin can let them know we mean no harm. But in a social media message, we add a laughing emoji to let them know we are joking without explaining the whole joke. In situations like these, emojis are possibly a poor substitute for the skill body language employs in conveying our feelings and intentions. It's a bit like adding dried garlic out of a packet to our spaghetti because you can't be bothered to peel and chop a garlic clove; it does the job but it's not the real deal.

People are increasingly using icons as a substitute for not only body language but for the written language as well; these icons ensure you can get information across quickly, without much effort. Younger generations spend more time communicating in this way than using face-to-face communication or indeed by carefully writing in the traditional way that that older generations were used to. Maybe they are now more at home in 'chatting' than talking to someone. This is evidenced when you see friends sat in coffee shops messaging each other over the table or at home from a few metres away. Why? Because in a world of convenience and instant gratification, it's easier.

I think it's possible that we are slowly losing our ability to talk to one another. People will have so little practice interpreting body language that it will become too uncomfortable for them to interpret face-to-face verbal communications without the support of emojis. I feel that, sadly, we will eventually come to a point where it will simply become a lost art. In my opinion, this was not just the dawn of the age of the digital world; it also possibly brought about the beginning of the end of thousands of years of communicative evolution.



RESOURCE 3

Nice to meet you

1C VOCABULARY

(Phrases for breaking the ice, idioms related to communication)



come across as friendly	point out something	try to hit it off
make a favourable impression	strike up a conversation	have a laugh
create a bond	pay a compliment	make small talk
pass on a message	get across a point	ask to stay in touch

Let's play tag!

1D GRAMMAR (Question tags)

START	1 ... could you?	2 Choose your own sentence.	3 ... shall we?	4 Move forward three squares.
15 ... do they?	16 Have another turn.	17 ... could she?	18 Swap places on the board with the person to your left.	5 ... isn't it?
14 Choose your own sentence.	23 ... will you?	FINISH	19 ... hadn't he?	6 Go to square 15.
13 ... does it?	22 Go back to square 11.	21 ... shouldn't I?	20 Choose your own sentence.	7 ... don't you?
12 Miss a turn.	11 ... weren't they?	10 Choose your own sentence.	9 ... aren't I?	8 Go back to square 1.

What's your EQ?

1E LISTENING AND VOCABULARY

(Audio script: extra activities)

1 1.8 Complete the extract from a radio interview with words formed from the words in brackets.

Presenter: We have all heard about 'IQ' – a way of measuring intelligence. But maybe your 'EQ' is even more important. EQ is short for *emotional intelligence* and apparently, being ¹ _____ (EMOTIONAL) intelligent not only can make you happier, but also means you do better at work and in school. **According to one study**, people with high EQ earn a lot more than people with low EQ! Sounds great! Here with us today is ² _____ (PSYCHOLOGY) Dr. Samia Wassef. Dr Wassef what exactly is emotional intelligence, and is it really something that can influence academic and career ³ _____ (SUCCEED)?

Samia: Well, **put simply**, emotional intelligence is the ⁴ _____ (ABLE) to identify, understand and manage emotions. If you have high EQ, you will be less ⁵ _____ (STRESS) and communicate with other people much more effectively, so it's easy to see why that could have a positive impact on your life and work. Though I'm not sure we can really say you'll definitely earn more.

Presenter: Is it something you can develop or are you just born with it?

Samia: Well, ⁶ _____ (TRADITION) intelligence, or IQ, is **to a large degree** something you are born with, but EQ is not at all fixed in that way. If you want to, you can definitely increase how emotionally intelligent you are.

Presenter: Really? How?

Samia: OK ... Well, maybe **the best place to start is** with self-awareness, particularly awareness of your own emotions. How often have you met someone who says they aren't feeling ⁷ _____ (ANGER) when you can clearly see that they're absolutely livid? But **we need to remember that** they probably just aren't really conscious of their emotions. That's why you need to learn to recognise your own physical signals, so you can identify when you're feeling tense or ⁸ _____ (ANNOY). For example, are you clenching your jaw or is there an ⁹ _____ (EASY) feeling in your stomach? **Research shows that** you can also develop better self-awareness by keeping a diary. **Once** you've noticed the emotion, you can then do something about it. Everyone feels sad or ¹⁰ _____ (EXASPERATE) sometimes, but we need to ¹¹ _____ (CONSCIOUS) decide when, where and how to express these negative feelings. For example, imagine your teacher or your boss asks you why you haven't done a particular task. If you're already feeling upset or annoyed about something that happened earlier but you haven't recognised it or dealt with it, you might snap and say something rude. You need to learn how to release these negative emotions without taking them out on other people. For example, you might go for a walk or a run, or have a shower. **I find it also helps to** chat to a friend. It's up to you, really, to find what helps you.

Presenter: So it's about taking ¹² _____ (RESPONSIBLE) for our emotions.

Samia: Yes, people say things like, 'He **put me in a bad mood**,' but actually, we can only ever put ourselves in a bad mood. We're responsible and we can choose to react differently if we want to. And, of course, emotional intelligence is also about understanding other people's emotions. This isn't about manipulating other people's emotions, but **putting yourself in their shoes**. You can develop empathy by really listening to what other people have to say about how they're feeling, rather than just waiting for your turn to say something. Showing that you're listening by nodding and responding to what people are saying is also important.

Presenter: Listening ¹³ _____ (ACTIVE), you mean?

Samia: Yes. This can really help if the other person is being difficult. Often you can avoid **getting into conflict** just by really listening and trying to understand what the other person is telling you. ¹⁴ _____ (COMMUNICATE) is a big part of building relationships, and good relationships are vital in having a happy, successful life. So, developing your emotional intelligence could really change your life.

2 Look at the expressions in bold in the extract. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.



The first person lives to 200!

Bees are extinct!

Study shows every person has
an average of five connected devices

Sales of electric cars overtake petrol cars

Study shows half the world's population
live without access to clean water

**Robots stop working after they are
hacked by cyber criminals**

70% of the world's population eat a plant-based diet

Most of the fish that existed in 2020 are now extinct

Coffee is now a luxury item due to climate change

**6 million people per year die from
complications with air pollution**

Deaths from the common cold rise to 2 million

The last rainforest tree dies

RESOURCE 7

It's a match

2B VOCABULARY
(Threats to the environment)

Student A's cards



exhaust	fumes
renewable	energy
acid	rain
habitat	loss
soil	erosion
fossil	fuels
water	scarcity
global	emissions
toxic	turbine

Answer key: Student B's nouns

global heating
toxic waste
wind turbine
endangered species
vehicle emissions
greenhouse effect
land slide

Student B's cards



global	heating
toxic	waste
wind	turbine
endangered	species
vehicle	emissions
greenhouse	effect
land	slide
water	fumes
renewable	erosion

Answer key: Student A's nouns

exhaust fumes
renewable energy
acid rain
habitat loss
soil erosion
fossil fuels
water scarcity

1  2.4 Complete the lecture with one word in each gap.



Climate change
MYTHS
AND
FACTS

Scientists have been telling us for decades that the Earth's climate is changing. A recent report warned that temperatures are likely ¹ _____ rise by three degrees by the end of this century, which **is almost certain to** ² _____ catastrophic for the planet. Despite such clear statements, there is still a lot of misinformation out there. I'm ³ _____ to be talking about some common misunderstandings and what the facts of the matter are.

To begin with, I would say that **one of the key reasons for** confusion is that the media often feels that they need to deal ⁴ _____ the topic in a balanced way. Of course, this is generally a positive thing. However, in the case ⁵ _____ climate change, it means that when a news programme, say, has a scientist talking about how climate change is creating scorching temperatures or torrential rain, they often also invite an expert onto the programme ⁶ _____ denies that these freak weather conditions have anything to do with global heating. It looks and sounds to the viewer ⁷ _____ if about fifty percent of scientists are on each side, when, **in reality**, ninety-seven percent of scientists agree that climate change is happening. **In other words**, people are told, incorrectly, that scientific experts don't agree over climate change, when, ⁸ _____ fact, they almost universally do.

The second thing that people often tend to think whenever we happen to have sub-zero temperatures is that the earth isn't actually getting warmer. Anyone who believes this needs to look at the overall weather trends. **The fact is that** the last few years ⁹ _____ been some of the hottest since records began in the 1880s and the evidence suggests that it's going to continue to get hotter ¹⁰ _____ hotter. **Surprisingly**, we may also get more snowfall precisely because it's getting warmer. Because it's warmer, and ¹¹ _____ is less ice overall, there is actually more water in the atmosphere, which can then come down as heavy snow.

Then there are the people who accept that the climate is changing, but think that it's something that's happening naturally, rather ¹² _____ because of anything we humans are doing. **It is certainly true that** a variety of factors can affect the climate. For example, variations in temperature have happened ¹³ _____ a result of changes in the amount of energy from the sun reaching the earth and volcanic eruptions. But, please take note, these changes have happened very slowly over thousands or millions of years, whereas we've seen a huge and rapid increase in greenhouse gases ¹⁴ _____ as carbon dioxide since the Industrial Revolution, starting in the 1760s. These gases are widely known to trap heat and make the planet warmer. **It is clear that** industrialisation has caused this increase in greenhouse gases, especially when we note how much faster the greenhouse effect has ¹⁵ _____ happening since the 1950s.

Finally, some people accept the reality of climate change, and even that it is caused by human activity, but they maintain that carbon dioxide is actually a positive thing overall. Certainly, more carbon dioxide in the atmosphere does encourage plants to grow, and there is evidence that Earth has become greener as a result. However, as higher levels of carbon dioxide trapped in the atmosphere also cause heatwaves and freak storms, any benefit is lost as these will lead to crops being damaged or lost.

Similarly, people argue that higher temperatures mean fewer people will die of cold in the winter. This is probably true for people in northern Europe, but in other hotter places, such as Africa or South America, the number of people dying of heat will increase. So, **to sum up**, when talking about any benefits of climate change, we ¹⁶ _____ to ask ourselves: 'Who benefits and for how long?'

2 Look at the expressions in bold in the lecture. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

Cover it!

2F GRAMMAR

(Future forms for plans and hopes; *be to/be about to/be due to*)

1 Work in pairs. You are news reporters. First, decide on an event to report to the class. Choose from these events or use your own idea.

- a fashion show
- an awards ceremony
- a protest outside a clothing factory
- your own idea (_____)

2 Prepare your report. Make notes in the table below. Try to include as many of the future forms from the table as you can in your report.

Future forms	Ideas
<i>going to</i> for something which has already been decided	
<i>will</i> for a future action decided at the moment of speaking	
Future Continuous for an action that is expected to happen in the normal course of events	
Present Continuous for a future arrangement with another person	
Present Simple for a timetabled or scheduled future event	
<i>be planning/hoping to</i> + infinitive for plans or <i>be thinking of</i> + gerund for plans	
<i>be about to</i> + bare infinitive for something that is happening very soon	
<i>be due to</i> + bare infinitive for timetabled events	
<i>be to</i> + bare infinitive for formal or official arrangements	

3 Report your event to the class. They count the future forms you have used correctly in your report. The pair with the most wins!

Would I lie to you?

3A GRAMMAR AND VOCABULARY
(Past and present habits)

Would I lie to you? | Student A

1 Write sentences about your past habits using these prompts and/or your own ideas. One sentence must be true and two must be false.

be late

burst into tears

listen to music loudly

spend too much on things I don't need

blow things out of proportion

look at my phone when someone is talking to me

bite my nails

mess about

2 Now do the same for your present habits.

Past

True: _____

False: _____

False: _____

Present

True: _____

False: _____

False: _____

3 Share your sentences with Student B. Can he/she guess which ones are false?



Would I lie to you? | Student B

1 Write sentences about your past habits using these prompts and/or your own ideas. One sentence must be true and two must be false.

be late

burst into tears

listen to music loudly

spend too much on things I don't need

blow things out of proportion

look at my phone when someone is talking to me

bite my nails

mess about

2 Now do the same for your present habits.

Past

True: _____

False: _____

False: _____

Present

True: _____

False: _____

False: _____

3 Share your sentences with Student A. Can he/she guess which ones are false?

Life events

3B LISTENING AND VOCABULARY (Audio script: extra activities)

1 3.3 Choose the correct prepositions to complete the extract from a radio programme.

Presenter: Habib, what event stands ¹off / out for you and what influence did it have ²on / to your life?

Habib: **One of the most significant events in my life** happened when I transferred ³off / from primary to secondary school. I hadn't worked very hard in primary school – I was a bit lazy – and when I got to secondary school, the teachers assumed I wasn't very academically gifted. So they gave me quite undemanding work to do and I started messing about and getting ⁴into / within trouble – because the work was actually way too easy for me and I was bored stiff. I was starting to do really badly at school, but one of my teachers spotted that I wasn't really trying because I was scared ⁵at / of failing. I felt that if I didn't try, I couldn't fail. He helped me to see that this attitude really **wasn't doing me any favours**, and that I could do much better. I started putting ⁶in / out more of an effort and ended ⁷up / out doing really well at school. **I'm off to** university next year to study Medicine and it's all **thanks to** that teacher. I really owe him a lot.

Presenter: Lama?

Lama: I was four when my little sister Majeda was born, and her birth really rocked me. **I guess** I was used ⁸at / to having my parents all to myself. **I can clearly remember** the day they brought her home from the hospital and I just thought, 'Make her go away!' She just wouldn't stop crying. My parents said she had something called colic, which is a kind of stomach problem babies get. It can be caused by a lot of different things and it's difficult to treat. My parents were really grumpy, probably because the crying is typically much worse at night. **The turning point came when** Majeda was able to sit up. She stopped crying so much – **I have the impression that** lying down made the condition worse – and I suddenly saw that she might actually be fun to play with. Nowadays we get ⁹on / out really well and I wouldn't be without her. This experience really changed me because I saw that even when things don't immediately go my way, that doesn't mean that they won't turn ¹⁰out / around to be positive ¹¹for / in the long run.

Presenter: Dalia?

Dalia: When I was nine, my dad got a new job and we had to move abroad to Germany for two years. I didn't want to go because I felt I would miss all my friends, my school – everything I knew, really. The whole thing turned my life upside ¹²down / under. But, **to make matters much worse**, I didn't speak a word of German. My parents put me into a German school and it was awful ¹³in / at first. People were kind to me, but I hated not being able to talk to them properly. **I felt really down in the dumps** about it all. My dad kept saying I just had to keep going, that it would get easier, and that it was 'character building', but I wasn't convinced. **And then one day**, I found I could understand what people were saying much better, and I started being able to make new friends and chat ¹⁴to / at them in German. And now I speak German pretty well, so I'm really glad I kept trying. It's taught me the value of sticking ¹⁵at / on something. We came home after two years, and I was really pleased to see my friends again, but now I have friends in Germany as well.

Presenter: And **last but not least**, Jawad?

Jawad: When I first went to secondary school, I had a really hard time. I was quite small for my age and the bigger kids used to wind me ¹⁶over / up about it. One day they upset me so much that I just burst ¹⁷into / over tears. Of course, they wouldn't let me forget that! I didn't want to tell anyone because I was embarrassed ¹⁸about / of it. Anyway, this went on for a few weeks until one day a new kid started at the school. He was quite short too, and some of the kids started trying to tease him in the same way. And, **to my amazement**, he just laughed. He really didn't care what they said and, of course, they soon stopped trying to wind him ¹⁹over / up. It was amazing! I learnt a lot from watching how he handled the situation, and pretty soon they'd stopped teasing me as well. It's had quite a profound effect ²⁰on / in on my life because I realised that I don't always have to worry what other people think of me.

2 Look at the expressions in bold in the extract. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.



be a bad influence	be bigoted	be charming
be compassionate	be conceited	be decent
be dedicated	be defensive	be hypocritical
be idealistic	be immature	be inspirational
be modest	be passionate	be pushy
be sincere	be tough	be trustworthy

It's a word you need to guess

3E GRAMMAR

(Defining and non-defining relative clauses; participle clauses)

It's all relative | _____'s card

1 Think of two words relating to each relative pronoun and write them in the 'My words' column.

My words	Name
1 who a _____ b _____	
2 which a _____ b _____	
3 where a _____ b _____	
4 when a _____ b _____	

2 Write a sentence describing or explaining each of your words in Exercise 1. For each relative pronoun, use one defining and one non-defining relative clause.

1 a _____

b _____

2 a _____

b _____

3 a _____

b _____

4 a _____

b _____

3 In groups of four, take turns to read your sentences to the other students in your group, for them to guess the word. Write the name of the person who guesses each word in the 'Name' column.

4 Look at the 'Name' column and count up the score. The student who guessed the most words is the winner.

It's all relative | _____'s card

1 Think of two words relating to each relative pronoun and write them in the 'My words' column.

My words	Name
1 who a _____ b _____	
2 which a _____ b _____	
3 where a _____ b _____	
4 when a _____ b _____	

2 Write a sentence describing or explaining each of your words in Exercise 1. For each relative pronoun, use one defining and one non-defining relative clause.

1 a _____

b _____

2 a _____

b _____

3 a _____

b _____

4 a _____

b _____

3 In groups of four, take turns to read your sentences to the other students in your group, for them to guess the word. Write the name of the person who guesses each word in the 'Name' column.

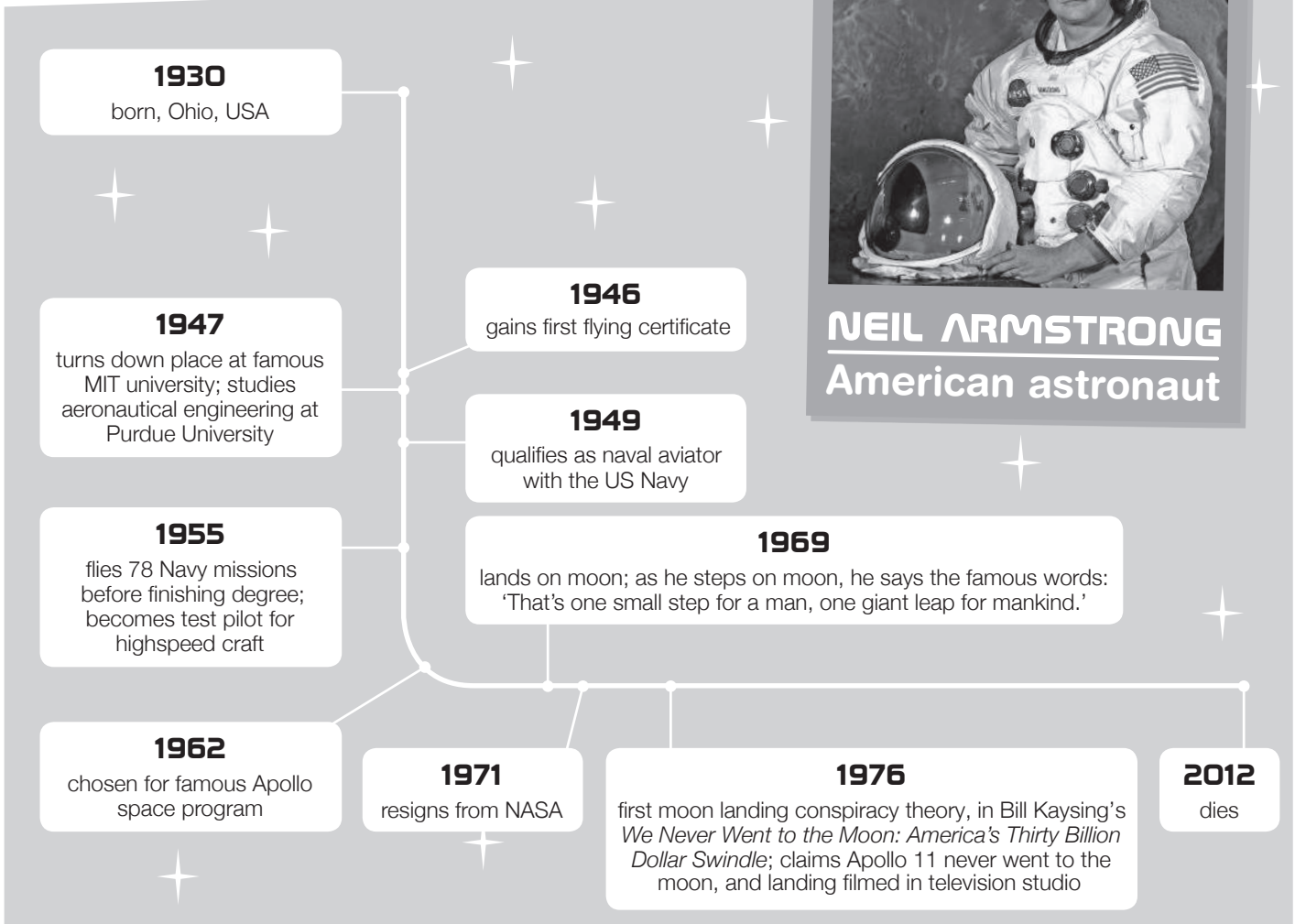
4 Look at the 'Name' column and count up the score. The student who guessed the most words is the winner.

We never went to the moon?

4A GRAMMAR AND VOCABULARY

(Narrative tenses; Past Perfect Simple and Continuous)

1 Look at the timeline. What was the conspiracy theory? What else do you know about Neil Armstrong?



2 In pairs, write six sentences about Neil Armstrong using narrative tenses. Use the information in the timeline above and any other information you discussed in Exercise 1.

- _____
- _____
- _____
- _____
- _____
- _____

1 In pairs, follow the steps below.

- 1 You are going to write a news report. It can be about any subject, but it should include as many of the words and phrases below as possible.
- 2 Think about your report, what you are going to write about and which words and phrases you can use.
- 3 Write your report. Circle each word/phrase after you use it to keep track of how many you have used.

criticise *off the record* generate revenue reveal
raise awareness **hard-hitting** *hints* **in the public interest**
quirky *hit headlines* **strange** *attention span* sensational
hoax **bizarre** *fake* **claim** **expose**
expose the truth *publish* **shed light** *exclusive*
signs *verify both sides of the story* **report**
go viral *state (v)* *believe* *topical*
mystery *heartwarming* **puzzle** *heartbreaking* **newsworthy**
balanced **clues** *maintain* **clickbait**
enigma *present sources* **fraud** **copy** **headlines**
capture **weird**



2 Read your report to the class. They count the words and phrases from Exercise 1 you have used correctly. The pair with the most wins!

Little did I know ...

4C GRAMMAR (Negative inversion)

1 In pairs, rewrite sentences 1-9 below using these phrases. You do not need to use all the phrases but you should use a different phrase for each sentence.

- hardly ... when ...
- under no circumstances
- in no way
- at no time
- little did I know
- seldom
- rarely
- no sooner
- never
- not only ... but also ...
- barely ... when ...
- scarcely ... when ...

1 We had just left the train when another train crashed into it.

2 There has hardly ever been a situation this serious.

3 I had only just got home when I heard a noise upstairs.

4 The movie had just been released when it won the Best Film award.

5 You should not try to stop the speeding vehicle yourself.

6 There has never been as much fraud as there is now.

7 I didn't see the suspect at any time.

8 We have hardly ever seen crowdfunding on this scale before.

1 _____

 2 _____

 3 _____

 4 _____

5 _____

 6 _____

 7 _____

 8 _____

2 Now think of two sentences that can be rewritten using two of the phrases from Exercise 1 you did not use. Give them to another pair to rewrite.

1 _____

2 _____

1 In pairs, read the headings of two different accounts of the same event. Discuss which one is likely to be more biased and why. What reasons might the writers have for their bias? Think about the text type and the readers of each account.

2 Read both accounts quickly. Then read the sentences (a–f) and decide which account they belong to (1 or 2).

- a In the end, you can't help wondering if making a complete nuisance of yourself is really the best way to get yourself heard.
- b It is only inside the conference that the real issues are addressed.
- c We heard reports that the protest was taking the focus away from the good work happening at the conference.
- d Since the first of these conferences over 25 years ago the situation has become worse.
- e The delegates have come up with a range of proposals aimed at reducing CO₂ emissions further.
- f We care deeply about our planet and simply want to see real progress made.

3 Read the accounts again. Match sentences a–f in Exercise 2 with gaps 1–6 in the texts.

1 News report

2 Protester's account



Climate Conference is a huge success

The latest Climate Change Conference (COP) has just finished. **1**_____ The committee has released a report in which all the pledges agreed on at the conference have been outlined. Of course, the challenge now is to put into practice all these pledges, but everyone who attended the conference is committed to this. **2**_____ The protesters make such ridiculous claims that are not based on any evidence or facts. **3**_____ The sooner the delegates are left to get on with the real work the better. Whatever happens it's going to be challenging.

It's always the same old story. Nothing ever changes!

'We hear the same from these conferences every time: Progress is being made. But the reality is far from that. **4**_____ This is the third conference I have gone to, standing outside trying to make my voice heard. Last time I spoke to a number of delegates, but they didn't seem to want to hear what I had to say. I think this reveals a lot. My impression was they were more interested in the free lunch they were getting at the conference. **5**_____ That is something I have to refute. In my opinion the protests have led to more publicity for the conferences and have helped highlight the awful situation our planet is in. To criticise the protesters is to take away the right to freedom of expression. **6**_____ To try and marginalise us is really not acceptable as we represent the opinions of millions of people worldwide.'



Famous photos

4E LISTENING AND VOCABULARY

(Audio script: extra activities)

1 4.7 Complete the extracts from a radio programme with the correct past forms of the verbs in brackets.

1

To this day, no one knows who the photographer of this iconic photo was, though **many people have claimed that** one of their ancestors is sitting on the beam, 800 feet up above the city. The photo was taken in about 1932, in the middle of the Great Depression – perhaps the most difficult time in American history to date. **Without doubt**, many of these men ¹ _____ (struggle) to feed their families before they got a job in constructing the skyscrapers that are now such a characteristic feature of the New York skyline. Little did they know how famous this image would become. The photo captures the hope and excitement that these building projects ² _____ (create). It was used to show the world that America ³ _____ (still / make) progress, and to build confidence that the economy would recover. **According to one theory**, the beam was actually only a few feet above a perfectly safe finished floor, but we'll probably never know for sure.

3

In 1960, the naturalist Louis Leakey ⁹ _____ (send) a young woman, Jane Goodall, to Tanzania to carry out research into the chimpanzees who lived there. Jane ¹⁰ _____ (never / study) science; she didn't even have a degree, but Leakey had spotted her patience and dedication. This photo is composed so that Jane and the chimp she called David Greybeard are sitting opposite each other, their poses mirroring each other. **It looks as if** they are sharing a picnic and having a friendly chat. Her relationship with David Greybeard was particularly important because once this chimp ¹¹ _____ (accept) her, all the other chimps in the tribe ¹² _____ (do) the same, enabling her to carry out her groundbreaking research. In 1966 Jane was awarded a doctorate from Cambridge University for her work. At the time this shot was taken, Jane was only at the beginning of her career, but now her image is instantly recognisable around the world.

2

The man in the photo is William Walker Martin, who people called Plugger. In 1891, he ⁴ _____ (be) a World Champion cyclist and ⁵ _____ (just / win) a six-day cycling race in New York. In those days, the race was called the long-distance championship of the world, but it was very different to today's famous long-distance cycling races, such as the Tour de France. His bike, with its huge front wheel, ⁶ _____ (call) a Bone Shaker because it was very uncomfortable to ride. The race, too, did not go up and down mountains but round and round a track in New York. But, **perhaps unsurprisingly**, Martin was a great athlete. The year before the photo was taken, he ⁷ _____ (have) a bad bike accident which left one leg shorter than the other, but **incredibly**, this not only did not stop him, but ⁸ _____ (make) him more determined than ever to be the world's fastest cyclist.

4

The photo was taken in 1969 and shows the pilot of Apollo 11, Buzz Aldrin, standing on the Moon's surface. It ¹³ _____ (take) by Neil Armstrong, who probably ¹⁴ _____ (know) it would become one of the most famous photos in history. If you look carefully, you can see Armstrong ¹⁵ _____ (reflect) in the glass visor of Buzz Aldrin's helmet. But although you can also see part of the spacecraft that ¹⁶ _____ (take) them to the Moon, the photo is iconic because it shows a person in such an amazing landscape. The background is dark and looks quite frightening, and you can see that there is no life on the surface of the Moon. Of course, by the time Aldrin walked on the moon Neil Armstrong ¹⁷ _____ (already / be) on the surface for 19 minutes. The Americans weren't the first to attempt a moon landing. The Soviets ¹⁸ _____ (plan) a mission, but were worried that they wouldn't get their cosmonauts back to Earth.

2 Look at the expressions in bold in the extracts. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

Verb cards



have difficulty	can't help	feel like	be used to
involve	don't mind	refuse	attempt
agree	seem	persuade	force
encourage	allow	let	make

Verb pattern cards



+ gerund	+ gerund	+ gerund	+ gerund
+ gerund	+ gerund	+ infinitive with <i>to</i>	+ infinitive with <i>to</i>
+ infinitive with <i>to</i>	+ infinitive with <i>to</i>	+ object + infinitive with <i>to</i>	+ object + infinitive with <i>to</i>
+ object + infinitive with <i>to</i>	+ object + infinitive with <i>to</i>	+ object + infinitive without <i>to</i>	+ object + infinitive without <i>to</i>



a scent	something mouth-watering	a subtle smell
an overpowering smell	a stench	something smelly
something that stinks	something coarse	something fluffy
something prickly	something silky	something smooth
something spiky	something squishy	something sticky

Fifteen-second rule

5C GRAMMAR

(Verbs with gerunds and infinitives)

Fifteen-second rule | Student A

1 Complete the sentences in the first column of the table with the correct forms of the verbs in brackets.

Write:	_____ 's answers
1 three things you mustn't forget _____ (do) today.	
2 two things you often try _____ (do) when you're scared or nervous.	
3 three things you remember _____ (buy) this month.	
4 two things you've been meaning _____ (do) but haven't yet.	
5 three things you regret _____ (say) to somebody.	

2 Give your sentences to a partner. They must write their answers in the second column. Give them no more than 15 seconds for each answer!

3 In your pairs, count up your score:

- 1 Check your sentences using the answer key. You get one point for each *correct* answer.
- 2 Check your answers in the second column. You get one point for each *complete* answer.

Answer key: Student B's answers

1 to do 2 fixing 3 do 4 doing 5 doing



Fifteen-second rule | Student B

1 Complete the sentences in the first column of the table with the correct forms of the verbs in brackets.

Write:	_____ 's answers
1 two things you must remember _____ (do) by the end of the week.	
2 two things that need _____ (fix) in your house.	
3 two things you've seen someone _____ (do) which you thought were funny.	
4 three things you forget _____ (do) as a child.	
5 three things you don't want to stop _____ (do) when you're old.	

2 Give your sentences to a partner. They must write their answers in the second column. Give them no more than 15 seconds for each answer!

3 In your pairs, count up your score:

- 1 Check your sentences using the answer key. You get one point for each correct answer.
- 2 Check your answers in the second column. You get one point for each *complete* answer.

Answer key: Student A's answers

1 to do 2 doing 3 buying 4 to do 5 saying

The longest 200 metres

5D READING AND VOCABULARY (Making inferences)

1 Read the sentences. In which sentence is the information given directly and in which one do you need to infer its exact meaning?

- 1 Hasan thinks athletics are great because they're suitable for everyone.
- 2 Hasan loves athletics as they provide everyone with an opportunity to succeed.

2 Read the article and decide if the statements are true (T) or false (F).

- 1 Hasan tries to show that people who are blind can be as successful as everyone else.
- 2 Hasan believes he has fulfilled his potential.
- 3 He has a degree in English and Italian from the University of Jordan.
- 4 It is clear from everything Hasan has achieved so far that he is motivated.
- 5 The World Marathon Challenge involves running seven marathons in seven days.
- 6 Hasan only works with organisations that promote the rights of people with disabilities.

3 Look at the true statements in Exercise 2 again. Are the statements implied or directly stated in the article? Discuss in pairs.

The longest 200 metres

Hasan Tayem is a remarkable young man by anyone's standards. What makes him stand out even more from most people is that Hasan is blind. He was born blind, but this has not stopped him from achieving his dreams. Hasan took up sports in High School and was interested in athletics from as early as grade 7. He says he loves athletics as they are suitable for everyone and show that people with disabilities are also able to fulfil their potential. He also tries to educate people by showing them that people who are blind can be just as capable as people who can see.

Hasan graduated from the University of Jordan in 2019 after studying English and Italian. While he was at university, he became a professional runner and took part in several races around the world. In 2021, he received a scholarship from the Italian government and moved to Italy to study for a Masters degree in Human Rights and Multi-level Governance.

Even with a busy schedule, studying both at the University of Jordan and Padua University in Italy, Hasan continued to run. He won the Beirut Marathon in 2017 and 2018 and the Dead Sea Half Marathon five years in a row from 2016. His achievements have made Hasan Tayem famous in his home country of Jordan and, not surprisingly, he is a source of great national pride.

Hasan believes that technology has the power to improve the lives of around 285 million people around the world who are visually impaired. He is a motivational speaker and has worked with several organisations to promote the rights of people with and without disabilities. These organisations include *UNICEF Jordan*, *Generations for Peace* and *Be My Eyes* to name just a few.

Through his achievements, his work and his volunteering, Hasan has shown that people with disabilities are capable of great things. This young man is an inspiration not only for other people with disabilities, but for everyone around the world. Two ambitions that Hasan still wants to achieve are climbing Everest and completing the World Marathon Challenge. This second one is a test of endurance as it involves running seven marathons on seven continents in just seven days.

What the future holds for Hasan is anybody's guess, but it is almost certain that we will hear more about this young man in the coming years.



The Taste Podcast

5E LISTENING AND VOCABULARY (Audio script: extra activities)

1 5.8 Complete the podcast with one word in each gap.

Jawad: Hi, and welcome to *The Taste Podcast*. I'm Jawad...

Abed: ... and I'm Abed.

Jawad: In each episode we look into the surprising facts behind everyday foods. This week, it's that sweet, tangy sauce found in most people's refrigerators ... Yes, that's right – ketchup. Are you a ketchup fan, Abed?

Abed: Mmm ... ¹_____ so much. I'm more of a mayonnaise guy myself. Ketchup's a bit sweet **for my liking**. I don't like adding sweet sauce ²_____ savoury food. Everyone else in my family loves it though. What about you?

Jawad: Me? I'm a big fan of all condiments: ketchup, mayo, mustard. I love them all.

So, **on with** the podcast. Ketchup ... Ninety-seven percent of US households have a bottle in their kitchen. People think ³_____ it as the ultimate American condiment, but it started life in Asia, in the sixth century, ⁴_____ a runny fish sauce!

Abed: Eew!

Jawad: Not keen ⁵_____ fish sauce?

Abed: Er ... no, **can't say I** am.

Jawad: **It's thought that** in the seventeenth century, British traders brought the fish sauce home from Asia and thought, 'Hey, we love this stuff! Let's recreate it.' So they did, and they came up ⁶_____ recipes that were similar to the original Asian ketchup, using savoury ingredients like fish, nuts and mushrooms, but no tomatoes.

Abed: That's right, the first British ketchup recipes had no tomatoes and one of the reasons ⁷_____ that is that tomatoes were unpopular in Europe in the seventeenth and eighteenth centuries, 'cos people were scared of them.

Jawad: Scared of them?

Abed: Yep. Europeans wouldn't eat them because they thought they were poisonous. They were suspicious of them because they were bright and shiny, ⁸_____ poisonous berries.

Jawad: Weird ... but true! So the first tomato-based ketchup recipe appeared in 1812 in the US, but it didn't really take off until the 1870s. The first tomato-based ketchups didn't taste great. **Over time**, the recipe was developed further, riper tomatoes were used, more vinegar was added and it finally became very popular.

Abed: So this was more like the ketchup we know today, and the Americans soon **grew to** love it. But ⁹_____ was one major problem. It didn't flow easily out of the bottle. People ¹⁰_____ to try various tricks to make it come out. Thumping the bottom of the bottle was one way but often the ketchup would come shooting out all over the place. Inserting a knife ¹¹_____ the top of the bottle to help ease it out was another option, but that wasn't very satisfactory either. The problem was finally resolved in 1983 with the invention of the plastic squeeze bottle.

Jawad: You mean the ones that go ... when you squeeze them?

Abed: Uh huh. **That's the one!** But there's still one problem with ketchup bottles. You can't squeeze all the sauce out of the bottle. But scientists ¹²_____ recently invented a gel which makes a surface slippery. ¹³_____ manufacturers coat the inside of the bottles with this gel, then it will stop ketchup getting stuck at the bottom. So ¹⁴_____ more wasted ketchup!

Jawad: So that's the history of ketchup. **Another fascinating thing** we found ¹⁵_____ about ketchup was how the product varies around the world according to local taste buds. So for example, ketchup-lovers in Britain and Venezuela are sold a sweeter ketchup than the Americans, ¹⁶_____ prefer their ketchup spicier and more tangy.

Abed: That's right. And in the Philippines they like ketchup made from a banana base. Although, **apparently**, it doesn't actually taste like bananas and they dye it red, so it still looks like ketchup.

Jawad: Red banana ketchup. **Sounds kind of weird**. But interestingly, ketchup sales have declined over the last few years, while chilli-based sauces have seen a big rise in sales. Market research shows that the younger generation are keener on using sauces ¹⁷_____ healthy, fresh ingredients such as in Galayet Bandora.

Abed: So **who knows**, maybe that will become the new ketchup.

Jawad: Well, **there's a thought**. Maybe tomato ketchup will soon become a thing ¹⁸_____ the past, just like smelly fish ketchup!

2 Look at the expressions in bold in the podcast. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

Jordan

**High
Note**

Grade 11

GRAPHIC ORGANISERS



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GRAPHIC ORGANISERS

TEACHER'S NOTES

Unit 1

1 An analytical essay

(1.7A WRITING)

Aim: to plan an analytical essay

Interaction: individual, pairs

Type of activity: pre-writing task

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students should have already discussed whether they agree or disagree that social media is a good thing because young people have more friends in more places than ever before. Tell them that they are now going to prepare for doing the Exercise 10 Writing Task on page 13 of the Student's Book. **(2)** Hand out the worksheet and ask students to read the text in the boxes. Remind them they can also look at the tips in the Writing box on page 13 to help them. **(3)** Give students time to make notes individually. **(4)** Put students in pairs and give them time to share their notes. Ask them to make one suggestion to their partner about how to improve their plan. **(5)** Students then complete the Writing Task individually, in class or as homework.

Unit 2

2 A formal email

(2.7A WRITING)

Aim: to plan a formal email

Interaction: individual, pairs

Type of activity: pre-writing task

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Ask students to read the factfile on page 25 of their Student's Book again. Tell them that they are going to prepare for doing the Exercise 8 Writing Task. **(2)** Hand out the worksheet and ask students to read the text in the boxes. Remind them they can also look at the tips in the Writing box on page 25 to help them. **(3)** Give students time to make notes individually. **(4)** Put students in pairs and give them time to share their notes. Ask them to make one suggestion to their partner about how to improve their plan. **(5)** Students then complete the Writing Task individually, in class or as homework.

Unit 3

3 An opinion essay

(3.7A WRITING)

Aim: to plan an opinion essay

Interaction: individual, pairs

Type of activity: pre-writing task

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students should have formed their own opinions on whether the people in their families are more influential in their life than their friends, or any other influence. Tell them that they are now going to prepare for doing the Exercise 9 Writing Task on page 39 of the Student's Book. **(2)** Hand out the worksheet and ask students to read the text in the mind map. Remind them they can also look at the tips in the Writing box on page 39 to help them. **(3)** Give students time to make notes individually. **(4)** Put students in pairs and give them time to share their notes. Ask them to make one suggestion to their partner about how to improve their plan. **(5)** Students then complete the Writing Task individually, in class or as homework.

Unit 4

4 A story

(4.7A WRITING)

Aim: to plan a story

Interaction: individual, pairs

Type of activity: pre-writing task

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Tell them that they are going to prepare for doing the Exercise 9 Writing Task on page 51 of the Student's Book. Remind them that their story must begin or end with the line 'Malak hadn't imagined that her day would be a disaster. **(2)** Hand out the worksheet and ask students to read the text in the boxes. Remind them they can also look at the tips in the Writing box on page 51 to help them. **(3)** Give students time to make notes individually. **(4)** Put students in pairs and give them time to share their notes. Ask them to make one suggestion to their partner about how to improve their plan. **(5)** Students then complete the Writing Task individually, in class or as homework.

Unit 5

5 A review

(5.7A WRITING)

Aim: to plan a review

Interaction: individual, pairs

Type of activity: pre-writing task

Time: 15 minutes

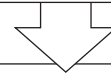
Materials: one worksheet per student

In class: (1) Hand out the worksheet and tell students that they are going to prepare for doing the Exercise 6 Writing Task on page 65 of the Student's Book. **(2)** Ask them to work individually and choose an item to review from the box. **(3)** Ask students to read the text in the boxes and give them time to make notes. **(4)** Put students in pairs and give them time to share their notes. Ask them to make one suggestion to their partner about how to improve their plan. **(6)** Students then complete the Writing Task individually, in class or as homework.

1 Make notes in the boxes for each paragraph of your essay.

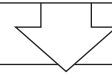
Paragraph 1

Introduce your topic so readers will know what you are talking about:



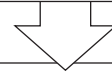
Paragraph 2

State your first argument with evidence to support it. Remember to start with a topic sentence and include any sources you researched to back up your idea:



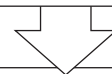
Paragraph 3

State your second argument with evidence to support it. Remember to start with a topic sentence and include any sources you researched to back up your idea:



Paragraph 4

Include other people's ideas and explain why you agree/don't agree with them:



Paragraph 5

Write a conclusion to summarise what you have said:

2 In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?

1 Make notes in the boxes for each paragraph.

Paragraph 1

Greet the intended recipient of your email and state your reason(s) for writing:

Paragraph 2

State the problem(s) and offer solutions:

Paragraph 4

Mention that you expect a reply and then sign off:

Paragraph 3

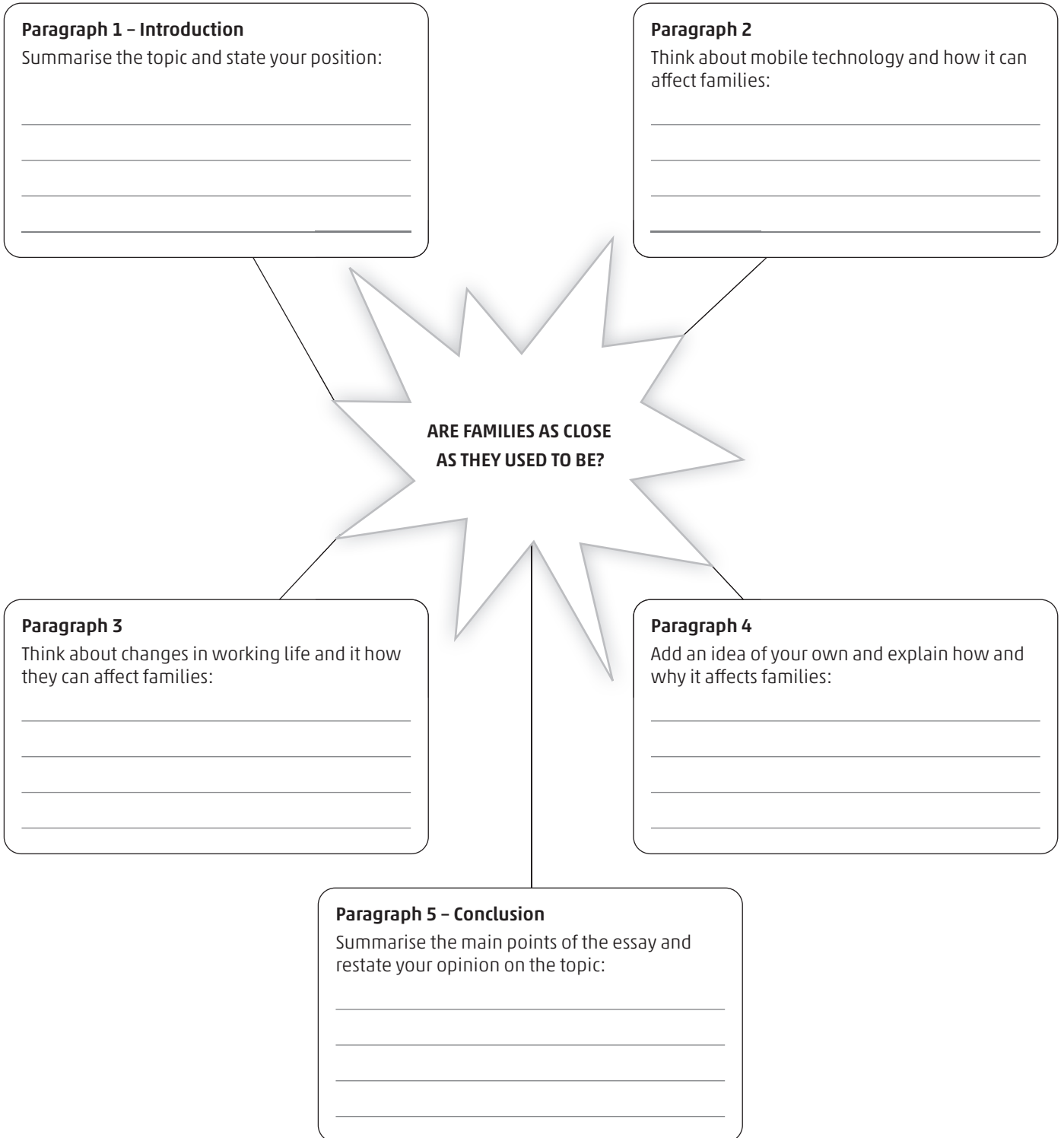
Ask the recipient to take some action:

2 Go through your notes again and check that you have:

- * not used contractions
- * not used phrasal verbs
- * used the passive tense
- * used indirect / non-personal language

3 In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?

1 Make notes for your essay in the mind map. Remember you will need to use facts and supporting arguments to back up your ideas.



2 In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?

- 1** Make notes in the boxes for your story. Remember to start or end the story with the sentence 'Malak hadn't imagined that her day would be a disaster'.

Title: _____

Ideas: _____

Setting: _____

Where: _____

When: _____

↓

Major characters: _____

Minor characters: _____

↓

Plot: _____

↓

Event 1: _____

Event 2: _____

Event 3: _____

↓

Outcome: _____

- 2** In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?

1 Choose one of the items from the box and make notes in the boxes for each paragraph of your review.

a café a computer game a music album a restaurant an exhibition

Paragraph 1 - Introduction	Name the subject of your review: _____ Give details of where and when you went and your overall impression: _____ _____ _____
Paragraph 2	Describe your impressions in more detail: _____ _____ _____
Paragraph 3	Describe the positive aspects: _____ _____ _____
Paragraph 4	Describe the negative aspects: _____ _____ _____
Paragraph 5 - Conclusion	Share your recommendations: _____ _____ _____

2 In pairs, share your notes. Can you give your partner one suggestion on how to improve their plan?

